

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, October 3, 2007
1:30 p.m.
Regrets call 474-6892

P R E S E N T A T I O N S

1. The United Way Campaign at the University of Manitoba will make a presentation regarding the 2007 campaign.

A G E N D A

I CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES - OCTOBER 2007

This report will be available at the Senate meeting. A copy of the list of graduands will be kept at the front table for examination by members of Senate.

II REPORT ON MEDALS AND PRIZES TO BE AWARDED AT THE OCTOBER CONVOCATION

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

III MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees

This report will be distributed at the Senate meeting. Copies will be available for inspection by members of Senate in the Office of the University Secretary on the day preceding the Senate meeting.

IV ELECTION OF SENATE REPRESENTATIVE TO THE SENATE EXECUTIVE COMMITTEE

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V MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on University Research – Report on Research Contract Funds Received

Page 18

2. Correspondence from the Vice-Provost (Programs) Re: Statement of Intent: Bachelor of Human Ecology (Aboriginal Wellness)

Page 28

3. Report of the Senate Committee on Awards – Part A

Page 37

VI REPORT OF THE PRESIDENT OCTOBER 3, 2007

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VII QUESTION PERIOD

Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the day preceding the meeting.

**VIII CONSIDERATION OF THE MINUTES
OF THE MEETING OF SEPTEMBER 5, 2007**

IX BUSINESS ARISING FROM THE MINUTES

**X REPORTS OF THE SENATE EXECUTIVE COMMITTEE
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

1. Report of the Senate Executive Committee Page 65

Comments of the Senate Executive Committee will accompany the report on which they are made.

**2. Report of the Senate
Planning and Priorities Committee**

The Chair will make an oral report on the Committee's activities.

**XI REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**

1. Report of the Senate Committee on Awards – Part B Page 66

**2. Report of the Senate Committee on
Instruction and Evaluation – SEEQ Review Page 69**

3. Report of the Senate Committee on Admissions Page 110

4. Report of the Senate Committee on Nominations

This report will be distributed at the meeting.

XII ADDITIONAL BUSINESS

1. Appointment Member-at-Large Page 111

XIII ADJOURNMENT

Please Call Regrets to 474-6892 or meg_brolley@umanitoba.ca

Election of Senate Representatives to the Senate Executive Committee

1. One Senator elected by faculty/school councils need to be elected for a term ending May 31, 2010 to replace Professor Hawranik, whose term on the Executive Committee expired on May 31, 2007 with the end of her term on Senate.

(1) Eligible for election are:

- (a) Members of Senate elected under section 27 (by faculty/school councils)

(2) Presently serving:

Prof. E. Etcheverry (Medical Rehabilitation)	2009
Prof. K. Coombs (Medicine)	2009
Prof. S. Prentice (Arts)	2008
Prof. John Page (Science)	2010
Prof. A. McNicol (Dentistry)	2008
Prof. M. Brabston (Management)	2008
Prof. T. Berry (Mathematics)	2009

(3) Procedures:

- (a) Nominations for the position shall be received from the floor.
- (b) Senators shall vote for no more than one candidate on the ballot provided.
- (c) The candidate receiving the largest number of votes shall be elected.
- (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

/mb



UNIVERSITY
OF MANITOBA

OFFICE OF THE
VICE-PRESIDENT (RESEARCH)

207 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-6915
Fax (204) 474-7568
www.umanitoba.ca/vpresearch

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Joanne C. Keselman, Vice-President (Research)

DATE: September 7, 2007

SUBJECT: Report on Research Contract Funds Received

COPIES: Dr. D. Jayas, Associate Vice-President (Research)
Dr. P. Cattini, Associate Vice President (Research)

Attached is the Report on Research Contracts Received for the period January 1, 2005 to June 30, 2007. Please include the report for information on the next Senate agenda.

Thank you.

JCK/nis

Attach.

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Agricultural and Food Sciences			
Alma D Kennedy	Manitoba Association of Agricultural Societies/ARDI	30,300	New opportunities in dairy and beef heifer development and dairy cow productivity
Anita L Brule-Babel	Manitoba Association of Agricultural Societies/ARDI	362,430	Application of genomic and proteomic technologies to understanding wheat-Fusarium graminearum interactions and development of Fusarium head blight resistant wheat
Annetteke Farenhorst	Environment Canada	15,483	To identify a runoff predictive model which most closely represents the Prince Edward Island situation
Arnold W Hydarnaka	Manitoba Association of Agricultural Societies/ARDI	30,000	Nutritional and nutraceutical analysis of 6 Manitoba fruits
Brian Douglas Amiro	Laval University	139,250	Hydrological drivers of carbon sequestration in northern forests. Project within a proposal for The Canadian Carbon Program led by Hank Margolis of Laval University
Brian Douglas Amiro	Queen's University	39,640	Climate and hydrology drivers of the carbon balance in northern black spruce forests (BIOCAP Canada Foundation)
Brian W Fristensky	University of Wyoming	59,485	Effects of wildfire disturbance on water budgets of boreal black spruce forests
Cheryl L. Podemski	Genome Alberta	24,000	biol.legato: Data analysis client for Bluejay and Seahawk
Cheryl L. Podemski	Ontario Ministry of Environment	25,000	Effects of aquaculture organic loading on benthic macroinvertebrates: Field observations
Denis O Krause	Ontario Ministry of Environment	50,000	Effects of aquaculture organic loading on benthic macroinvertebrates
Denis O Krause	Pulse Canada	38,750	Effect of pulses and pulse fractions on gut microbial health
Denis O Krause	Saskatchewan Pulse Growers	38,750	Effect of pulses and pulse fractions on indices of lipid, carbohydrate and energy metabolism, as well as oxidative status in overweight, hyperlipidemic individuals: Effects on gut microbial health
Diantha W Fernando	Manitoba Association of Agricultural Societies/ARDI	30,000	Development of molecular methods of rapid detection and identification of Leptosphaeria maculans pathogenicity groups in Canada
Diantha W Fernando	Manitoba Association of Agricultural Societies/ARDI	53,600	Identification of the antivirulence genes in leptosphaeria maculans the blackleg pathogen of canola/rapeseed
Genyi Li	Genome Alberta	1,000,000	Designing Oilseeds for tomorrow's markets
James I Rude	University of Guelph	20,000	The effects of bio-fuels policy on global commodity trade flows
James I Rude	University of Guelph	20,000	An econometric model for assessing trade distorting impacts of stabilization programs
James I Rude	University of Guelph	10,000	Estimating supply response for Canadian hog production on provincial basis
James I Rude	University of Guelph	7,000	Trade remedy law, border measures, and North American hog trade
Jan C Plaizier	Dairy Farmers of Canada	50,000	Development of diagnostic markers for sub-acute ruminal acidosis
Katherina M Wittenberg	Manitoba Association of Agricultural Societies/ARDI	11,625	Use of ionophores and tannin-rich forages to improve economic and environmental sustainability of Manitoba's dairy and beef producers
Katherina M Wittenberg	Manitoba Clean Environment Commission	144,000	Environmentally sustainable pork production in Manitoba: A review for the Clean Environment Commission
Kimberly H Omnski	Manitoba Agriculture, Food & Rural Initiatives	18,500	Environmental and production benefits of tannin-containing legumes
Lakshar Lamari	Agriculture and Agri-Food Canada	42,800	Effect of glyphosate on stubble-borne cereal fungal pathogens
Martin H Entz	Agiculture and Agri-Food Canada	7,000	Development of a comprehensive review of reducing pesticide risk in field crops: The Western Canadian experience
Martin H Entz	Manitoba Agriculture, Food & Rural Initiatives	11,000	Evaluation of manure sources for organic crop production
Martin H Entz	Manitoba Agriculture, Food & Rural Initiatives	12,000	The Glenlea long-term organic/conventional crop rotation study: Quality of organic versus conventionally grown crops
Martin H Entz	Manitoba Agriculture, Food & Rural Initiatives	11,000	Economic and sustainability analysis of the Glenlea long-term crop rotation study
Martin H Entz	Manitoba Association of Agricultural Societies/ARDI	50,000	Wheat and oats for organic and low-input production: Breeding and germplasm evaluation
Martin H Entz	Manitoba Association of Agricultural Societies/ARDI	11,300	Nitrogen-fixing green manure crops for no-till and conventional cropping systems

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Martin H Entz	Manitoba Association of Agricultural Societies/ARDI	17,160	Importance of litter accumulation in native and tame pastures
Mervyn K Pritchard	Manitoba Department of Labour & Immigration	21,900	Internationally educated agrologist qualification program (IEAQ)
Nazim Cicek	Manitoba Conservation	46,000	Improving water quality in Lake Winnipeg through Netley-Libau Marsh: Using a natural wetland for nutrient removal and biopower/carbon emission credits
Neil J Holliday	Manitoba Association of Agricultural Societies/ARDI	40,000	Optimizing canola production through biological control of canola pathogens: Implications for management of insect pests
Nora J Lewis	Manitoba Association of Agricultural Societies/ARDI	125,000	Sow longevity: Modeling as a method of economic analysis
Olaekan O Akinremi	Manitoba Conservation	68,500	Temperature-moisture effect on C, N, and P mineralization
Paul R Bullock	Manitoba Agriculture, Food & Rural Initiatives	18,700	An improved method for determining Manitoba's soil moisture reserve
Peter John Harris Jones	Agriculture and Agri-Food Canada	12,500	NEAT (Nutraceuticals emerging from agricultural technologies) Network
Peter John Harris Jones	Biomark Technologies Inc.	10,430	Cross-validation of an amanadine detection method
Peter John Harris Jones	McGill University	164,971	Efficacy of plant sterol given at different times of the day in management of hypercholesterolemia
Peter John Harris Jones	McGill University	43,566	Evaluation of plant sterol and cholesterol absorption in overweight, hypercholesterolemic men and without coronary heart disease
Peter John Harris Jones	Oregon Health & Science University	14,830	Dietary cholesterol and defects in cholesterol synthesis
Peter John Harris Jones	Flax Council of Canada	108,000	Efficacy of consumption of Canola and Flax oils in management of hypercholesterolemia and other disease risk factor
Peter John Harris Jones	Pulse Canada	250,000	Effect of pulses and pulse fractions on indices of lipid, carbohydrate and energy metabolism as well as oxidative status
Qiang Zhang	Manitoba Association of Agricultural Societies/ARDI	30,906	overweight, hyperlipidemic individuals
Qiang Zhang	Natural Resources Canada	30,000	Evaluation of solar energy greenhouses for winter greenhouse production in Manitoba - Phase 3 - Optimization of thermal insulation
Rachael Scarth	Manitoba Association of Agricultural Societies/ARDI	1,750,000	Renewable energy for greenhouses: Biomass residues and advanced conversion technologies
Rene Van Acker	Canadian Food Inspection Agency	23,520	Program proposal under the Agriculture Policy Framework ARDI II- University of Manitoba Faculty of Agricultural and Food Sciences and Faculty of Human Ecology
Rene Van Acker	Canadian Food Inspection Agency	23,520	Flowering synchrony between volunteers and crops and the impact on novel trait movement (and confinement) in spring wheat and canola
Rene Van Acker	Canadian Food Inspection Agency	25,000	Flowering synchrony between cropped and volunteer spring wheat and its affect on novel trait confinement and the reduction of risks associated with PNT production in Canada
Richard A Holley	Griffith Laboratories	9,204	Biogenic amines in meat
Richard A Holley	Vantage Foods	22,776	Use of lactic acid to reduce bacterial numbers on fresh beef roasts
Richard A Holley	Vantage Foods	11,700	Validation of lactic acid dip to reduce enterobacteriaceae on beef striploin roasts
Robert E Roughley	Agriculture and Agri-Food Canada	22,728	Impact of rotational grazing on the biodiversity of mixed-grass prairie
Robert W Currie	Manitoba Agriculture, Food & Rural Initiatives	14,520	Use of an organic acid (oxalic acid) to fumigate honey bee packages and reduce the need for use of synthetic acaricides in honey bee colonies
Robert W Currie	Manitoba Agriculture, Food & Rural Initiatives	9,680	Use of organic acids to fumigate honey bee packages and reduce the need for use of synthetic acaricides in honey bee colonies
Stefan Cenkowski	Saskatchewan Pulse Growers	59,455	Equilibrium moisture content characteristics for red lentils
Susan D Arnfield	Saskatchewan Pulse Growers	141,450	Evaluation of technologies for production of edible snack foods with demonstrated health benefits from peas
Wilhelm Guentler	Manitoba Association of Agricultural Societies/ARDI	152,477	Accessing niche markets for drug free, heritage breeds of chickens
Ying Chen	Agriculture and Agri-Food Canada	87,876	Pre-commercialisation of a pulsing meter for liquid manure injection in forage fields

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Ying Chen	Manitoba Association of Agricultural Societies/ARDI	24,420	Transition from conventional to no tillage in poorly drained heavy clay soils
Ying Chen	Public Works and Government Services Canada	178,681	Parametric study of factors affecting the forces and displacement exerted on landmines by mine rollers for humanitarian demining applications
Michael David Trevan Ryan Tyler Cardwell	Canadian Heritage University of Guelph	20,000 6,000	Feasibility study for the Glenlea Farm Education Centre Relationship between potential Doha development round structures on agricultural export credits and the composition and disposition of food aid
Architecture David Van Vleet	Manitoba Conservation	9,300	Building green educational project
Arts Barbara Payne Deborah Simmons Elizabeth J Ursel	Province of Manitoba Sattu Renewable Resources Board Province of Manitoba	15,000 70,041 30,000	A study of successful aging in Manitoba Kahsho Gorfine ways of respecting the land A review of legislation, research and service provision regarding elder abuse and/or neglect in Manitoba and Canada
Elizabeth J Ursel James G Fergusson	Status of Women Canada Department of Foreign Affairs and International Trade	4,881 5,000	Enhancing women's access to protection orders Peacekeeping Workshop: Canadian & Israeli Perspectives
James G Fergusson	Department of National Defence	24,999	Aerospace Power Forum 2005: The demand - resource dilemma: The experiences of 2nd and 3rd tier air forces. In a the Forks, Winnipeg, November 21-23,2005.
James G Fergusson	Foreign Affairs and International Trade Canada	5,000	University of Manitoba political studies students' conference
James G Fergusson	Foreign Affairs and International Trade Canada	7,000	Political Studies Students' Conference "Canada and the United States: A Relationship at a Crossroads"
James G Fergusson Julie Guard	Government of Canada Association of Universities & Colleges of Canada (AUCC)	11,000 13,000	Workshop: Aerospace power, the air force vision and the new security environment Canada Corps international student internship in Argentina
Wanda A Wutunee	Indian and Northern Affairs Canada	60,000	5th Annual Elders and Traditional Peoples Gathering
Dentistry Colin Dawes Colin Dawes Edmond Ghiabi Robert John Schrott	William Whigley Jr Company William Whigley Jr Company Online Biopharma Corporation Health Canada	26,295 21,452 96,707 5,000	The effect of six different types of lozenge on salivary flow rate The effects of four different types of chewing gum on salivary flow rate Photodynamic disinfection in combination with scaling and root planing in the treatment of chronic periodontitis Evaluation of repeat general anaesthesia cases for pediatric dental surgery paid by FNHB Alberta
Education Clea Alexandra Schmidt Clea Alexandra Schmidt	Manitoba Department of Labour & Immigration Manitoba Transportation & Government Services	123,567 44,976	Internationally educated teachers in Manitoba Part 2: The University of Manitoba's academic and professional bridging program for internationally educated teachers (IETs) The University of Manitoba's academic and professional bridging program for internationally educated teachers
Francine Morin Wayne G Serebrin	Manitoba Education, Citizenship & Youth Manitoba Education, Citizenship & Youth	16,000 11,104	A study on the state of arts education in Manitoba schools - 2006-2007 Inquiry as literacy curriculum in an urban Manitoba early years school

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Zana M Lutfiya	Manitoba Transportation & Government Services	98,346	The examination of the implementation and impact of the vulnerable person living with a mental disability act (VPA)
Engineering			
Ahmed Shalaby	Manitoba Transportation & Government Services	4,900	Updating procedures for ensuring quality and consistency of pavement surface condition data
Ahmed Shalaby	Province of Manitoba	15,000	Memorandum of Understanding for the binder testing laboratory at the University of Manitoba
Ahmed Shalaby	Manitoba Highways & Transportation	855,000	Traffic information system
Atahiru S Alfa	Bell Canada	174,800	A tool for planning Bell Canada's IP network to provide optimal QoS for customers at minimum cost
Cyrus Shafai	Western Economic Diversification	1,240,000	Nano-systems fabrication laboratory - proposal to expand its capacity to enable new opportunities for innovation and increased commercial utility
Daniel W Fraser	Manitoba Conservation	25,000	Waste heat utilization for greenhouses
Douglas J Thomson	National Research Council	273,225	Pursuing the microfluidics/nanoelectronics interface
Eric L Bibeau	Natural Resources Canada	4,999	Numerical model development of a vertical axis kinetic turbine
Eric L Bibeau	Natural Resources Canada	34,000	Testing mitigation strategies for wind turbines in cold climates
Eric L Bibeau	Western Economic Diversification	103,148	Research on a 60 kW kinetic underwater flow turbine in Manitoba (kinetic turbine demonstration)
James A Blatz	Atomic Energy of Canada Ltd	30,000	Characterization of material properties of light and dense backfill for numerical modelling
James A Blatz	Atomic Energy of Canada Ltd	32,500	Field demonstration of retrofit landfill leachate extraction wells
Jamie Van Gulick	Manitoba Conservation	20,000	Advanced nitrogen removal from carbon-deficient sewage utilizing hydrogen gas
Jan A Oleszkiewicz	Manitoba Conservation	25,000	An integrated information system for intermodal freight transportation planning: Winnipeg and Manitoba capital region
Jeanette Montufar	Transport Canada	21,000	Multi-input multi-output channel measurements for multi-beam phased arrays
Raghavan Jayaraman	Agriculture and Agri-Food Canada	20,000	Transient response of temperature changes in cross-flow heat exchangers
Sima Nogharian	Communications Research Centre, Ottawa	10,000	Experimental and analytical investigations of parallel-channel instability at supercritical flow conditions
Subramaniam Balakrishnan	Honeywell Canada	12,000	
Vijay Chatooragoon	Atomic Energy of Canada Ltd	6,500	
Clayton H. Riddell Faculty of Environment, Earth & Resources			
C E Haque	Natural Resources Canada	100,000	Impact of climate change and extreme events on psychosocial well-being
David G Barber	Environment Canada	20,000	Integrated retrievals of sea ice type and thermodynamic state from microwave remote sensing
David G Barber	Indian and Northern Affairs Canada	60,000	Preparatory work for project related to Polar Year 2007-2008
David John Walker	Centre for International Forestry Research	36,066	Forest livelihoods and change: Developing tools to analyze and manage natural resources in West Kutai and Pasir regions, Indonesia
David John Walker	Manitoba Conservation	20,500	Quantifying brush encroachment on pasturelands
David John Walker	Manitoba Conservation	21,500	Environmental effects of ATVs Phase II
David John Walker	Saskatchewan Agriculture and Food	20,000	Quantifying brush encroachment on pastureland, Saskatchewan
Felype Wang	Natural Resources Canada	22,000	Geochemical analyses of mercury and elements in rain and snow and associated soil samples
Fikret Berkes	Fisheries and Oceans Canada	15,000	The DFO and the implementation of co-management working arrangements in Canada's Arctic land-claim regions (ISR, NU)
Fikret Berkes	Fisheries and Oceans Canada	10,000	Integrated management, complexity and diversity of resource use - 1 for Network Node Part VII
Jillian E Oakes	Manitoba Conservation	5,300	Environmental change and transportation in Churchill, Manitoba (Project No. 28032)
Micheline Manseau	Government of Nunavut	80,105	Understanding the tundra landscape surrounding Aberdeen Lake, Nunavut: Through the eyes of an Inuit elder
Micheline Manseau	Parks Canada	515,460	#3. Using Qaujimaqutangit in the management, research and monitoring of national parks
Nicola Koper	Ducks Unlimited Canada	4,000	Effects of habitat fragmentation on prairie birds
Nicola Koper	Environment Canada	12,000	Effects of habitat loss on birds of the tall-grass prairie
Nicola Koper	Manitoba Conservation	19,300	Powerlines as tall-grass prairie habitats

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Nicola Koper	Manitoba Conservation	36,000	Understanding saw-whet owl movements and population trends
Nicola Koper	Manitoba Conservation	25,000	Manitoba tall-grass prairies
Nicola Koper	Manitoba Conservation	21,384	Fire effects on Sprague's Pipits
Nicola Koper	Parks Canada	164,000	Restoration of heterogeneity to Grasslands National Park of Canada through the introduction of cattle grazing
Shirley Thompson	Manitoba Conservation	12,500	Solid waste management in a health care facility pursuit of best practice at Deer Lodge Centre
Shirley Thompson	Manitoba Conservation	15,000	Incorporating national and international end-of-life white good strategies into Manitoba's evolving white goods management plan
Shirley Thompson	Manitoba Conservation	12,600	A plan for the utilization of Brady Road landfill gas at the University of Manitoba. A feasibility study
Stephane M McLachlan	Manitoba Conservation	10,000	Building farm community resilience
Stephane M McLachlan	Manitoba Conservation	24,500	Impacts and management of a new initiative: Red Bartsia
Stephane M McLachlan	Manitoba Conservation	10,049	Conservation and management of road side habitats and farmland
Stephane M McLachlan	Manitoba Conservation	20,000	Assessment of urban prairie restoration
Stephane M McLachlan	Parks Canada	13,000	Elk movement and relationships with agriculture in the Riding Mountain Biosphere Reserve Area
Thomas John Henley	Fisheries and Oceans Canada	16,500	NR/DFO workshop "Habitat management within the broader context of effective resources and environmental management"
Thomas John Henley	Fisheries and Oceans Canada	22,500	Evaluation and assessment of oceans management activities in Hudson Bay: 2000-2004
Timothy N Papakyriakou	Ducks Unlimited Canada	40,000	Greenhouse gas exchange between the atmosphere and wetland complex and wetland carbon cycling
Extended Education			
Bonnie M Luterbach	Canadian International Development Agency	58,980	2007 CADE/AMTEC International Conference: Connecting in the Global Village
Loreen A Wallace	Department of National Defence	282,649	Military civilian training accreditation program (MCTAP)
Kathleen Mathews	Agriculture and Agri-Food Canada	42,000	Provision of agricultural training - WHIST project Mekkelie, Ethiopia
Sarah (Sally) A Hatcher	Health Canada	524,800	Building healthy communities: Mental health crisis management
Human Ecology			
Beverley M Watts	Food Development Centre	2,000	Consumer acceptability of baked potato crisps
Carla G Taylor	Dairy Farmers of Canada	38,638	Mechanisms for modulation of adipocyte function by dietary conjugated linoleic acid (CLA) isomers
Carla G Taylor	Manitoba Association of Agricultural Societies/ARDI	42,000	Modulation of adipocyte size and function by conjugated linoleic acid (CLA) isomers: Effects on blood pressure regulation by metabolic syndrome
Harold M Aukema	Manitoba Association of Agricultural Societies/ARDI	60,000	Effects of flax and pulse products in human dietary trials on eicosanoids
Harold M Aukema	Manitoba Association of Agricultural Societies/ARDI	10,000	Alpha linolenic acid metabolism: Comparison with longer-chain omega-3 fatty acids
Harold M Aukema	Manitoba Association of Agricultural Societies/ARDI	17,000	Studies on the mechanisms underlying the beneficial effects of flaxseed oil on kidney disease
Harold M Aukema	Manitoba Association of Agricultural Societies/ARDI	49,562	Effects of conjugated linoleic acid (CLA) isomers derived from dairy products diabetic kidney disease
Jason D Brown	Canadian Council on Learning	20,470	Adult learning in Aboriginal community-based inner-city organizations
Jason D Brown	Human Resources and Skills Development Canada	18,920	Youth homelessness in Winnipeg's inner city
Karen A Duncan	Human Resources and Skills Development Canada	21,450	Work arrangements and the experience of work-family balance
N A Eskin (Michae)	Manitoba Association of Agricultural Societies/ARDI	90,500	Frying performance of specialty high oleic/low linolenic canola oils
Ruth E Berry	Industry Canada	16,546	The importance of payday loans in canadian consumer insolvency

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
I. H. Asper School of Business			
Barry E Prentice	Motorcycle & Moped Industry Council	850	Analysis critique
Barry E Prentice	Transport Canada	9,000	Grain transportation logistics: Canada and its global competitors
Barry E Prentice	Western Economic Diversification	20,000	Airships to the Arctic III conference sponsorship
Paul Larson	Human Resources and Skills Development Canada	59,981	Transportation management development program
Paul Larson	Western Diversification Fund	1,000	Sponsorship of the 2nd annual supply chain connections conference
Paul Larson	Manitoba Agriculture, Food & Rural Initiatives	198,500	Food supply in Manitoba during a pandemic
Paul Larson	Manitoba Transportation & Government Services	1,000,000	Consulting services master contract
Paul Larson	Natural Resources Canada	38,970	Hydrogen & fuel cell vehicle market development matrix
Paul Larson	Southport Aerospace Centre Inc.	17,000	Economic impact study for Southport Aerospace Centre Inc.
Paul Larson	University of British Columbia	158,962	Gateway assessment roundtable
Kinesiology & Recreation Management			
Dennis W Hryciako	Manitoba Culture, Heritage & Tourism	30,000	Joint agreement with Manitoba Culture, Heritage, & Tourism
John M Campbell	Canadian International Development Agency	999,500	Enhancing rural livelihoods in Uganda through sustainable community tourism
John M Campbell	Manitoba Conservation	43,000	Enhancing bear smart behaviour: Research and education
Phillip F Gardiner	Manitoba Health	75,000	Manitoba "in motion" physical activity survey
Medicine			
Alan Katz	Public Health Agency of Canada	8,500	Statistical analysis: Canadian family physician cancer and chronic disease prevention survey (CFPCDDPS)
Christine Anne Clancy	Hospital For Sick Children Research Institute	42,153	CIHR team in children's pain
David N Rush	University of Minnesota	134,708	Long-term deterioration of kidney allograft function
Ethan Rubinstein	International Development Research Centre (IDRC)	50,000	A preparatory workshop for training field epidemiologists in Afghanistan
Frank S Labella	Public Works and Government Services Canada	24,500	Proof of principle experiments for radiation and biological agent detection using magnetometers
Fred Y Aoki	Manitoba Health	28,555	Rabies vaccine program - professional services
Garry X Shen	Lawson Foundation (The)	100,000	Impact of an urban community based obesity and diabetes prevention program in socio-economically disadvantaged women
Geoffrey G Hicks	Genome Canada	2,240,482	North American conditional mouse mutagenesis project: High throughput mammalian functional analysis for the discovery of novel determinants of human disease
Giselle Bourgeois-Law	University of British Columbia	13,125	Improving inter-professional relationships through shared CPD in rural Manitoba
Hana M Weingartl	United States Department of Agriculture	50,000	Susceptibility of swine to highly pathogenic avian influenza viruses
Hani S El-Gabalawy	Schering Canada Inc	45,000	Remicade synovial outcomes in Rheumatoid Arthritis therapy (Sorat study)
James F Blanchard	Gates (Bill and Melinda) Foundation	5,875,500	HIV prevention in the migration corridor of northern Karnataka and southern Maharashtra: The "Corridors Project"
James F Blanchard	World Bank	170,400	Mapping and integrated behavioural and biological survey of high risk groups for HIV infection in three cities in Afghanistan
Joanne E Embree	Health Canada	15,000	Canadian nosocomial infection surveillance program: Severe respiratory illness (SRI): 2005
Joanne E Embree	MDS Pharma Services	179,922	A Phase II safety and efficacy study to compare immune responses following injection with either two doses of HEPUSAV™ or three doses of Engerix-B®

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Joanne E Embree	Sanofi Pasteur	97,500	Safety among adolescents and adults of revaccination with tetanus toxoid, reduced diphtheria toxoid and acellular pertussis vaccine adsorbed (ACEDEL™) 4 to 5 years after a previous dose
Joanne E Embree	Sanofi Pasteur	263,000	A randomized trial to assess the immunogenicity and safety of PR51 with an adjuvant composition enhancement to the Hepatitis B component when given concomitantly with Prevnam®
John D O'Neil	Assembly of Manitoba Chiefs	160,000	Continued development and implementation of an evaluation plan for the maternal child health program in Manitoba
John D O'Neil	Assembly of Manitoba Chiefs	30,000	Maternal child health evaluation
John D O'Neil	Assembly of Manitoba Chiefs	50,000	Inter-government committee on First Nations health review
John D O'Neil	Association of Universities & Colleges of Canada	998,000	Building capacity to respond to HIV/AIDS in China
John D O'Neil	Health Canada	21,400	Manitoba regional environmental scan for the Aboriginal Health Human Resource Initiative (AHHRI)
John D O'Neil	Indian and Northern Affairs Canada	24,995	Fetal alcohol spectrum disorder (FASD) and its impacts on educational attainment: A literature review and paths for future research
John D O'Neil	Northern Health Strategy Working Group	50,000	Cross-jurisdictional decision-making
John D O'Neil	Norway House Cree Nation	45,000	Evaluation framework for Norway House Cree Nation health care initiative
Josee Lavoie	Assembly of Manitoba Chiefs	115,000	Phase II, Medical relocation project
Judith E Anderson	Health Canada	749,753	A University of Manitoba initiative: Interprofessional education for collaborative patient-centred practice
Julia Uhanova	Public Health Agency of Canada	9,954	Hepatitis B natural history costs and effectiveness of medical management
Laura E Targownik	Janssen-Ortho Inc	60,000	The use and appropriateness of gastroprotective strategies among persons with cardiovascular disease
Lisa M Lix	Public Health Agency of Canada	9,945	Feasibility study: Use of administrative data bases for surveillance of arthritis & other rheumatic conditions in Canada
Lorne J Brandes	Y M Biosciences Inc.	34,656	Effect of DPPE on levels of 12-S-HETE in vitro
Louise Rolande Simard	Families of Spinal Muscular Atrophy (SMA)	14,187	Study of SMN function and SMN gene expression during neuronal differentiation using a site-specific stable integration P19 cell system (SIM2005)
Louise Rolande Simard	Families of Spinal Muscular Atrophy (SMA)	48,212	SMN mRNA quantification in Phase I and Phase II clinical trials of Spinal Muscular Atrophy (PROCORSI)
Maria J Melanson	Biogen	9,200	Global adherence project (GAP) study
Marissa Lee Becker	Eastern Virginia Medical School	1,736,431	Randomized controlled trial of 6% cellulose sulfate gel and the effect on vaginal HIV transmission
Mary M Seshia	McMaster University	40,000	Canadian oxygen trial - Efficacy and safety of targeting lower arterial oxygen saturations to reduce oxygen toxicity and oxidative stress in very preterm infants
Patricia J Martens	International Lactation Consultant Association	1,000	Co-editor of book entitled "Core Curriculum for Lactation Consultant Practice" (Edited by Marsha Walker) 2002. Jones & Bartlett Publishers
Patricia J Martens	Public Health Agency of Canada	9,999	WORKSHOP: Developing a model and indicators for needs-based planning for public health services: The first step
Peter C Zahradka	Agriculture and Agri-Food Canada	25,000	Therapeutic efficacy of agriculturally derived material
Peter C Zahradka	Pulse Canada	246,030	Pulse crops improve cardiovascular health by modulating adipokine expression
Peter W Nickerson	Mount Sinai School of Medicine	173,344	Noninvasive markers and transplant outcomes in humans
Shayne P Taback	University of Calgary	15,000	Assessment of consequences of maternal severe hypoglycemia during pregnancy in women with Type 1 diabetes on offspring's neuropsychological functioning
Stephen Moses	U.S. Agency for International Development	21,992,112	HIV/AIDS prevention, care and support in Karnataka
Stephen Moses	World Bank	213,000	Preparation of SAR synthesis paper entitled "HIV/AIDS Epidemiology and Response Synthesis Paper"
Tom Bjeld-Hansen	Children's Mercy Hospital	47,900	Chronic kidney disease in children study (CKID)
Verena H Menec	Canadian Institute for Health Information	32,000	Western Canada end of life study
Verena H Menec	Province of Manitoba	13,000	Age-friendly communities initiative
Verena H Menec	Province of Manitoba	44,500	Age-friendly cities project
William A Mutch	Washington University in St. Louis		Critical care interdisciplinary research consortium: A 21st century complex systems collaborative activity

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Pharmacy			
Michael P Namaka	Berlex Canada Inc	70,000	Antigenic induction of multiple sclerosis via the dorsal root ganglia
Science			
Abba B Gumel	Western Economic Diversification	3,500	Hosting the annual conference of the Canadian Applied and Industrial Mathematical Society (CAIMS) at the University of Manitoba, June 16-18, 2005
Brian Mark	Cangene Corporation	6,849	Crystallization of HABP35 for X-ray analysis
Gordon G Robinson	Manitoba Conservation	20,500	Utility of Science for sustainability: A CRYSTAL/NSERC project
Gregg Thomas Tomy	University of Toronto	78,020	Persistent organic pollutants along environmental transects in Costa Rica, Chile, Nepal Botswana
John M Embil	Government of Canada	15,000	Severe respiratory illness surveillance within acute-care institutions 2004-2005
John Markham	Manitoba Conservation	35,000	Controls on tallgrass prairie diversity
John Markham	Manitoba Conservation	22,800	Using enduring features for protected areas planning
L. G Goldsbrough	Manitoba Conservation	57,000	Livestock effects on farm pond water quality in south-central Manitoba
Mark Douglas Whitmore	Western Economic Diversification	15,000	Westgrid Consortium contribution
Michael S Freund	Government of Canada	150,000	Synthesis and characterization of conducting polymers and conducting polymer composites for use as electrodes in electrochemical supercapacitors
Nathan Lovejoy	Great Lakes Fishery Commission	30,000	The Conservation Genetics of Deepwater Sculpin in the Great Lakes
Norman C Kenkel	Ducks Unlimited Canada	5,000	Ecosystem consequences of smooth brome invasions into native prairie habitats in the Northern Great Plains
Norman C Kenkel	Parks Canada	30,000	Ecological and hydrological consequences of beaver activity in Riding Mountain National Park
Norman R Hunter	Western Economic Diversification	555,000	Instrumental laboratory for chemical and environmental analysis
Pavel Dibrov	Oregon State University	34,560	Ion homeostasis in bivalve cholerae: Biophysical approach
Steven H Ferguson	Manitoba Conservation	21,000	Monitoring killer and beluga whales
Terry A Dick	Environment Canada	45,630	Parasites of fish from the Red River Delta, Manitoba
Terry A Dick	Environment Canada	45,630	Parasite analysis of fish from Lake Winnipeg
Vladimir Yurkov	Parks Canada	25,000	Abundance and diversity of the photosynthetic microbial community in thermal springs in Banff National Park, Alberta
Social Work			
Donald M Fuchs	University of Toronto	60,000	Determinants of children with disabilities (including FASD) coming into the care of mandated child welfare agencies
Duane Lesperance	Brandon Regional Health Authority Inc.	6,400	To provide outreach and counselling services to men in Brandon, Manitoba who have experienced abuse
Duane Lesperance	Province of Manitoba	3,200	Making a good thing better
Sidney I Frankel	Brandon University	9,999	Baby first/Families first evaluative study
Libraries			
Brian E Hubner	Canadian Council of Archives	25,140	Women and education digitization project
Shelley T Sweeney	Canadian Council of Archives	67,839	The prairie immigration experience
Institutes / Centres			
Cathy Roche	Indian and Northern Affairs Canada	25,000	Development of the "Aboriginal Environmental Stewardship Diploma"
Cathy Roche	Indian and Northern Affairs Canada	24,928	Aboriginal Environmental Stewardship Diploma
Elizabeth J Ursei	Centre for Aboriginal Human Resource Development Inc	8,900	Aboriginal research interns (to hire 2 women)

RESEARCH CONTRACT FUNDS AWARDED

January 1, 2005 - June 30, 2007

Faculty	Sponsor	Awarded	Project Title
Administration Specific			
Theima Gwendolin Lussler	Province of Manitoba	100,000	Understanding retention in Manitoba's post-secondary system (Phase I and II)
Digvir S Jayas	Manitoba Transportation & Government Services	24,000	Development of a Genomics, Proteomics and Bioinformatics Sector Development Action Plan
Digvir S Jayas	Western Economic Diversification	62,910	Contribution agreement for 5 CFI new opportunities projects
Garold (Gary) Breit	Western Economic Diversification	18,000	Incbat Assessment Project
Joanne Keselman	Western Economic Diversification	79,800	Smartpark Phase II Infrastructure
Peter A Cattini	Western Economic Diversification	139,750	Genome Canada proposals
Peter A Cattini	Western Economic Diversification	8,814	Project #6329 - Contribution to Leading Edge Fund application: A quantum leap forward in social science research
Peter A Cattini	Western Economic Diversification	4,500	Project #6328 - Contribution to Leaders Opportunity Fund application: Novel high-frequency instrument for interdisciplinary study that bridges nanomagnets, semiconductors and metamaterials
Peter A Cattini	Western Economic Diversification	6,300	Project #6327 - Contribution to New Initiatives Fund application: Multidisciplinary research facility for the science and applications of complex mesoscopic materials
Peter A Cattini	Western Economic Diversification	6,300	Project #6325 - Contribution to New Initiatives Fund application: High resolution analysis of pooled glycans from biological sources (Glycomics)
Peter A Cattini	Western Economic Diversification	19,785	Project #6323 - Contribution to Leading Edge Fund application: The Manitoba Centre for Health Policy's "Leaders" initiative: Leading-Edge access and data enhancement research strategy
Peter A Cattini	Western Economic Diversification	4,500	Project #6321 - Contribution to Leading Edge Fund application: Diffraction and spectroscopic infrastructure for mineralogy-geochemistry
Peter A Cattini	Western Economic Diversification	4,500	Project #6319 - Contribution to Leaders Opportunity Fund application: Endocrine control of ion and osmotic balance in primitive fish
Peter A Cattini	Western Economic Diversification	18,900	Project #6317 - Contribution to Leading Edge Fund application: Advanced technologies for sensing and monitoring in science, engineering and biodiagnosics
Peter A Cattini	Western Economic Diversification	13,500	Project #6316 - Contribution to New Initiatives Fund application: Advanced biotechnology and thermal processes for production of biomass energy from agriculture feedstock
Peter A Cattini	Western Economic Diversification	4,500	Project #6318 - Contribution to Leaders Opportunity Fund application: New methods for composition using computer technology
Peter A Cattini	Western Economic Diversification	8,100	Project #6320 - Contribution to New Initiatives Fund application: Infrastructure support for the creation of the National Centre for Agri-food Research in Health and Medicine
Peter A Cattini	Western Economic Diversification	1,800	Project #6322 - Contribution to Leading Edge Fund application: Arctic research through upgrading and expanding the scientific equipment of the research icebreaker Amundsen
Peter A Cattini	Western Economic Diversification	15,830	Project #6324 - Contribution to New Initiatives Fund application: Multiscale design, engineering & manufacturing of next generation polymer composites & structures for advanced engineering and medical applications
Peter A Cattini	Western Economic Diversification	4,500	Project #6326 - Contribution to New Initiatives Fund application: Protein x-ray crystallography laboratory



UNIVERSITY
OF MANITOBA

Office of the
Vice-President (Academic) & Provost

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160



31 August 2007

Mr. Sid Rogers
Secretary
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, Manitoba
R3C 0C4

Dear Mr. Rogers,

**Statement of Intent:
Bachelor of Human Ecology (Aboriginal Wellness)**

On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a Bachelor of Human Ecology (Aboriginal Wellness) within our Faculty of Human Ecology.


The objective of this four-year program is to create a broad, holistic understanding among people working for Aboriginal communities of the factors that affect health and wellness. The program is designed to integrate indigenous and Western world views and knowledge systems to increase the effectiveness of cross-cultural service work that addresses the social, economic, environmental and political problems that people face. Graduates will have the capacity to build careers in a large variety of agencies and businesses that plan or deliver social and health related services and products. Although graduates will not achieve any professional status as a consequence of this degree, graduates may be eligible to apply for admission to a variety of professional programs.

We anticipate that about 20 students would initially pursue this degree program; over time, we expect annual admissions to be in the range of 40 students. The Faculty of Human Ecology would like to implement this program in September 2008.

The University's current budget will provide some of the resources required to mount this program, but additional financial support may be sought from COPSE. Details will be provided in the full program proposal.

My colleagues and I would be pleased to provide any additional information your Council may require during its consideration of this Statement of Intent.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Richard A. Lobdell". The signature is fluid and cursive, with the first name "Richard" being more prominent.

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc: Emőke J.E. Szathmáry, President
Robert Kerr, Vice-President (Academic) and Provost
Gustaaf Sevenhuysen, Dean, Faculty of Human Ecology
Jeff Leclerc, University Secretary

STATEMENT OF INTENT

Institution

- | | |
|--|--|
| <input type="checkbox"/> Brandon University | <input type="checkbox"/> Assiniboine Community College |
| <input checked="" type="checkbox"/> University of Manitoba | <input type="checkbox"/> Keewatin Community College |
| <input type="checkbox"/> University of Winnipeg | <input type="checkbox"/> Red River Community College |
| <input type="checkbox"/> Collège Universitaire de Saint-Boniface | |

Program Overview

● Program Name: Bachelor of Human Ecology (Specialization in Aboriginal Wellness)

● Credential to be offered: B.H.Ecol (Aboriginal Wellness)

● Does the program require accreditation from a licensing group?
If yes, name group ☐ YES ☒ NO

● Length of the program: 4 ☒ Years ☐ Months ☐ Semesters

● Proposed program start date: 1 / Sep / 2008
Day/Month/Year

● Which department(s) within the institution will have responsibility for the program?
Human Ecology Program Committee, Faculty of Human Ecology

● As compared to other programs your institution will be proposing, the priority of this program is:
☒ High
☐ Medium
☐ Low

● Is this a new program? ☒ YES ☐ NO

● Is this a revision of an existing program:
If YES, name program ☒ YES ☐ NO
What are the impacts of changing this program?

● Will the program be available to part-time students? ☒ YES ☐ NO

● Will this program have a cooperative education component?
If YES, how long with the field placement be? ☒ YES ☐ NO

● Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present?
Provide Details ☒ YES ☐ NO

● Will there be distance delivery options?
Provide Details ☒ YES ☐ NO

● Will this program be delivered jointly with another institution?
If YES, name the institution ☒ YES ☐ NO

● Are similar programs offered in Manitoba or other jurisdictions?
If YES, indicate why this program is needed (e.g., area of specialization)

☐ YES

☒ NO

● What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

Following University 1, all students apply to the Faculty of Human Ecology. The entrance criteria are: A minimum adjusted GPA of 2.0 in at least 24 credit hours of University I, including 6 credit hours from Arts and 6 credit hours from Science.

Admissions are capped at 80 students per year per program in the Faculty of Human Ecology. If more than 80 applications are received for any one program, students with the highest Adjusted GPA have priority for admission in that program.

The proposed program is designed to overlap with the Aboriginal Wellness Diploma from the Faculty of Extended Education in order to facilitate the continuation of students from the diploma into the Aboriginal Wellness Degree program. At a minimum, students who have completed the diploma will be able to obtain credit for 21 credit hours:

- ☐ NATV 1220 3 cr. hrs
- ☐ NATV 1240 3 cr. hrs
- ☐ NATV 2100 3 cr. hrs
- ☐ PSYC 1200 6 cr. hrs
- ☐ HNSC 1210 3 cr. hrs
- ☐ PHED 1200 3 cr. hrs

Electives in the Aboriginal Wellness Diploma include 9 credit hours of courses that are required in Aboriginal Wellness Degree program:

- ☐ FMLY 1900 3 cr. hrs
- ☐ FMLY 1020 3 cr. hrs
- ☐ NATV 3100 3 cr. hrs

With appropriate advising from staff members in the faculties of Extended Education and Human Ecology the student in the Diploma program can select courses that can be transferred as electives to the Degree program. The Degree program includes 30 credit hours of free electives, therefore the Diploma student could potentially transfer as many as 60 credit hours.

In addition, students who are eligible to enter the program but need more time to complete some of the courses, such as chemistry, biology or statistics, will have access to tutors. This support is intended to increase the likelihood that students can pass the first year and achieve success. The support from University 1 will be important to ensure strong recruitment and effective retention.

Prior Learning is recognized and will be used as a way to obtain academic credit for previous experience. Students can be eligible for credit based on: Transfers, Course exemptions, Certificate Credit for seminar study, Challenge for credit and Prior Learning Assessment. The Prior Learning assessment will include reviews of the extent to which the student work experience, workshops, courses or training programs meet the objectives of the program. The assessment process will be defined with the University's Office of Prior Learning before the start of the program to ensure consistent decisions for equivalent experience and allow maximum credit for individual experience. Information from students will be a key part of the assessment process. The Faculty will make resources available as necessary to carry out the assessments.

Specific Program Information

1. Program Description

- Describe the program and its objectives:

Scope

The proposed 120 credit hour degree program is the Bachelor in Human Ecology - Aboriginal Wellness (B.H.Ecol - Aboriginal Wellness), which aims to create a broad, holistic understanding among people working for Aboriginal communities of the factors that affect health and wellness.

Graduates can build careers in a large variety of agencies and businesses that plan or deliver social and health related services and products. The program can provide a foundation for students who have an interest in professional programs. The program offers a general course of studies and graduates will not achieve any professional status as a consequence of this degree.

Unique contribution

The program integrates Indigenous and Western world views and knowledge systems to increase the effectiveness of cross-cultural community service work that addresses the social, economic, environmental and political problems that people face. As a degree program it provides the theoretical foundations for advice and action in communities, which allows graduates to apply their knowledge in many different settings. The integration will combine knowledge gained through Indigenous ways of knowing, scientific methods, and other sources of evidence. The integration supports the promotion of health, including the ecological approach, which is the guiding principle of the Faculty of Human Ecology.

A world view reflects the ways people make sense of their lives. It encompasses the ideas and beliefs through which an individual interprets reality and serves as a framework for knowledge and causality that people perceive. For example, world views of linear cause and effect experience versus cyclical patterns of experience lead to different approaches in scientific thinking. These different views influence the ways in which people experience science, culture, politics, ethics and other realities of their lives.

Program Name

The name of the program stems from the proposed integration of different world views which is essential for effective cross-cultural community service work. The name also reflects the expectation that graduates are uniquely positioned to serve Aboriginal and Indigenous communities in Canada and elsewhere.

Wellness can be described as a state that combines health and happiness. Thus those factors that contribute to being healthy and happy also will be contributing to being well. The determinants of wellness are: feeling of control of destiny, health practices, spirituality, family, environment, work, money and security, health services, social support and leisure. Wellness is a view of health that emphasizes the state of the entire being and its ongoing development.

Wellness can be estimated from social and economic environments using as indicators for example the amount of money and access to goods and services that a person has. Wellness also encompasses freedom, use of art, environmental health and other factors which influence people's experience of life and estimating their impact relies in part on the connections between qualitative indicators and health experiences. Interventions to increase wellness of the population need to balance all of these factors.

Need for the program

The need for a Bachelor in Aboriginal Wellness is clear from the statistics published in "Aboriginal Peoples and Postsecondary Education" (Reference: Mendelson, Michael. 2006. Aboriginal Peoples and Postsecondary Education in Canada. Caledon Institute of Social Policy, Ottawa), which show the continuing educational problems of Aboriginal students and the negative consequences for Canadian society if no action were taken. The proposed program responds to recommendations published in "A Call for Action for Upstream Investments" (Reference: Manitoba First Nations Health Human Resource Regional Strategic Framework.

2006. A Call for Action for Upstream Investments. Inter-governmental Committee on First Nation Health), which show the necessary approaches to closing educational gaps.

The proposal is based on discussions between the representatives of the Assembly of Manitoba Chiefs and the Faculty of Human Ecology. Collective and respectful cooperation between these institutions is the basis for a partnership to build and deliver the program.

The unique goal of the Aboriginal Wellness program differs substantially from the educational goals of current programs in Human Ecology. The B.Sc. (Human Nutritional Sciences) and B.Sc. (Textiles Sciences) programs lead to discipline specific health and social services that do not allow adequate time for a cross-cultural services focus. The discipline related specializations of the Family Social Sciences program do not leave enough credit hours to add Aboriginal services in the context of different world views. The Bachelor of Human Ecology program has a home economics focus that allows students to meet the education requirements for professional Home Economists and the teachable requirements in a Faculty of Education After Degree program. These course requirements do not allow for a sufficiently comprehensive Aboriginal specialization that can meet the human resources needs of Aboriginal communities. The goal of the B.H.Sc (Bachelor in Health Sciences) and B.H.St (Bachelor in Health Studies), which are offered jointly with the Faculties of Arts and Science, is to integrate the social and natural sciences in the study of health. These programs do not focus on the needs of Aboriginal communities because the content would require one or two additional years to a four-year program.

●Provide an overview of the content to be taught in this program:

The pedagogic principle is to create an awareness of multiple world views that explain the ideas and beliefs through which an individual interprets reality and serves as a framework for knowledge and causality that people perceive. The principle is based on the inherent values in different knowledge systems and leads to a holistic approach in the education of theory and practice, which is consistent with the interdisciplinary approaches in the Faculty of Human Ecology.

This principle is applied to the learning of the determinants of wellness which include feeling of control of destiny, health practices, spirituality, family, environment, work, money and security, health services, social support and leisure. Understanding those factors that contribute to being healthy and happy from the perspective of different world views will increase the understanding of wellness.

The postsecondary education needs for students from Aboriginal communities are urgent and extensive. Providing opportunities to build careers at the University level, that are culturally relevant, will increase the success of other initiatives in the school system. This education is expected to enhance human resource capacity of Aboriginal communities.

The program will contribute to the outcomes of the Strategic Framework (Reference: Manitoba First Nations Health Human Resource Regional Strategic Framework. 2006. A Call for Action for Upstream Investments. Inter-governmental Committee on First Nation Health), which is stated as "creating a sustainable and competent First Nation Health Human Resource Workforce that can meet the health, social and spiritual needs of First Nation clients and communities that is built upon holistic principles of learning, growth and development along the continuum from early learners to adult learners and professional practitioners".

Key aspects of the proposed program structure include:

1. Basic knowledge in chemistry and biology, economics and statistics, psychology or sociology is needed for a foundation to understand wellness and choices for program foci.
2. A core of Wellness courses, with Aboriginal culture content, which present individual and family experience in a health context as a foundation for understanding wellness.

3. A core of Worldview courses which offer learning experiences in which the same issues, related for example to health practices, spirituality, family, environment, work or social support, are presented in two world views: Indigenous and Western.
4. 30 credit hours of free electives allow students to focus their program in desired areas of study with course packages or minors.

2. Enrollment

- What is the program's initial projected enrollment?

The expected enrolment in the first year in which the program is offered is 20 students.

- What is the projected enrollment for the 2nd and 3rd years?

The second year, the enrolment is expected to increase to 30 students, with an average of 40 students per year expected in subsequent years.

- Describe the expected student profile?

Canadian students from any background are expected to enrol in this program. The majority of students are likely to come from Aboriginal communities with equal numbers of men and women. A number will enter via diploma programs at the University of Manitoba. International and non-Aboriginal students with an interest in indigenous cultures, from for example Guatamala and Colombia, are also expected to enrol.

3. Labour Market Information

- What labour market need is the program expected to meet?

The statistics published in "Aboriginal Peoples and Postsecondary Education" (Reference: Mendelson, Michael. 2006. Aboriginal Peoples and Postsecondary Education in Canada. Caledon Institute of Social Policy, Ottawa) show the continuing educational problems of Aboriginal students and the negative consequences for Canadian society if no action were taken. Aboriginal communities, Federal and Provincial Government departments, have initiated community programs where graduates can be employed to address the social and health needs of people. These programs are implemented in rural and urban communities.

A university level trained workforce to support services and products in Aboriginal communities has the potential to further community development. It also provides Aboriginal communities, particularly in Manitoba, with a larger pool of skilled human resources to manage and provide social and economic services. The University of Manitoba policies promote service to Aboriginal students and their communities.

- Are there currently jobs in Manitoba in this field?

☒ YES

☐ NO

If yes, where (geographic location and industry)?

Graduates from the B.H.Ecol - Aboriginal Wellness can be employed in a wide variety of Aboriginal community programs. Many of these programs are delivered in teams to which

graduates can contribute. The leadership of Aboriginal communities promotes these programs and many are related to health, with diabetes as a current emphasis. These programs include:

- ☐ Environmental health
- ☐ Health education
- ☐ Addiction and substance abuse prevention programs
- ☐ Brighter Futures
- ☐ Nutrition services
- ☐ Community health services
- ☐ Diagnostic and treatment services
- ☐ Other wellness related programs

Graduates will be able to provide a variety of services in high schools. The types of work could include Aboriginal Support Worker and Native Study Assistants. These employment opportunities exist today and the number is likely to increase in coming years.

With appropriate advising, students can make academic choices that incorporate teachable subjects to meet the major or minor requirements allowing students to apply for the After-Degree Bachelor of Education. The Aboriginal Wellness background will allow the students to make important contributions to student success in high schools. Examples of teachables are: Native Studies, Human Ecology-Home Economics, Developmental Studies through either Family Social Sciences or Psychology.

A number of graduates are expected to continue into a variety of graduate programs. An estimated 10% to 20% are expected to enter specialized programs such as Family Social Sciences, Native Studies, Community Health Sciences or others.

●What is the future job forecast for individuals with this education/training/credential?

The demand for people with cross-cultural and holistic views on social and health services is expected to increase both in Aboriginal communities and in urban centres.

●How does this program fit with Manitoba's stated economic, social and other priorities?

The program will support the economic and social priorities of rural and urban Aboriginal communities.

●What agencies, groups, institutions will be consulted regarding development of the program?

The program is developed, and will be delivered, in partnership between the Assembly of Manitoba Chiefs and the Faculty of Human Ecology. Other Faculties are consulted and invite to assist in program delivery. Manitoba Health, Manitoba Healthy Living and other departments will be consulted.

The proposed B.H.Ecol (Aboriginal Wellness) has been discussed with representatives of several faculties and schools. The units consulted include:

- | | |
|---|---|
| <input type="checkbox"/> Faculty of Science | <input type="checkbox"/> Faculty of Extended Education |
| <input type="checkbox"/> Faculty of Arts - Department of Native Studies | <input type="checkbox"/> Aboriginal Student Centre |
| <input type="checkbox"/> Faculty of Nursing | <input type="checkbox"/> Office of University Accessibility |
| <input type="checkbox"/> Asper School of Business | <input type="checkbox"/> Faculty of Social Work |
| <input type="checkbox"/> Faculty of Kinesiology and Recreation Management | <input type="checkbox"/> Faculty of Education |
| <input type="checkbox"/> University I | |

● Is there any other information relevant to this program?

The program is designed to articulate with existing diploma and certificate programs to assist the entry of students. To increase the opportunities for students, the program will allow students to choose courses that are pre-requisites for professional programs.

The unique feature of the proposed program is the opportunity for students to apply their knowledge in the context of multiple world views. Programs in Canada similar to the one proposed here include courses reflecting the Aboriginal world view. There do not appear to be learning experiences explicitly aimed at bridging more than one world view.

4. Financial Information

Additional resources will be required to implement this program. Details will be addressed fully in the program proposal.

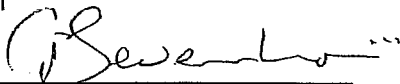
Submitted by:

Gustaaf Sevenhuysen

Name (print)

Dean

Position



Signature

27 August 2007

Date

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A



Preamble

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*, such offers shall be submitted to Senate for approval. (Senate, April 5, 2000)

Observation

At its meeting of September 5, 2007, the Senate Committee on Awards approved fourteen new offers, thirteen amended offers, and the withdrawal of four offers, as set out in Appendix A, of the *Report of the Senate Committee on Awards – Part A*.

Recommendation

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve fourteen new offers, thirteen amended offers awards, and the withdrawal of four offers, as set out in Appendix A, of the *Report of the Senate Committee on Awards – Part A* (dated September 5, 2007). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Rick Baydack
Chair, Senate Committee on Awards

Appendix A

MEETING OF THE SENATE COMMITTEE ON AWARDS September 5, 2007

1. NEW OFFERS

AIKINS, MACAULAY & THORVALDSON HONOURABLE MARSHALL ROTHSTEIN PRIZE

In recognition of the appointment of Mr. Justice Marshall Rothstein to the Supreme Court of Canada, Aikins, MacAulay & Thorvaldson LLP offers an annual prize of \$600 to a student in the Faculty of Law at the University of Manitoba. The donor has agreed to fund the prize for a term of five years, beginning in 2007-2008, with the right to renew the commitment for successive five year terms exercisable during the fourth year of any five year term. The prize will be offered to a student who:

- (1) has completed his/her third year of studies in the Faculty of Law at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.0; and
- (3) has achieved the highest average based on his/her final grades in *Constitutional Law* (LAW 1460), *Administrative Law* (LAW 3530), and *Clinical Administrative Law* (LAW 3140).

The selection committee shall be the Faculty of Law Awards Committee.

ALEXANDER H. COTTICK BURSARY IN RESTORATIVE DENTISTRY

Dr. A.H. Cottick spent many years as a part-time staff member in the Department of Restorative Dentistry. He had a lifelong passion for dentistry and learning and continually demonstrated this through his devotion to his private patients and students. Dr. Cottick was recognized by his students with numerous teaching awards and was also a long-time member of the Canadian Academy of Restorative Dentistry. This bursary is a result of Dr. Cottick's desire to leave a legacy to benefit dental students and the teaching of dentistry. One bursary valued at \$3,000 will be offered to a student who:

- (1) is enrolled full-time in the undergraduate program in the Faculty of Dentistry at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 2.5;
- (3) has completed two years of pre-clinical study and has demonstrated an aptitude and interest in Restorative Dentistry;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary will be funded for a period of fifteen years with the first offer in 2007 and the last offer in 2021.

The selection committee will be the Awards Committee of the Faculty of Dentistry and will include a delegate of the Cottick family.

ALEXANDER H. COTTICK SCHOLARSHIP IN RESTORATIVE DENTISTRY

Dr. A.H. Cottick spent many years as a part-time staff member in the Department of Restorative Dentistry. He had a lifelong passion for dentistry and learning and continually demonstrated this through his devotion to his private patients and students. Dr. Cottick was recognized by his students with numerous teaching awards and was also a long-time member of the Canadian Academy of Restorative Dentistry. This scholarship is a result of Dr. Cottick's desire to leave a legacy to benefit

dental students and the teaching of dentistry. One scholarship valued at \$1,000 will be offered to a student who:

- (1) is enrolled full-time in the undergraduate program in the Faculty of Dentistry at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.5;
- (3) has completed two years of pre-clinical study and has demonstrated an aptitude and interest in Restorative Dentistry;

The scholarship will be funded for a period of fifteen years with the first offer in 2007 and the last offer in 2021.

The selection committee will be the Awards Committee of the Faculty of Dentistry and will include a delegate of the Cottick family.

DACKOW FAMILY BURSARY

The Dackow family has created an endowment fund of \$150,000 at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The fund will support bursaries for students graduating from Wynyard Composite High School, Wynyard, Saskatchewan. One bursary valued at \$2,500 will be offered to an undergraduate student who:

- (1) has graduated from Wynyard Composite High School;
- (2) is enrolled in a minimum of 24 credit hours in University 1 or any direct entry program;
- (3) has achieved a minimum average of 70 percent on those high school courses considered for admission to the University;
- (4) has demonstrated financial need on the University of Manitoba bursary application form.

The award continues in the amount of \$1,500 in the second, third, and fourth years of study provided that the recipient:

- (1) is enrolled in a minimum of 24 credit hours in any Faculty or School at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 2.5;
- (3) continues to demonstrate financial need on the standard University of Manitoba bursary application form.

The award continues in the amount of \$3,500 in the second, third, and fourth years of study where the recipient:

- (1) is enrolled in a minimum of 24 credit hours in either the B.Comm. (Honours) or the B.Sc. (Honours) program and has declared Actuarial Mathematics as his/her first major;
- (2) (a) is in the second year of study and has registered for a minimum of 6 credit hours of Actuarial courses at the 2000 level (ACT 2000 – 2999); OR
 - (b) is in the third year of study and has registered for a minimum of 9 credit hours of Actuarial courses at the 3000 level (ACT 3000 – 3999); OR
 - (c) is in the fourth year of study and has successfully completed 9 credit hours of Actuarial courses at the 3000 level (ACT 3000 – 3999);
- (3) has achieved a minimum cumulative grade point average of 2.5;
- (4) continues to demonstrate financial need on the standard University of Manitoba bursary application form.

The value of the award will be adjusted to \$1,500 if the recipient of a full scholarship withdraws from Actuarial Mathematics in the third or fourth year of study provided that the recipient has met the renewal criteria set out in the second paragraph.

In the event that a recipient does not qualify for continuation of the award, the University may select another qualified student to receive the funds that would have been awarded to the initial recipient.

The selection committee shall be named by the Director of Financial Aid and Awards and shall include a member of the Dackow family.

LAWRENCE AND MARGARET FUNG BURSARY IN ELECTRICAL ENGINEERING

Mr. and Mrs. Lawrence Kitman Fung (B.Sc., E.E./70) and Margaret Laiping Fung have established an endowment fund at the University of Manitoba to support undergraduate students with financial need. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The available annual income from the fund will be used to offer one bursary to a student who:

- (1) is enrolled full-time in the Faculty of Engineering, in the B.Sc.Eng. (Electrical) degree program;
- (2) has achieved a minimum cumulative grade point average of 3.0 (or equivalent);
- (3) has demonstrated community involvement through meaningful volunteer activities;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

Applicants will be required to submit a brief summary of their community involvement in order to be considered for this bursary.

The selection committee shall be named by the Director of Financial Aid and Awards.

JOHN GLANVILLE MEMORIAL SCHOLARSHIP

The masonry industry has established an endowment fund to honour John Glanville's contribution to the advancement of masonry engineering. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Professor Glanville completed his Masters degree in Civil Engineering at Queen's University, Belfast, Ireland in 1955. He joined the University of Manitoba in 1958 as Assistant Professor in the Department of Civil Engineering. In 1985, he was appointed as the first Director of the Engineering Access Program (ENGAP). The available annual interest on the fund will be used to offer a scholarship to a graduate student who:

- (1) is enrolled in the Faculty of Graduate Studies at the University of Manitoba, specifically in the Civil Engineering Master's program;
- (2) has achieved a minimum cumulative grade point average of 3.5 (or equivalent) based on the last two years of full-time study;
- (3) is conducting research on or related to masonry studies.

The selection committee will be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering.

DR. DUNCAN KIPPEN MEMORIAL FUND

Family, friends, and colleagues have established an endowment fund at the University of Manitoba, in memory of Dr. Duncan Lloyd Kippen, M.D. The fund will support a bursary for medical students from rural Manitoba. The son of a rural General Practitioner (Dr. Robert Duncan Kippen, M.D./05), Dr. Kippen graduated from the University of Manitoba in 1942. The award recognizes his rural heritage and his service to the medical community, as President of the Manitoba Medical Association

(1967) and the Canadian Medical Association (1970). The available annual interest generated by the fund will be used to offer a bursary to a student who:

- (1) is registered in any year of the Undergraduate Medical Education program in the Faculty of Medicine;
- (2) graduated from a high school in rural Manitoba (i.e. outside of the City of Winnipeg);
- (3) has achieved satisfactory standing within the Faculty (or, as an entering student, was admitted with an adjusted grade point average of at least 3.60 on those courses used to qualify for admission);
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee shall be named by the Dean of the Faculty of Medicine.

McCARTHY TÉTRAULT LEADERSHIP AWARDS

The McCarthy Tétrault Foundation provides awards for outstanding students in the Faculty of Law at the University of Manitoba. Two prizes, valued at \$5,000 each, will be offered annually for a period of three years (2007/2008 through 2009/2010); one to a student who has completed the first year of full-time study, and one to a student who has completed the second year of full-time study in the Bachelor of Laws program in the Faculty of Law who:

- (1) have successfully completed the first or second year of full-time study, as applicable, in the Bachelor of Laws program in the Faculty of Law;
- (2) have demonstrated superior academic achievement; and
- (3) have demonstrated initiative and leadership through active participation in extra-curricular activities within the Faculty of Law, the University, or the community (including but not limited to the Law Students' Association, the *Manitoba Law Journal*, Pro Bono Students Canada, and university athletics).

Preference will be given to students who have ranked in the top 30% of their class.

The deadline to submit a nomination or application to the Office of the Dean of the Faculty of Law will be April 30th.

The Financial Aid and Awards Office will notify the McCarthy Tétrault Foundation of the recipients by June 15th.

The selection committee will be named by the Dean of the Faculty of Law.

JOHN MEREDITH ROBINSON MEMORIAL SCHOLARSHIP

In memory of Dr. John Meredith Robinson (M.A./50), his sister, Ms Beverly Jean Robinson, has established an endowment fund of \$50,000 at the University of Manitoba to offer scholarships for students in the Department of English. The available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the first year of the Master of Arts degree program in English;
- (2) has achieved a minimum cumulative graduate point average of 3.0 (or equivalent) in the last two previous years of full-time university study (60 credit hours);
- (3) is pursuing graduate research in one of the following areas (in order of preference): British Modernism, the novel, any period of British literature prior to 1900;
- (4) is judged by the selection committee to have outstanding potential for research in his or her area.

The selection committee shall be named by the Head of the Department of English.

MORSE SILDEN, Q.C., BURSARY IN LAW

On the occasion of the 75th birthday of Mr. Morse Silden (LL.B./67), Q.C., his brother-in-law, Mr. Clifford Swartz, has established an endowment fund at the University of Manitoba. The available annual interest on the fund will be used to offer a bursary to a student who:

- (1) is enrolled full-time in any year of study in the Faculty of Law at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee shall be named by the Dean of the Faculty of Law.

SALLY STERN ENDOWMENT AWARD

To commemorate the conferral of the honorary degree Doctor of Laws on her brother Dr. Harry Walsh, Q.C. (B.A./32, L.L.B./37, L.L.D./03), Mrs. Sally Stern has established an endowment fund (\$50,000) at the University of Manitoba, in the Faculty of Law. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The available annual interest generated by the fund will be used to offer a bursary to a student who:

- (1) is enrolled in any year of study in the Faculty of Law at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be the Faculty of Law Awards Committee.

OSCAR VONG MEMORIAL SCHOLARSHIP

An endowment fund has been established at the University of Manitoba in memory of Oscar Vong, a student in the Department of Microbiology at the time of his death. A dedicated student, Oscar also loved music and played the saxophone, bassoon, and clarinet. He was a former member of the Royal Winnipeg Rifles Military Band. Beginning in 2007, the available annual interest on the fund will be used to offer one scholarship to a student who:

- (1) has completed the second year of study in the Department of Microbiology in the Faculty of Science at the University of Manitoba;
- (2) has achieved the highest standing of eligible students with a minimum cumulative grade point average of 3.5;
- (3) enrolls full-time in the third year of study in an honours program in the Department of Microbiology.

This scholarship may not be held with other scholarships offered by the Department of Microbiology.

The selection committee will be named by the Head of the Department of Microbiology.

JOANNE (YAU WAI) WONG-LI MEMORIAL AWARD

Family, friends, and colleagues have established an endowment fund at the University of Manitoba to honour the memory of Mrs. Joanne (Yau Wai) Wong-Li [B.Sc. (Bio.E.)/99, M.Sc./03], a doctoral candidate in the Department of Civil Engineering. In 2004, Joanne joined Dillon Consulting as an environmental engineer specializing in waste-water treatment. She received her P.Eng. and P.Ag.

designations in 2005. A contribution from the *Edward Eric Hildebrand and Anne Palmer Hildebrand Memorial Scholarship Fund* has been made to this fund.

The annual income from the fund will be used to offer one bursary, valued at a minimum of \$400, to an undergraduate student who:

- (1) is enrolled full-time in the third year of studies in the Department of Biosystems Engineering;
- (2) has achieved a minimum grade point average of 2.0;
- (3) has demonstrated involvement in student-related activities in the Department of Biosystems Engineering;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee shall be named by, and shall include, the Head of the Department of Biosystems Engineering.

WORLD W.I.S.E. (WORK, INTERNSHIPS, STUDY, AND EXCHANGE) TRAVEL AWARD

The International Centre for Students offers travel awards for students who want to internationalize their learning experience and become engaged global citizens. Each year, the Centre will offer a maximum of six travel awards, valued up to a maximum of \$500 each, to students who:

- (1) are either (i) enrolled full-time in any Faculty or School at the University of Manitoba or (ii) are graduating students who plan to continue their studies in the Faculty of Graduate Studies, at the University of Manitoba, in the next academic session;
- (2) (i) as continuing students, have achieved a minimum cumulative grade point average of 2.5 in their undergraduate program or a minimum cumulative grade point average of 3.0 in their graduate program and are in good academic standing or (ii) as graduating students, are eligible for admission to the Faculty of Graduate Studies;
- (3) will travel abroad (excluding the United States of America and countries in the European Union) with a civil society or non-governmental agency, for a period of three weeks to four months during the Summer Session, in order to: (i) volunteer overseas, (ii) participate in a formal internship, (iii) participate in a community service learning program, (iv) undertake short-term research attachments.

Candidates must submit: (a) an application form; (b) a letter of intent outlining how the travel relates to their academic study and career goals; (c) two letters of support one of which must be provided by the host or partner of the activity they will participate in; (d) a detailed budget. The deadline for submission will be the last working day in February.

Recipients of the award must agree to contribute a short profile of their placement (including a photograph) to the *(be) World WISE Newsletter*.

A student may hold only one World W.I.S.E. Travel Award in his/her lifetime. The World W.I.S.E. Travel Award is not open to students who are participating in: a bilateral exchange program or for-credit travel study courses; the Student Work Abroad Program, or a fully-funded internship or research program; fieldwork as part of their graduate research.

The selection committee will be named by, and will include the Director of the International Centre for Students as chair.

2. Amendments

ASPER SCHOLARSHIP IN PHYSICAL EDUCATION

Following a recent contribution to the endowment fund that supports this award, the initial paragraph of the terms has been revised to reflect that the value of the fund has increased from: \$50,000 to: \$300,000. The number of scholarships supported by the fund has increased from: one to: two scholarships of equal value. (Ninety percent of the annual interest earned on the fund will continue to be used to offer the scholarships.) The name of the award has been amended from: *Asper Scholarship in Physical Education* to: *Ruth Asper Scholarships in Physical Education and Kinesiology*.

In the opening paragraph, the purpose of the fund has been amended. The fund, which will continue to be used to offer scholarships for graduate students pursuing studies in physical education and fitness, will also be used to offer scholarships for graduate students studying kinesiology. Accordingly, the third criterion has been revised to require that recipients demonstrate a focus on the physical and/or psycho-social aspects of fitness and physical activity through their research or thesis topic, rather than just fitness.

A number of editorial changes have been made to reflect recent changes to the name of the degree program and the Faculty.

DAVID ASPER BURSARY FOR BISON FOOTBALL

At the request of the donor, the value of the endowment fund has been deleted from the opening paragraph of the terms of reference. The number of awards has been changed from: four to: a minimum of three and no more than ten bursaries of equal value. The name of the award has been amended from: *David Asper Bursary for Bison Football* to: *David Asper Awards for Bison Football*.

The academic requirements to hold a Bursary have been revised for both continuing and entering students. Continuing students continue to require a minimum grade point average of 2.0 but the revised terms specify that students must complete a minimum of 18 credit hours (*versus* a full year) and that those studies must have been completed at the University of Manitoba. The minimum average required by entering students has been increased from: 70% on those courses considered for admission to the University, to: 80%, or equivalent, on those high school courses used for admission to the University, or minimum grade point average of 2.0, upon successful completion of 18 credit hours at the University.

The composition of the selection committee has been revised. It no longer includes the donor (or designate). The Financial Aid and Awards Office will, however, notify the donor of the bursary recipients where the students have agreed to the disclosure of their personal information for this purpose.

A number of editorial changes have also been made.

AVENTIS PHARMA INC. SCHOLARSHIP

At the request of the donor, the name of this award has been changed from: *Aventis Pharma Inc. Scholarship* to: *sanofi-aventis Canada Scholarship*. One reference to Aventis Pharma Inc. in the opening paragraph of the terms of reference has been changed to sanofi-aventis Canada.

AVENTIS PHARMA INC. AWARD IN LAW AND ETHICS

At the request of the donor, the name of this award has been changed from: *Aventis Pharma Inc. Award in Law and Ethics* to: *sanofi-aventis Canada Award in Law and Ethics*. One reference to Aventis Pharma Inc. in the terms of reference has been amended to sanofi-aventis Canada.

DEAN OF GRADUATE STUDIES STUDENT ACHIEVEMENT AWARD

At the request of the selection committee, two amendments have been made to the terms of reference for this award. Criterion (1) has been revised from: "have been enrolled in a graduate program at the University of Manitoba for at least one year," to: "have been enrolled in a graduate program at the University of Manitoba for at least one year at the time of nomination." A statement has been added to clarify that nominations must originate from the student's advisor, a member of the student's supervisory committee, or department.

LAWRENCE AND MARGARET FUNG BURSARY

The donors for this award have made a new contribution to the endowment fund that supports the award. At their request, the terms of reference have been revised to increase the number of bursaries from: two to: four. One bursary will continue to be offered to an undergraduate student in the Faculty of Arts. The number of bursaries offered to undergraduate students in the Faculty of Engineering has been increased from one to three, and the terms of reference have been amended to stipulate that the Engineering recipients must be registered in a B.Sc.Eng. (Civil), B.Sc.Eng. (Electrical), or a B.Sc.Eng. (Mechanical) degree program.

INTERNATIONAL GRADUATE STUDENT SCHOLARSHIP

At the request of the selection committee, the minimum cumulative grade point average required to hold an *International Graduate Student Scholarship* has been lowered from: 3.75 to: 3.5.

A. LANGLEY JONES LEADERSHIP AWARD

At the request of the Faculty of Pharmacy, the process to identify candidates for the award has been modified. Members of the graduating class will recommend eligible candidates to the selection committee. Previously, the recipient was nominated by his/her peers and recommended to the selection committee by a vote of the members of the graduating class.

An editorial change to the second criterion clarifies that a minimum sessional grade point average of 3.0 is required to hold the award. In the third criterion, the list of courses used to assess candidates' aptitude for Community Pharmacy has been updated from: Pharmacy Practice III (46.361) and Contemporary Pharmacy Skills (46.349) to: Clinical Pharmacy 1 (PHRM 2310), Clinical Pharmacy 2 (PHRM 3310), Clinical Pharmacy 3 (PHRM 4310), Pharmacy Skills Lab 2 (PHRM 2100), Pharmacy Skills Lab 3 (PHRM 3100), and the community component of the Structured Practical Experiential Program (PHRM 2700, PHRM 3700, PHRM 4700).

MANITOBA HORTICULTURAL SOCIETIES AWARD

The terms of reference for this award have been revised to reflect a change in the name of the academic program from: Plant Systems to: Plant Biotechnology.

PHARMACY CLASS OF 1966 SCHOLARSHIPS

At the request of the donor contact for this award, a number of editorial changes have been made to the terms of reference to clarify that, although the selection committee has the discretion to offer one or more scholarships in any given year, the minimum value of each scholarship will be \$500.

REINE-BANIUK MEMORIAL SCHOLARSHIP

The value of the endowment fund has been deleted from the opening paragraph of the terms of reference for this award. Contributions to the fund, which was established in 2003, have not reached the initial target of \$30,000. The revised terms of reference indicate that the fund was established with an initial gift of \$7,500 from the donor. (The Manitoba Scholarship and Bursary Initiative made a contribution to the fund bringing the total value of the endowment fund to \$15,000.)

DRS. R.E. JORDAN AND M. SUZUKI AWARD IN OPERATIVE DENTISTRY

At the request of the donor, and on the basis of increased annual income from the trust fund, the value of the award has been increased from: \$800 to: \$1,000.

STEWART G. WILCOX AWARD

One amendment has been made to the terms of reference for this award, at the request of the Faculty of Pharmacy. The second criterion has been revised from: "has achieved the highest standing in the course Principles of Professional Practice (currently numbered 46.224)," to: "has achieved the highest standing in the jurisprudence section of Pharmacy Skills Lab 2 (currently numbered PHRM 2100)."

3. Withdrawals

BOTANY GRADUATE STUDENTS BURSARY

This annually funded award has been withdrawn, at the request of the donor.

CANADIAN GERMAN SOCIETY SCHOLARSHIP

This annually funded award has been withdrawn, as the Canadian German Society no longer exists.

AARON CARDINELL SCHOLARSHIP

This annually funded award has been withdrawn, as the University has not received payment for the scholarships that have been offered to students over the past several years.

WINNIPEG FOUNDATION FELLOWSHIP IN WINNIPEG HISTORY

This annually funded award, which was created for a term of four years (2002 - 2003 through 2005 - 2006) has been withdrawn from the University's awards program.

PRESIDENT'S REPORT: October 3, 2007

My last report to Senate was submitted for its meeting on June 27, 2007. Part A of this report is organized into sections on General, Academic, Research, Administrative, and External matters. Part B contains a list of significant external engagements during the time period of this report.

I. GENERAL

1. Enrolments 2007-2008

a. Summer session

The Summer Session, which is co-ordinated by the Extended Education Division offers spring intersession, spring/summer evening, and summer day sessions. Total enrolment for the three sessions decreased by 1.3% (from 9,638 to 9,513). Total credit hours decreased by 5.0%.

b. September 2007

In 2007 September, preliminary data for the first day of classes indicate that there was no change in overall enrolment (26,680 students, the same as 2006 first day of classes). However, student credit hours decreased by 1.4% which can be compared to a decrease of 2.2% in 2006. An encouraging sign is that enrolment in University 1 has risen to 6,251 students, which is an increase of 7.6% over last year. The undergraduate enrolment of 23,303 represents a decrease of 0.2% while graduate enrolment increased by 1% to 2,957 students. It is interesting to note that overall enrolment this year is 27% higher than in 1999-2000.

2. Homecoming 2007

Homecoming weekend was held September 12-16. This year is a special time for the Faculty of Engineering as graduates were invited to return to campus to celebrate the 100th anniversary of the Faculty. Joining in the celebrations were over 650 Engineering graduates and donors.

Homecoming 2007 featured a University Open House on Saturday, September 15. Open House was a regular feature of the University calendar more than a dozen years ago. The return of this community event also marks the first time it was held in conjunction with Homecoming. Open House occurred from 10:00 a.m. to 2:00 p.m. so that visitors could attend the Homecoming Football game. Open House featured:

- exhibits and demonstrations from faculties
- free day passes to recreational facilities

- campus and selected building tours
- musical and theatre performances by University of Manitoba students

My appreciation is extended to the Alumni Association and all the volunteers involved in Homecoming and Open House for their roles in contributing to these events.

3. **International Student of the Year**

Alex Anton, a graduate student from Brazil in Food Science, won the 2007 Elizabeth Paterson International Student of the Year Award from the Canadian Bureau for International Education. He was selected out of nearly 300 international students across Canada for an enthusiastic letter he wrote to his mother on his academic, personal and cultural experiences at the university. We often take for granted the impact that studying abroad has on international students generally, and for many, their experiences at the University of Manitoba. The following is Mr. Anton's letter to his mother, which captures nicely his experience at the University of Manitoba.

"Mom,

The weather forecast already indicates temperatures in an ascendant curve, so are my attitude and enthusiasm for what is unquestionably being the most enriching experience of my existence. Since I heard Welcome followed by Bienvenue the metamorphosis and redefinition of old concepts occupies half of my diary. Curiously, every single glance, conversation, and footstep I take here brings me a lot more than I used to have in the warm and beautiful coast of southern Brazil.

In school I have been absorbing valuable lessons of humanism and professionalism from academics and professionals with varied backgrounds. The courses are tougher and more time-demanding than expected, however definitely worth taking. Papers, seminars and lab work: although engaging, this learning load is sometimes heavy.

Then I need to chill out, and relaxing I realize I am facing the unexpected again. My friends from China, Iraq, Mexico and India, together with my Canadian-born buddies, make me see the world as a wonderful reality where all these diverse cultures can harmoniously live together. Hanging out with these folks I discovered a whole new vocabulary and gastronomic temptations such as maple syrup, dim sum, falafel, tacos and endless curries. More than foods, I have been shivering with amazing life stories. Diversity and tolerance are merged in a fluid atmosphere that characterizes the Canadian lifestyle. Often I feel like travelling around the globe with my feet on Winnipeg snow. Unpredictably, I sense that the more I hear and try to understand the Canadians, the more I understand myself. My leisure experience itself would be enough to write a thesis.

So much has changed lately mom. The concept of horizon, before seen as the infinite suggested by the endless magnitude of the sea, now has been added to the poignant and magic sunset and sunrise of the Canadian Prairies. For your surprise, I guess I will leave Canada not only holding an academic degree. Among my paperwork, I will take back unforgettable accounts, new flavours, words, horizons, a global viewpoint, and certainly a more open-minded person.

Tchau, Goodbye, Au revoir, Zai jian, Salaam, Namasté, Adiós...”

II. ACADEMIC MATTERS

Faculty of Agriculture and Food Sciences

- Dr. Tee Boon Goh, Soil Science, was named this year's recipient of the Teaching Award of Merit from the North American Colleges and Teachers of Agriculture (NACTA). Chris Willenborg, Ph.D. student in Plant Science, received the Graduate Student Teaching Award of Merit, the first year that this award has been presented.
- Alex Anton and Caroline Rosa, graduate students in Food Science, were each awarded prestigious international awards for their research on making popular foods such as tortillas, cereals and snacks more nutritious. Two juries from the AACC International Foundation, an organization of professionals who contribute to the research, development and processing of grains and grain-based products awarded the fellowships. (AACC was previously known as the American Association of Cereal Chemists).
- Dr. Lakhdar Lamari, Plant Science, has received the 2007 Canadian Phytopathological Society Award for Outstanding Research. This award recognizes outstanding research in plant pathology.
- Dr. Kim Ominski, Animal Science, was awarded the 2007 Canadian Society of Animal Science (CSAS) Animal Industries Award in Extension and Public Service for her diverse technology transfer and outreach activities.

Faculty of Architecture

- The consortium Indigenous Planning Exchange 2007 has been funded by Human Resources and Social Development Canada. The 4-year project will receive \$160,000 for program development, student exchanges and faculty liaison, leading to the development of a North American curriculum in indigenous planning. It is led by Dr. Ian Skelton, Department of City Planning, University of Manitoba. Partners include University of Saskatchewan, Universidad Autónoma de Chiapas, Benemérita Universidad Autónoma de Puebla, the University of New Mexico, and Arizona State University.

Faculty of Dentistry

- Dean Anthony Iacopino was an invited panelist at the first International Consensus Conference on Oral-Systemic Medicine recently held in Scottsdale, Arizona. Officially named “The Scottsdale Project” the conference assembled internationally recognized experts from dentistry, medicine, and biomedical research to debate the current “state-of-the-science” and evidence for linkages between oral health and overall health.
- Dr. John Curran, Oral Maxillofacial Surgery, was presented with the Distinguished Service Award from the Canadian Association of Oral and Maxillofacial Surgeons for long-standing contributions.
- Dr. Salme Lavigne, Director, School of Dental Hygiene, has been named as the Canadian representative on the Internationalization Panel of hygienists. The five-member panel is comprised of dental hygienists representing Australia, Canada, Finland, Japan and The Netherlands.

Faculty of Education

- Dr. Richard Freeze, Educational Administration, Foundations and Psychology was given the Outstanding Manuscript award for a presentation entitled "Universal Design: An innovative approach to academic inclusion for all students" at the 10th Biennial Conference of the International Association of Special Education in Hong Kong.

Faculty of Engineering

- Noëlle Vialoux, an undergraduate student, was recently awarded the AMEC Aboriginal Undergraduate Engineering Scholarship. This award is made in conjunction with the Canadian Engineering Memorial Foundation which encourages women to choose a career in Engineering.

Faculty of Law

- David Matas, a sessional instructor at the Faculty of Law, has been selected as the recipient of the 2007 Tarnopolsky Human Rights Award recognizing his contributions to domestic and international human rights. The author of eight books, Mr. Matas has been involved in a number of international groups promoting human rights and high-profile cases before the Supreme Court of Canada.
- Professor Debra Parkes, who is currently President of the Canadian Law and Society Association, represented the Association at the annual conference of the American Law and Society Association held in conjunction with Humboldt University, in Berlin.

Faculty of Nursing

- Dr. Diana Clarke is the new Nursing Scholar in Residence for the Health Sciences Centre. “Scholar-in-Residence” is a joint venture between the Health Sciences Centre and the Faculty of Nursing which allows a faculty member the opportunity to spend two days a week on site sharing research expertise and fostering networks between researchers and clinicians.

III. RESEARCH MATTERS

Honours and Distinctions

- On June 8, the Natural Sciences and Engineering Research Council of Canada (NSERC) presented the Career Trek program with a Michael Smith Award for Outstanding Science Promotion. Career Trek is a not-for-profit organization that provides innovative educational programming for young people with perceived barriers to entering post-secondary education. Career Trek works with students as young as 10 who show a real potential to succeed at the post-secondary level, but are at risk of missing that opportunity because of a variety of factors related to socio-economic status, disability or lifestyle. The program operates at the University of Manitoba, the University of Winnipeg, and Red River College. The Michael Smith Awards, named after the late Canadian Nobel laureate, are presented annually to honour individuals and groups who make an outstanding contribution to the promotion of science in Canada.
- Dr. Paul Thomas, Roblin Professor of Government in the Department of Political Studies, has been awarded a Public Service Citation by the Association of Professional Executives of the Public Service of Canada (APEX). The award is presented to someone who is not a public servant and who has shown a strong commitment to building the public’s understanding of the role of and contributions of public service.
- Dr. Evelyn Forget, Community Health Sciences, and Academic Director of the Manitoba Research Data Centre, has been named as the North American editor of the *Journal of the History of Economic Thought* (JHET), the international scholarly journal of the History of Economics Society, for a five-year term beginning in July, 2008. JHET is a peer-reviewed journal with a mission to promote interest in and inquiry into the history of economics and related areas of intellectual history, and to facilitate discourse among scholars working in the field.
- In July 2007, one University of Manitoba researcher was awarded a new Canada Research Chair and two others had their existing Chairs renewed for another five years. This brings the total number of Canada Research Chairs at the University of Manitoba to 48. The three awards represent an investment of more than \$1.6 million for the University of Manitoba. The Canada Research Chairs program will contribute \$1.5 million, and the

Canada Foundation for Innovation (CFI) will provide an additional \$110,000 for infrastructure support.

Dr. Ermias Kebreab, Animal Science, was awarded a Tier 2 Canada Research Chair in Modeling Sustainable Agriculture Systems. Dr. Kebreab is an expert in advanced mathematical modelling, and his research program is examining the relationship between the composition of animal feed and the composition of manure, focussing on reducing the excess nutrients that can move into the environment from animal manure. He is developing new models to accurately predict how changes in feed will affect nutrient use, animal health, methane emission, and the composition of manure. He is also studying the variables that affect carbon, nitrogen and phosphorous when manure is stored and after it is applied to soil.

Dr. David Barber, Environment and Geography, had his Tier 2 Canada Research Chair in Arctic System Science renewed for five more years. Dr. Barber is a leading expert on sea ice thermodynamics. His research is focused on understanding the effects of global climate change on sea ice throughout the Arctic, and how changes in sea ice levels impact the complex physical and biological processes involved in Arctic ecosystems.

Dr. Robert Hoppa, anthropology, also had his existing Canada Research Chair renewed. Dr. Hoppa holds a Tier 2 Chair in Skeletal Biology, and is a leader in the field of longevity and survival in past populations. An expert in human osteology, he has created a unique facility, the Bioanthropology Digital Image Analysis Laboratory, for studying ancient skeletal remains using state-of-the-art image analysis tools.

- In August 2007, Distinguished Professor Frank Hawthorne, Geological Sciences, and Canada Research Chair in Crystallography and Mineralogy, was named by Thomson Scientific as the most-cited geoscientist in the world. Thomson Scientific, a leading information company, analyzed data from 224 journals and 150,000 scientific papers published over the last ten years, and found that Dr. Hawthorne was cited more often than any other scientist in the field. The company reported that one of Dr. Hawthorne's papers had been cited more than 260 times in other published articles. Science Watch, the online version of Thomson Scientific, also noted that Dr. Hawthorne is the only researcher in the current survey who was also ranked in its 2001 report.
- Dr. Denis Krause, Animal Science, received two awards from the Crohn's and Colitis Foundation of Canada. The first was a grant of \$311,234 over two years for the project, "Role of *Bacteroides* spp. and *Escherichia coli* in Inflammatory Bowel Disease." The second was a grant of \$48,085 for the project, "Prevalence of the Uncultured Bacterial Candidate Phylum, TM7, in IBD Biopsy Tissue."
- On June 11, 2007, the Canada Foundation for Innovation (CFI) announced new funding to support four projects at the University of Manitoba. The awards were made under the

Leaders Opportunity Fund, which is designed to help universities attract and retain the very best researchers.

- ▶ Dr. Silvia Cardona, Microbiology, received \$99,883 to establish a new environmental pathogens laboratory.
 - ▶ Dr. Sam Kung, Immunology, was awarded \$100,000 to equip a laboratory focused on innate immunobiology.
 - ▶ Dr. Johan van Lierop, Physics and Astronomy, was awarded \$100,000 to purchase new equipment for his laboratory focused on nanomagnetism.
 - ▶ Dr. Xiao-Jian Yao, Medical Microbiology, received \$99,669 to establish a new lab for studying HIV.
- On July 3, 2007, the CFI announced further funding under the Leaders Opportunity Fund to support two collaborative research projects at the University of Manitoba.
 - ▶ A project led by Dr. Peter Loewen, Microbiology, and Canada Research Chair in Protein Chemistry, was awarded a total of \$389,649. The research team includes Dr. Brian Mark, Microbiology, and Dr. Georg Stetefeld, Chemistry, and Canada Research Chair in structural biology. The project will focus on the structure and function of proteins that play a key role in both health and disease.
 - ▶ A project led by Dr. Norman Halden, Geological Sciences, received \$323,447 in new CFI support. The research team includes Geological Sciences faculty members Dr. Frank Hawthorne, Canada Research Chair in Crystallography and Mineralogy, and Dr. Mostafa Fayek, Canada Research Chair in Isotope and Environmental Geochemistry. The project will examine geological and environmental processes involved in mineral formation, which will help researchers interpret short- and long-term changes in Earth processes.
 - The Canadian Institutes of Health Research (CIHR) have announced the results of the March 2007 Operating Grants competition, and the following faculty members have received awards:
 - ▶ Dr. John Wilkins, Internal Medicine, was awarded \$608,955 over five years for the project, “The Composition and Development of Natural Killer Cell Immune Synapse.”
 - ▶ Dr. Grant Pierce, Physiology, was awarded \$415,455 over five years for the project, “Regulation of Nuclear Protein Import in Vascular Smooth Muscle Cells.”

- ▶ Dr. Paul Fernyhough, Pharmacology and Therapeutics, was awarded \$355,971 over five years for the project, “Impaired Calcium Homeostasis and Mitochondrial Dysfunction in Diabetic Sensory Neuropathy.”
- ▶ Dr. Pawan Singal, Physiology, was awarded \$486,590 over five years for the project, “Interactive Role of IL-10 and TNF-Alpha in the Pathogenesis of Heart Failure Subsequent to Myocardial Infarction.”
- ▶ Dr. Shetuan Zhang, Physiology, was awarded \$430,204 over four years for the project, “Disruption of hERG as a Mechanism for Drug-Induced Long QT Syndrome and Sudden Cardiac Death.”
- ▶ Dr. Wayne Lutt, Pharmacology and Therapeutics, was awarded \$307,467 over three years for the project, “Impact of Sucrose, Exercise and Antioxidants on the Progression from Insulin Resistance to Diabetes and the Metabolic Syndrome in Aging Rats.”
- Dr. Aniruddha Gole, Electrical and Computer Engineering, received a Natural Sciences and Engineering Research Council of Canada (NSERC) Discovery Grants Program Accelerator Supplement of \$120,000 over three years for the project, “Electromagnetic transients simulation assisted design of power systems.”
- Dr. Phil Gardiner, Kinesiology and Recreation Management, has received a Canadian Institutes of Health Research (CIHR) operating award of \$606,065 over five years for the project, “Activity-Related Adaptations in Neuronal Gene Expression and Functional Properties in the Rat Spinal Cord.”

Related Initiatives

- On July 11, the University of Manitoba hosted a special event to mark the official launch of the Circumpolar Flaw Lead (CFL) System Study, the largest project in Canada’s \$150 million International Polar Year (IPY) Research program. Led by Dr. David Barber, Environment and Geography, and Canada Research Chair in Arctic System Science, the CFL study involves more than 200 scientists from 16 countries, including over 40 faculty members, research associates, graduate students and support personnel from the University of Manitoba. The CFL study will receive a total of \$20.5 million from the Government of Canada Program for IPY, including \$6 million in research funding and \$14.5 million in logistical ship support. Over the next four years, the project team will also receive \$768,000 in research funding from the Natural Sciences and Engineering Research Council of Canada (NSERC), and \$4.2 million in infrastructure support from the CFI and the Manitoba Research and Innovation Fund.

In addition to Dr. Barber, event participants included Dr. Joanne Keselman, Vice-President (Research) at the University of Manitoba; Treasury Board President Vic Toews; and Kerri Irvin-Ross, Minister of Healthy Living for the Province of Manitoba.

On August 16, the Faculty of Agricultural and Food Sciences hosted an announcement of \$202,820 in new research funding under the Canada-Manitoba Economic Partnership Agreement. The new funding will support a project aimed at improving distiller's dried grain, a by-product of ethanol production, for use as a source of protein in animal feed. The project is led by Dr. Karin Wittenberg, Animal Science. The announcement was made by Mr. Rod Bruinooog, Member of Parliament for Winnipeg South, and Ms. Marilyn Brick, Member of the Legislative Assembly for St. Norbert. Also participating were Dr. Digvir Jayas, Associate Vice-President (Research), and Dr. Michael Trevan, Dean of the Faculty of Agricultural and Food Sciences.

- On August 21, a special event was held in the Clayton H. Riddell Faculty of Environment, Earth, and Resources to announce \$2.9 million in provincial support for a range of research projects at the University of Manitoba. The new funding comes under the Manitoba Research and Innovation Fund (MRIF) and represents matching funds for 15 projects that have recently received awards from the Canada Foundation for Innovation (CFI). The announcement was made in the Ed Leith Cretaceous Menagerie Room by the Honourable Jim Rondeau, Minister of Science, Technology Energy and Mines. The Master of Ceremonies for the event was Dr. Peter Cattini, Associate Vice-President (Research), and University of Manitoba President and Vice-Chancellor Dr. Emőke Szathmáry brought greetings from the University. Following the event, dignitaries and members of the media were invited on a tour of research facilities in the Wallace Building, which was led by Dr. Norman Halden, Interim Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

- A special event was held at CancerCare Manitoba on August 24 to announce \$10.1 million in new CIHR funding for seven research teams across Canada. The awards were made under the Access to Quality Cancer Care New Emerging Team program, which supports population-based research on ways to improve prevention, treatment and access to cancer care for Canadians.

Two of the seven awards were given to teams led by the University of Manitoba. Dr. Brenda Elias, Community Health Sciences, leads a project aimed at improving cancer care services for First Nations people. Her team will receive funding of \$1.5 million over the next five years. The second team, led by Dr. Alan Katz, Family Medicine/Community Health Sciences, is focused on the role of primary care providers in improving outcomes for patients with colorectal cancer. Over the next five years. Dr. Katz's team will receive a total of \$1.4 million in new funding.

The national announcement was made by the Honourable Vic Toews, President of the

Treasury Board. Event participants included Dr. Peter Cattini, Associate Vice-President (Research) at the University of Manitoba; Dr. Dhali Dhaliwal, President and CEO of CancerCare Manitoba; Dr. Donna Turner, Community Health Sciences/CancerCare; and Dr. George Kephart, Dalhousie University, who participated via TeleHealth link.

IV. ADMINISTRATIVE MATTERS

Vice-President (Administration)

- A balanced operating budget was presented to the Board of Governors on June 19, 2007 and was approved.
- Negotiations were concluded for the exclusive right to provide cold beverages on Campus with Pepsi being the successful bidder. A seven year term commencing on July 1, 2007 to June 30, 2014 was negotiated.

Ancillary Services

- Student online parking permit sale was scheduled to go live July 19. A vendor application failure resulted in closing down the website and an announcement was broadcast that there would be a delay in the sale of permits. The Information Services and Technology department successfully developed an alternative solution which allowed Parking Services to schedule the online sale of parking for July 25. Everything went smoothly.

Human Resources

- The following initiatives have received funding from the Employment Equity Incentive Fund:
 - Faculty of Kinesiology and Recreation Management: 'Diverse Populations Mentorship Project: Bridging the Gap'.
 - Faculty of Medicine: 'Anatomy of the Human Cadaver: A video to assist those women who are required for health reasons to learn gross anatomy outside the dissecting laboratory'.
 - Department of Disability Services, 'American Sign Language (ASL) Class for Staff and Faculty Members'.
 - Faculty of Social Work - Northern Program: 'Honouring our Northern Women - a One Day Conference for Northern BSW Students'.
- Bargaining is in progress with UMFA, AESES, and CUPE Sessionals. Bargaining will commence soon with UMDSCA, CAW, CUPE Teaching Assistants and CUPE Engineering Technicians.

- Grant McCaughey, Director of Environmental Health and Safety, has been appointed by Cabinet as Chair of the Minister of Labour's Advisory Council on Workplace Safety and Health and Safety for a five year term. This is a joint labour-management technical council that advises the Minister on matters related to health and safety legislation and programs for Manitoba workplaces.
- Environmental Health and Safety, in cooperation with Physical Plant and Security Services, is making arrangements for a major initiative during 'Fire Prevention Week' in October to run fire drills in University buildings at Fort Garry and Bannatyne to ensure staff and students are aware of proper procedures and their responsibilities during an alarm.

Information Services and Technology

- iClickers, the audience response systems, are being installed throughout the campus. The Faculties of Science and Arts expressed an interest in the product and initial demonstrations and product comparisons were carried out. As well, many textbook manufacturers now incorporate the iClicker into their course material. They have been installed initially into 15 theatres on campus.

Physical Plant

- Status of Building Projects:
 - **Aboriginal Student Centre** - The main floor concrete slab is now poured, mechanical and electrical work is complete and construction of the main floor walls will begin.
 - **Buller Building Redevelopment** - Level 500 window installation complete other than stair hall windows. Level 300 and 400 complete other than curved top windows. Overall the project is 75% complete.
 - **Clinical Learning Simulation, Faculty of Medicine** - On August 22 the Honourable Theresa Oswald, Minister of Health, as well as the Honourable Keri Irwin-Ross, Minister for Healthy Living, toured the Clinical Learning & Simulation Facility area with Dr. Dean Sandham. They were impressed with the progress that has been made to date. All concrete floors, ramps and steps have been poured, steel stud wall framing is 95% complete, drywall taping and painting have started. Plumbing rough-in is 75% complete and electrical rough-in is 80% complete.
 - **Elizabeth Dafoe Library Storage Annex** - Foundation walls, concrete beams, columns, formwork for stair concrete walls and basement slabs are complete and ready for final inspection. The latest schedule submitted by the contractor shows occupancy as the third week in December.
 - **Pharmacy (Apotex Centre)** - The third floor concrete slab is complete and the columns and shear walls between the third and fourth floors are

complete. The east half of the 4th floor was poured on August 28 with the remaining 4th floor slab scheduled for mid September. 50% of the interior steel stud wall framing is complete. HVAC ductwork at basement ceiling is 70% complete. The tunnel between Pharmacy basement and the Health Sciences tunnel below Emily Street is complete. The building is expected to be complete by June 1, 2008 with full occupancy by the end of August 2008.

- **St. John's College - Theatre Addition** - Excavation, piling and pile caps are complete. Foundation wall installation has begun.
- The University of Manitoba was awarded first place in the 2007 Winnipeg in Bloom Contest for the Bison Drive Entrance Gates display in the Business-Independent Group, Areas 11,12,13.
- As of mid-July, 21 tonnes of wood waste were diverted from the land fill using the woodchipper.
- The Waste Prevention Office reports the following year-to-date metric tonnes of diverted materials for the period April 1, 2007 to August 21, 2007: paper recycling, 122.5; organics diversion, 1.5; bulky waste clothing and furniture, 2; scrap metal, 10.6; beverage container recycling, 8.3.

Security Services

- Aubrey Kehler has been appointed Assistant Director. He has over 30 years of experience with the Winnipeg Police Service.
- Security Services has been meeting with members of the Winnipeg Police Service to plan for a table top active shooter exercise on campus. An exercise is tentatively planned for November 2007.

Smart Park

- **Eureka Project** - Three new startups moved in during the summer. Your Night Your City offers an interactive web-based advertising medium for all entertainment based clients in Winnipeg and includes a members forum. QuadCom Technologies provides electronic design and test services for military and commercial applications. SMT Research performs research and development for products and processes related to the discipline of Civionics targeted for the building science communication.
- The Jazz Fest was held on August 23. Performing for the first time this year were Avisha Cohen and Steve Wilson. Stephon Harris and Terreon Gully returned from last year. Other performers were Steve Kirby, Anna-Lisa Kirby, Will Bonness and Larry Roy.

There were 850 tickets issued.

- A job posting section has been added to Smartpark with the URL being www.jobsatsmartpark.ca. This link is being promoted to tenants to list their job postings and to the University of Manitoba to attract students to employers in the park. Over 30 positions are currently open.

V. EXTERNAL MATTERS

Special Events

- President Szathmáry hosted the 2007 Isbister Legacy Society Luncheon on Thursday, Sept. 13, and Dr. Arthur Mauro as the keynote speaker. Approximately 100 people attended. The event recognizes those who have notified the University of Manitoba of their planned giving arrangements for the university, usually through bequests, life insurance, charitable annuities or other planned gift.

Public Affairs

- Public Affairs is focusing the attention of national and international media on research and scholarly investigations conducted by University of Manitoba professors. Their work has paid off recently, as shown by the following examples:
 - A study conducted by Dr. Anita Kozyrskyj connecting infant antibiotic use to asthma development was featured in media around the world including: the *New York Times*, the *Globe and Mail*, the *West Australian*, the *Toronto Star* and the *Winnipeg Free Press*;
 - Dr. Susan Heald's research into the effect of divorce on women was featured in the *Globe and Mail*;
 - Dr. Frank Hawthorne was featured in media including the *National Post* and the *Winnipeg Free Press* after being named the most-cited geoscientist in the world.
 - Stories regarding University of Manitoba law students volunteering their services to residential school abuse survivors were also featured by numerous media outlets around the country;
 - Dr. Brenda Austin-Smith's research exploring why people weep when watching some movies was the focus of an article in the *Globe and Mail*.

Government Relations Office

- Federal/Provincial funding for the Faculty of Agricultural and Food Sciences research project, to enhance the value of livestock feed uses for distiller's dried grain, was secured

- for a total of \$202,820.00. A formal announcement was made on August 16, 2007 by Rod Bruinooge, M.P. for Winnipeg South and Marilyn Brick, MLA for St. Norbert. The Federal/Provincial investment was made possible through the Canada-Manitoba Economic Partnership Agreement.
- On July 10, 2007, Tao Yuanxing, Consul for Science & Technology, Chief of Science & Technology Office; Consul Yang Shaojun, Consul for Science & Technology; and Bai Jixun, President of CAIEP Canada, China Association for International Exchange of Personnel, from the Chinese Consulate in Toronto visited the University of Manitoba on a fact-finding mission to explore possible opportunities for future research cooperation with China and the University of Manitoba. The Chinese delegation toured both the Fort Garry and Bannatyne campuses and met with Senior Administration and Faculty members.
- The Faculty of Agricultural and Food Sciences and the GRO hosted the Hon. Vic Toews, P.C., M.P., President of the Treasury Board and Rod Bruinooge M.P., for a comprehensive tour of the National Centre for Livestock and the Environment (NCLE) facility and discussion of the proposed Agricultural Education Centre of Excellence on July 19, 2007.
- On Friday, July 20th, 2007, the Kenyan High Commissioner, Her Excellency Professor Judith Bahemuka and her assistant Mr. Kennedy Baresa visited the University. Their purpose was to meet with Senior Administration, tour campus, and discuss opportunities for increased Kenya-University of Manitoba cooperation.

Development and Advancement Services

Total funds raised as of Aug. 23, 2007: \$5,584,048.19. Among the gifts made were the following:

- Philanthropist Stephen A. Jarislowsky has pledged \$1 million to the university to create a new chair in the Department of History in the Faculty of Arts. The Stephen A. Jarislowsky Chair in the Modern History of the Middle East and North Africa will build knowledge and improve understanding of the peoples, cultures and societies in this vitally important, yet conflict-ridden, region of the world. It will also explore outside influences at work in the region. This field of study is increasingly important given the region's role in international affairs.
- Richard A. Sara (BScME/49) has given \$262,500 to be divided between the Engineering and Information Technology Complex (\$192,500) and EITC Laboratory Equipment (\$70,000). A Mechanical Engineering room will be dedicated to his father Richard Sara Sr. as well as his former professor Norman Hall - first head of Mechanical Engineering.
- Dr. Bapai Battliwalla left the University of Manitoba \$150,000 through a bequest in her

will to support The Bapai Battliwalla Field Award in Social Work.

- Wardrop Engineering Inc. committed a further \$125,000 to the Engineering and Information Technology Complex, bringing the company's total commitment to the building to \$150,000.
- James (Pep) Lough (BComm/75) and Thomas Lough (MBA/78) each committed \$50,000 in honour of their mother who worked in Psychology Department. The \$100,000 combined gift is being matched by the Manitoba Scholarship and Bursary Initiative to support the Bernice D. Lough Psychology Graduate Award. The fund provides bursaries for doctoral students in the Department of Psychology. Bernice served the department for 16 years and held a special regard for graduate students. Students and staff considered her to be the "mother of the department".
- Ruth Caldwell's estate has made a final disbursement of \$214,000 toward the Orvall G. Caldwell and H. Ruth Caldwell Fellowship in Sustainable Agriculture.
- The Alexander Cottick Estate has provided \$90,000, which was used to purchase a commercial annuity to disburse \$8,000 per year for the next 15 years to fund three university awards - \$3,000 for an undergraduate award in Restorative Dentistry, \$1,000 for an undergraduate scholarship in Restorative Dentistry and \$4,000 for an award at St. Andrew's College.
- Maretta Emery, BA/73, CA/77, CFRE, accepted the position of Director of Development at the University of Manitoba effective August 13, 2007. Maretta returned to Canada from Singapore where she was Head of Philanthropy Services for Fortis Private Bank Asia from October 2004 to April 2007. Prior to Singapore, Maretta was the Director of Finance and Gift Planning for The Winnipeg Foundation from 1998 to 2004.

External Relations (Bannatyne Campus)

- The faculties of Medicine, Dentistry and Pharmacy, and the School of Medical Rehabilitation have raised \$1,399,052 to date in this fiscal year.
- Marvin Shenkarow (BComm/67) and his family committed \$100,000 to the Faculty of Medicine's Chair in Gastroenterology. Completing the endowment for this research chair will help Manitoba maintain one of the world's leading gastroenterology programs. Martin Weinberg is the campaign chair and the total funds raised to date (August 29, 2007) are \$2.4 million.

PART B - Notable Events (External)
Emőke J. E. Szathmáry
June 21, 2007- September 8, 2007

Thursday, June 21, 2006

- Host annual “thank you” dinner for Deans and Directors at 37 King’s Drive.

Tuesday, June 26, 2007

- Attend, by telephone, a meeting of the Council of Presidents of Universities in Manitoba (COPUM)

Wednesday, July 11, 2007

- Telephone meeting with Chaviva Hošek, President and CEO, Canadian Institute for Advanced Research

Thursday, July 19, 2007

- Meet with Professor Guichun Guo, President, Shanxi University

Friday, July 20, 2007

- Meet with Judith Mbula Bahemuka, Higher Commissioner to Kenya

Monday, July 23, 2007

- Participate in UArctic teleconference

Tuesday, August 21, 2007

- Present remarks at the Provincial Government Announcement of CFI matching funds.

Wednesday, August 28, 2007

- Meet with Mr. John Lau, Husky Energy, in Calgary, along with Vice-President Elaine Goldie.
- Meet with Dr. Clayton Riddell, in Calgary, along with Vice-President Elaine Goldie and Dr. Norman Halden, Interim Dean, Clayton H. Riddell Faculty of Environment, Earth and Resources.

Wednesday, August 29, 2007

- Meet with representatives of the SouthEast Resource Development Council to accept a cheque in the amount of \$50,000. for the Aboriginal Students' Centre and host a lunch for them at the University Club.

Thursday, August 30, 2007

- Provide live radio interview to Richard Cloutier, CJOB.
- Host reception for new faculty at 37 King's Drive.

Sunday, September 9, 2007

- Serve pancakes and bring greetings to participants in the second annual Investor's Group Walk/Run in support of the Children's Hospital Foundation.

Monday, September 10, 2007

- Host a table for University of Manitoba representatives and Honourable Diane McGifford at the Manitoba Chambers of Commerce breakfast, featuring Premier Gary Doer as the speaker.

Wednesday, September 12, 2007

- Participate in telephone conference call of AUCC's Standing Committee on University Research (SACUR).
- Attend special meeting of Council of Presidents of Universities in Manitoba (COPUM) with Honorable Diane McGifford, Minister of Advanced Education and Literacy.

Thursday, September 13, 2007

- Bring greetings to the Isbister society's annual luncheon.

Friday, September 14, 2007

- Bring greetings at ceremony to mark the unveiling of the Donor Wall, Engineering and Information Technology Complex.
- Bring greetings to Homecoming event marking the Faculty of Engineering's 100th anniversary.

- Bring greetings to Homecoming participants, School of Medical Rehabilitation.

Saturday, September 15, 2007

- Participate in Homecoming activities, including:
 - Bring greetings to University of Manitoba Open House;
 - Coin Toss, Homecoming Football game;
 - Bring greetings, Alumni Association Banquet.

Sunday, September 16, 2007

- Host luncheon for alumni who graduated 60 (UM '47) and 70 (UM '37) years ago.

September 19, 2007

Report of the Senate Executive Committee

Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

Observations

1. Speaker for the Executive Committee of Senate

Professor Kevin Coombs will be the Speaker for the Executive Committee for the September meeting of Senate.

2. Comments of the Executive Committee of Senate

Other comments of the Executive Committee accompany the report on which they are made.

Respectfully submitted,

Dr. Emőke Szathmáry, Chair
Senate Executive Committee

Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

/mb

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

Preamble

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*, such offers shall be submitted to Senate for approval. (Senate, April 5, 2000)

Observation

At its meeting of September 5, 2007 the Senate Committee on Awards reviewed one new application that appears to be discriminatory according to the *Policy for Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*. The committee received a letter of support for the *Centre for Aboriginal Health Education Student Support Fund* from Ms Kali Storm, Director of the Aboriginal Student Centre (Part B, Attachment I).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve the establishment of the *Centre for Aboriginal Health Education Student Support Fund* as set out in Appendix A of the *Report of the Senate Committee on Awards – Part B* (dated September 5, 2007).

Respectfully submitted,

Professor R. Baydack
Chair, Senate Committee on Awards

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

MEETING OF THE SENATE COMMITTEE ON AWARDS
September 5, 2007

NEW OFFER

CENTRE FOR ABORIGINAL HEALTH EDUCATION STUDENT SUPPORT FUND

A fund has been established at The Winnipeg Foundation to provide immediate emergency bursaries to Aboriginal students enrolled in health education degree programs at the University of Manitoba. The Support Fund will provide immediate financial assistance to students facing needs related to their educational activity or their general cost of living while pursuing higher education. A variable number of bursaries valued at \$50 to \$500 will be available to students who:

- (1) are Aboriginal (Status, Non-Status, Métis, Inuit);
- (2) are enrolled full-time in the Faculty of Dentistry, the School of Dental Hygiene, the Faculty of Medicine, the School of Medical Rehabilitation, the Faculty of Nursing, or the Faculty of Pharmacy, at the University of Manitoba;
- (3) have achieved satisfactory standing in their program to date;
- (4) have completed the Centre for Aboriginal Health Education Student Support Fund application form.

The donor of the Support Fund has pledged \$5,000 to be disbursed in the 2007 – 2008 academic year. The donor will have the right to renew his/her commitment on an annual basis. Any balance remaining in the fund, at the end of any given year, may be carried forward to be disbursed in the next year. In any given year, the Director of the Centre for Aboriginal Health Education can make a request to the donor for additional funds. The request is to be made through The Winnipeg Foundation and must include an explanation for the request.

The Director of the Centre for Aboriginal Health Education (or designate) will recommend recipients to the Director of Financial Aid and Awards. The selection of eligible recipients will accord with the guidelines established from time to time for the University of Manitoba's student emergency bursary funds.



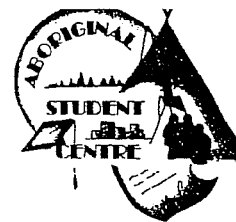
UNIVERSITY
OF MANITOBA

AUG 21 2007
UNIVERSITY OF MANITOBA

Aboriginal Student Centre

August 17, 2007

Dr. Rick Baydack
Chair of the Senate Committee on Awards
C/o Ms. Shannon Coyston, Awards Establishment Coordinator
422 University Centre



537 University Centre
Winnipeg, Manitoba R3T 2N2
Telephone (204) 474-8850
Fax (204) 275-3142
Toll Free in Manitoba
1-800-432-1960 ext. 8850
asc@umanitoba.ca

Dear Dr. Baydack & Senate Committee:

Please accept this letter as formal support for the proposed emergency bursary for Aboriginal students in the health related faculties. The Centre for Aboriginal Health Education Student Support Fund is designed to assist Aboriginal students from the Faculty of Medicine, Dentistry, Dental Hygiene, Medical Rehabilitation, Pharmacy or Nursing with immediate emergency financial assistance.

As the Director of the Aboriginal Student Centre, I can verify that financial strain is the leading cause for Aboriginal students leaving school before graduation. It is common knowledge that many Aboriginal peoples live in poverty and whereas a university education can help rectify this, most cannot afford to do so. The outlined health related faculties, with the exception of Nursing, have incredibly low Aboriginal student enrolment and hopefully with assistance such as this emergency bursary we will increase the recruitment and retention of this underrepresented group.

The number of Aboriginal students attending the University of Manitoba continues to increase and, I believe, is partially due to the financial assistance made available through community members, programs and faculties. The Centre for Aboriginal Health Education Student Support Fund is an example of wanting to assist with some of the common financial difficulties many Aboriginal students face. I support the request for this Emergency Bursary and the efforts it makes to support Aboriginal students pursuing a degree in the health field.

I trust that the Senate committee will approve this Bursary and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students.

In education, miigwetch!

Kali Storm, Director
Aboriginal Student Centre

- There are 150,045 Aboriginal people in Manitoba, or 11.7% of the population.
- There are currently 1563 Aboriginal students who self-declared at University of Manitoba, or 6.5% of the undergraduate population.
- 2.9% of the Aboriginal population in Manitoba has completed university vs. 12.6% of the non-Aboriginal population.
- There are only 17 self-declared Aboriginal students registered in the Faculty of Medicine, or 1% of the Faculty student population.
- There are only 8 and 9 self-declared Aboriginal students registered in the Faculty of Pharmacy and Medical Rehabilitation respectively, or 0.5% of the Faculty's student population.
- Nursing has 159 self-declared Aboriginal students, or 9.7% of the Faculty student population
- Faculty of Dentistry, and Dental Hygiene have fewer than 4 students each and therefore numbers and percentages are not shown.

* Statistics are from the Government of Canada 'Aboriginal People in Manitoba' (2002) and from Institutional Analysis 'A Profile of Canadian Aboriginal Students at The University of Manitoba' (2006).



Report of the Senate Committee on Instruction and Evaluation

Preamble

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on the above date to consider the report of a sub-committee established by SCIE to review the Survey Evaluating Educational Quality (SEEQ).

Observations

1. In early 2006, SCIE established a sub-committee to review the SEEQ as an instrument to evaluate educational quality. SCIE felt that after ten years of use, it was important to undertake a review of the University of Manitoba's use of the SEEQ, as well as undertake a scan of what other institutions were doing to assess educational quality. The mandate of the sub-committee was to:
 - a. Investigate how other universities evaluate educational quality;
 - b. Comment on the effectiveness of the SEEQ as an evaluative tool of teaching and learning, with particular emphasis on professional programs, distance courses, courses with multiple instructors, seminars and labs;
 - c. Make recommendations regarding the continuation of the SEEQ or the introduction of alternate methods of evaluation; and
 - d. Make recommendations on the reporting of course evaluations.
2. In addition to conducting a scan of other universities and reviewing the relevant literature, the sub-committee also benefited from meeting with Dr. Herb Marsh, the creator of the SEEQ in the spring of 2006, when he visited the University for a conference hosted by the Department of Psychology. The full report of the sub-committee is attached to this report.
3. The main observation and recommendation of the Committee is that the SEEQ is an effective tool, and its use should continue. However, in the course of its review of the SEEQ, the sub-Committee noted many opportunities for improvement both in the administration of the SEEQ and in the manner in which members of faculty are educated about the modalities and functionalities available within the SEEQ.
4. The report notes that there is a bank of supplemental questions which faculties, departments or instructors may use to seek more detailed information on a variety of areas. It was noted that this is not very widely known, and as such the supplemental questions are rarely used at the University of Manitoba. The Committee notes an opportunity to make this information more well known, and has suggested to the office of Vice-Provost (Academic Affairs), the office responsible for the administration of the SEEQ that information on the supplemental questions be made available to academic staff, perhaps

on the web.

5. In its discussion of the sub-committee report, SCIE noted that there are educational opportunities that need to be pursued with regard to the SEEQ, first in helping instructors understand the data, and secondly in helping instructors to use the data to improve their teaching practice. University Teaching Service has indicated an interest and willingness to develop such learning opportunities.
6. In the course of the review, several issues relating to the administration of the SEEQ instrument were identified including:
 - the development of a strategy to implement the SEEQ in multi-instructor courses,
 - updating the SEEQ to incorporate new course designations, and
 - evaluating the current processes used both centrally and at the unit level to ensure that the SEEQ results are available to units and instructors in a more timely fashion.SCIE recommends that these issues be addressed in order to make the SEEQ instrument a more valuable tool for instructors to re-assess and improve their teaching strategies.

Recommendation

The Senate Committee on Instruction and Evaluation recommends that Senate endorse the continuation of the SEEQ as an evaluation tool.

Respectfully submitted,

Dr. Karen R. Grant, Chair
Senate Committee on Instruction and Evaluation

/jml

SEEQ REVIEW COMMITTEE REPORT

Sub-Committee Report to the Senate Committee on Instruction and Evaluation

April 19, 2007

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“If designed carefully, distributed appropriately, and tabulated thoughtfully, student evaluations of teaching can contribute to the accurate evaluation of an instructor’s teaching and can be used to improve the teaching abilities of the instructor being evaluated” England (1996, p. 20).

EXECUTIVE SUMMARY

This report summarizes the work of the SEEQ Review Committee. The terms of reference for our committee included:

- To investigate how other universities evaluate educational quality;
- To comment on the effectiveness of the SEEQ as an evaluative tool of teaching and learning, with particular emphasis on professional programs, distance courses, courses with multiple instructors, seminars and labs;
- To make recommendations regarding the continuation of the SEEQ or the introduction of alternate methods of evaluation;
- To make recommendations on the reporting of course evaluations.

The recommendations are outlined in the report itself and highlighted in this executive summary.

The recommendations are the consensus opinion of the committee after conducting a review of other Canadian Universities, a literature search, committee discussions, discussions with Herb Marsh, developer of the SEEQ and receiving input from students and faculties.

SUMMARY OF FINDINGS:

The majority of Canadian universities use a system similar to the SEEQ with an evaluation form based on a 5 point Likert scale with a “Not Applicable” option and a comment section. The following are other general shared characteristics:

- The central administration of the evaluation process occurs under the Office of the Vice President/Provost.
- The evaluation form is distributed as a scannable bubble sheet with the numerical data released to the general university public with the consent of the instructor. Comments are not released at the University of Manitoba while some of the other Canadian universities archive their comment results.
- When specified, all universities use the student evaluations as part of the tenure process.
- The evaluation process commonly takes place within three weeks of the end of the course and is administered by either a staff or student on the day of the evaluation.
- For multiple-instructor courses most universities poll the students at the end of the course, with only Lakehead University opting to poll the students one week after that instructor’s session ended.
- The evaluation form most commonly used is a university- wide standardized form (plus customization option) with between 6 – 57 questions separated into 2 – 25 possible categories.

The evaluation of university teaching by students serves the following general purposes: (1) a source of data for administrative decisions on promotion and tenure; (2) feedback to teachers for the improvement of teaching; (3) aid to students in selecting courses and instructors; and (4) data for research on college teaching (Abrami, d'Apollonia, & Cohen, 1990; Glasman & Gmelch, 1976; Marsh, 1984.).

Research reviews indicate that student ratings of teaching correlate positively with ratings by former students, colleagues, and external observers, and show weak or negligible correlations with extraneous bias variables such as class size, severity of grading, popularity of subject matter, teacher reputation, and teacher "seductiveness" (Beran & Violato, 2005; Feldman, 1989a; Griffin, 2004; Marsh, 1984; Marshal & Roche 2000; Marsh, 2001; Murray, 1980). Murray (1980) noted that such extraneous bias factors account collectively for no more than 15% of between-teacher variance in student ratings. In summary, most research indicates that student ratings of teacher effectiveness validly reflect the skill or effectiveness of the instructor, as opposed to extraneous factors. This applies to ratings of overall effectiveness and ratings of components of effectiveness such as clarity, rapport, or preparation. Reviews of the research literature also indicate that student ratings of teaching effectiveness are positively related to objective measures of student learning, and thus can be seen as valid indicators of instructional quality (Cohen, 1981; Marsh, 1984; Murray, 1980).

Research by Marsh and Roche (1997) confirms that students' evaluation of teaching needs to be multidimensional, not an overall rating combining the various factors. They identify nine factors that appear consistently in the factor analyses of large data sets derived from administering the SEEQ instrument in higher education, including: "(1) learning/value, (2) enthusiasm, (3) organization, (4) group interaction, (5) individual rapport, (6) breadth of coverage, (7) examinations/grading, (8) assignments, and (9) workload/difficulty. The component validity of student ratings of instruction has also been claimed from the finding that the dimensionality of student ratings tend to match very closely the dimensionality of instructor self-ratings (Marsh, 1982b; Marsh, Overall, & Kesler, 1979). Marsh (1984) suggests that because instructors are not likely to rely on implicit theories when rating their own behaviours or dimensions, and since the dimensionality of student ratings closely matches that of instructor self-ratings, the component validity of student ratings is quite strong (see also Marsh 2001, Roche 2000).

The reliability and validity of faculty evaluation forms (including the SEEQ) have been extensively researched but some instructors and faculties do not always trust the results. A systematic and organized approach should be used for the interpretation of SEEQ data. Prior to examining the SEEQ raw summary data, Faculties should take the time to consider in what context the SEEQ data will be used. McBean & Al-Nassari (1982) emphasized that “care must be exercised in any interpretation of questionnaire results, not only for comparing professors, but particularly if they are to be used for salary, promotion or tenure purposes” (p. 274).

For any evaluation tool to be effective not only must it be valid and reliable but also feasible. The turn-around time in SEEQ survey processing has been an issue since 1997. Data collection, correction, scanning, and reporting are all factors. This includes an iterative process of sheets going back to the departmental SEEQ coordinators as well as the time required to re-scan the sheets. The campus community has frequently suggested that the SEEQ system should collect surveys on-line. With the widespread access to computer facilities across campus and the increase in computer literacy, this option looks more feasible than it did nine years ago. Distance Education (DE) has had some success, in the DE online courses in which the SEEQ forms are online. The SEEQ return rates in all DE online courses offered over the last three years shows an increase from 34% to a high of 59%, with a mean of 45%.

RECOMMENDATION FOR THE CONTINUATION OF THE SEEQ:

1. The SEEQ Review Committee agrees the SEEQ seems to be a valid and reliable tool for the evaluation of teaching and recommends it continues.

RECOMMENDATIONS FOR THE ADMINISTRATION OF THE SEEQ:

1. Due to the delay in receiving feedback from the SEEQ forms The University of Manitoba should consider the feasibility of on-line evaluation forms. The Universities of Calgary and Lethbridge use an on-line form to conduct course and instructor evaluations. Neither university

has demonstrated an improvement in response rates yet, so this is not a recommendation to initiate an on-line form, but to begin a dialogue with the University of Calgary to query the administrative pros and cons of such a system. If we make the campus-wide SEEQ system available on-line, it would require changes in policies and logistical changes. The Senate Committee on Instruction and Evaluation would need to be involved to ensure that sufficient consideration be given to all parties involved with the system and the conversion would not result in a significant reduction in the completion of the surveys. These issues require further study and input. However, Distance Education courses, that have already received permission to go on line and have good survey completion results, should be allowed to continue in this format.

2. We should redesign the SEEQ bubble sheets to accommodate Aurora software system changes. Procedures also need to be established to ensure that all Faculties convert to any new forms at the same time.
3. We should administer the on-line and/or paper through a central office to protect the integrity of the data and ensure a consistent process.
4. We should develop a website where faculty can access all of the additional items in the item bank as well as answers to frequently asked questions.
5. In multiple instructor courses, we should either administer the SEEQ after each instructor has completed their section or provide a separate individual instructor evaluation for each person teaching within the course.

RECOMMENDATIONS REGARDING THE REPORTING OF DATA:

1. The University of Manitoba should make the pool of additional items easier to access to enhance customizability. Since Faculty by Faculty comparisons are not the mandate for the SEEQ, this would allow different Faculties to customize the SEEQ to their specific disciplines.

2. We should consider reporting the data by some other indicator of central tendency (i.e. the median) in order to remove any temptation to compare average results between courses or instructors. We also need an alternate marker for variance other than standard deviation that can highlight outlier responses and demonstrate the spread amongst the individual ratings.
3. We should improve the clarity of the results by graphing data. Results that are clear and easy to interpret might improve buy-in and use of the information.
4. Responses that lie outside the regular distribution of responses (outliers) are an issue for interpretation of results for instructors. It is recommended that the committee define what an outlier is in order to provide a central definition of what data is outside the normal range of responses and what the instructors should do with outlier scores. The committee might consider using the University of Alberta system. See Appendix A for an excerpt from the University of Alberta website.
5. For course selection purposes the SEEQ could be customized to provide numerical data from questionnaires made up of a majority of low inference items and relevant questions on course performance. As long as the numerical results are summarized clearly, the amount of interpretation needed is minimal. These results should be publicly available and easily accessible to the students in paper and electronic formats.
6. Anonymous comments should not be used for summative purposes.

THE SEEQ REVIEW COMMITTEE REPORT

BACKGROUND:

The SEEQ Review Committee is a sub committee of the Senate Committee on Instructional and Evaluation. The SEEQ Review Committee was tasked with the following mandate.

- To investigate how other universities evaluate educational quality;
- To comment on the effectiveness of the SEEQ as an evaluative tool of teaching and learning, with particular emphasis on professional programs, distance courses, courses with multiple instructors, seminars and labs;
- To make recommendations regarding the continuation of the SEEQ or the introduction of alternate methods of evaluation;
- To make recommendations on the reporting of course evaluations.

OVERVIEW OF OTHER UNIVERSITIES:

The majority of universities in Canada require some type of assessment of faculty teaching and course evaluation. The following is a summary of faculty evaluation forms and the evaluation processes used by twelve Canadian Universities:

Concordia University	Lakehead University
McGill University	McMaster University
Queen's University	University of Alberta
University of British Columbia	University of Calgary
University of Lethbridge	University of New Brunswick
University of Regina	University of Western Ontario

Each university webpage was searched for information relating to their assessment process regarding students evaluating faculty instructors or courses. Please note that this summary is based on information available to the public and therefore any details that were not specified on those websites are not considered in this report.

SYNOPSIS:

The majority of Canadian universities use a system similar to the SEEQ used at University of Manitoba with an evaluation form based on a 5 point Likert scale with a “Not Applicable” option and a comment section. The following are other general characteristics:

- The central administration of the evaluation process occurs under the Office of the Vice President/Provost
- The evaluation form is distributed as a scannable bubble sheet with the numerical data released to the general university public with the consent of the instructor. Comments are not released at the University of Manitoba by the department while some universities archive the results.
- When specified, all universities use the student evaluations as part of the tenure process
- The evaluation process commonly takes place within three weeks of the end of the course and is administered by either a staff or student on the day of the evaluation.
- For multiple-instructor courses most universities poll the students at the end of the course, with only Lakehead University opting to poll the students one week after that instructor’s session ended.
- The evaluation form most commonly used is a university- wide standardized form (plus customization option) with between 6 – 57 questions separated into 2 – 25 possible categories.

ADMINISTRATION OF EVALUATIONS (TABLE 1A & TABLE 1B):

Eight out of the thirteen universities reviewed distribute the evaluations from central administration or from a dedicated office (Queen's) or centre (Concordia) reporting to the Vice President/Provost of the institution. Most institutions use a bubble sheet or form that can be scanned and analyzed with an additional component for written comments. The University of Calgary and Lethbridge use an on-line form while the Universities of Regina and Western Ontario still use paper evaluation forms.

The universities that do release the numerical data use a standard table or numerical format with mean and standard deviation described. Queen's University provides the data in terms of frequency graphs for easier comprehension. The University of Alberta, takes this one step further by providing the data in the form of Tukey's box-and whisker plot analysis with the 25th percentile as the lower hinge, the median and the 75th percentile as the upper hinge. The lower whisker (defined as 1.5 the box length from the 25th to the 75th percentile) serves as the lower cut-off for outlier scores and the upper whisker is not reported since it usually falls above 5.0 the highest mark on the Likert scale.

Table 1a: Summary of Evaluation Administrative Practices Used by Canadian Universities

ADMINISTRATION	Distribution	Collection Format	Data analysis
U of M	central	bubble sheet + written	central
Concordia	central (centre:CTLS)	bubble sheet + written	central
Lakehead Univ	central (admin)	bubble sheet + written	administration
McGill	local (faculty, dept or unit)	bubble sheet + written	central (unit:NCS)
McMaster	local (faculty)	bubble sheet	central (unit:OMR)
Queen's	central (office:USAT)	bubble sheet + written	central (office: USAT)
U of Alberta	central	bubble sheet + written	central
U of BC (Arts Faculty, Science Faculty)	local (faculty)	bubble sheet + written	local (faculty)
U of Calgary	central	on-line (2005, login: studentID & birth date)	central
U of Lethbridge	central	online (2002, login: email username & password)	central
U of New Brunswick (College of Extended Learning)	local (faculty, dept or unit)	paper	local (faculty)
U of Regina (Arts Faculty)	local (faculty)	paper	local (faculty)
U of Western Ontario	central (admin)	bubble sheet + written	central
Concordia: CTLS Centre for Teaching & Learning Services, McGill: NCS Network & Communication Services, McMaster: OMR Optical Mark Reader, Queen's: USAT University Survey of Student Assessment			

Table 1b: Summary of Evaluation Administrative Practices Used by Canadian Universities, Continued

ADMINISTRATION	Results Released to General Public	Comments Archive Location, Comments released	Results Used for Promotion
Continued			
U of M	numeric w/ consent (tables)	instructor, not released	yes
Concordia	numeric w/ consent (tables)	dept (raw or typed), not released	yes
Lakehead Univ	numeric w/ consent (tables)	central (typed), not released	not specified
McGill	numeric w/ consent (tables)	faculty (raw), not released	yes
McMaster	numeric w/ consent (tables)	not specified	yes
Queen's	numeric w/ consent (frequency graphs)	central (typed), not released	yes
U of Alberta	numeric w/ consent (box & whisker plot)	faculty (typed), not released	yes
U of BC (Arts Faculty, Science Faculty)	numeric w/ consent (tables)	faculty	yes
U of Calgary	numeric w/ consent (tables)	central (typed), not released	not specified
U of Lethbridge	instructor only	instructor (typed), not released	not specified
U of New Brunswick (College of Extended Learning)	instructor only	faculty	not specified
U of Regina (Arts Faculty)	instructor only	instructor	yes
U of Western Ontario	instructor only	instructor	yes

PROCESS (TABLE 2):

Conducting the evaluation process, at least one to three weeks before the end of the course to avoid negatively affecting the examinations is standard across the polled universities. When specified, all universities dictate a minimum class size limitation of either 5 students or 10 students to maintain a reliable sample for their evaluations. Only Concordia University, which has a centre (the Centre for Teaching and Learning Services) dedicated to teaching and evaluation, offers midterm evaluations that could be developed by the individual faculty, and distributed/collected by their central office. Five universities use students to hand out and collect the form on the day of the evaluation, four use staff and one use either staff or students.

Table 2: Summary of Evaluation Processes Used by Canadian Universities

PROCESS	Timing	Multiple Instructors Timing	Limitations	Midterm Evaluations	Class Administration
U of M	2nd or 3rd week from end	course end	class > 5	no	student
Concordia	1 week buffer	not specified	not specified	informal/centrally collected	student
Lakehead Univ	2nd or 3rd week from end	last week of teaching	class > 5	no	staff
McGill	before the end	not specified	class > 5	no	staff
McMaster	towards the end	not specified	class > 5	no	staff
Queen's	1 week from end	course end	class > 10	no	student representative
U of Alberta	2nd or 3rd week from end	course end	class > 10	no	student or staff
U of BC (Arts Faculty, Science Faculty)	not specified	not specified	not specified	no	not specified
U of Calgary	not specified	not specified	not specified	not specified	not applicable
U of Lethbridge	not specified	not specified	not specified	not specified	not applicable
U of New Brunswick (College of Extended Learning)	not specified	not specified	not specified	not specified	student
U of Regina (Arts Faculty)	not specified	not specified	class > 2	not specified	student
U of Western Ontario	not specified	not specified	not specified	not specified	not specified

EVALUATION FORM CHARACTERISTICS (TABLE 3A & TABLE 3B):

The length of the evaluation forms vary from six questions, at The University of Regina to a possible fifty-seven questions at the University of Calgary. The questions are compiled into categories assessing different aspects of teaching and/or course characteristics and the number of categories varies from just one category to 25 possible categories. A diverse array of formats of the forms ranges from the use of a standardized university wide form, to a list or suggested pool of questions, to forms developed by individual faculties. Each form allows for customization by the instructor, the department, or the faculty. McGill University, Queen's University and The University of Alberta enhance customization by providing a designated list of questions whereby Faculties can select a category of questions for such specialties as tutors, clinical instructors, lab teaching assistant, on-line teaching or courses with a practicum.

The universities included in this report frequently use a five point Likert agreement scale (strongly disagree to strongly agree) or a seven point quality scale (poor to excellent) with a "Not Applicable" option. When specified, each school includes a section for written comments. Three universities (Lakehead, New Brunswick and Regina) provide directions for the comment section asking for aspects the students liked, suggestions for the course or any additional comments; the most valuable aspects, the least valuable aspects or suggestions; or the strengths of the course, how the assignments were and suggestions, respectively.

Table 3a: Summary of Evaluation Form Characteristics Used by Canadian Universities

EVALUATION FORM	Evaluation Form Length	Standardization	Customization Level
U of M	41 questions, 8 customized (9 categories)	standardized	faculty, dept, instructor
Concordia	not specified	standardized	no
Lakehead Univ	11 likert, 3 MC, 3 open questions	standardized	instructor (additional forms)
McGill	15-25 questions (15 possible categories)	suggested pool	instructor
McMaster	variable (faculty dependent)	not specified	faculty
Queen's	4 univ wide, 7 dept, 10 instr questions (25 possible categories)	suggested pool	faculty, dept, instructor
U of Alberta	variable (19 possible categories)	suggested pool	faculty, dept, instructor
U of BC (Arts Faculty, Science Faculty)	12 questions (4 categories)	standardized	faculty
U of Calgary	57 questions (6 categories)	standardized	dept
U of Lethbridge	not specified	individualized by faculty	faculty
U of New Brunswick (College of Extended Learning)	34 questions (7 categories)	individualized by faculty	faculty
U of Regina (Arts Faculty)	6-14 questions (1 category)	individualized by faculty	faculty
U of Western Ontario	16 questions (2 categories)	standardized	no

Table 3b: Summary of Evaluation Form Characteristics Used by Canadian Universities, Continued

EVALUATION FORM Continued	Closed questions	Open Ended Questions	Course Demographics Polled
U of M	5 pt agreement likert scale+N/A	open ended	course load, workload, etc
Concordia	likert scale	open ended	not specified
Lakehead Univ	5 pt agreement likert scale+N/A	like, suggestion, additional	course load, work load, etc
McGill	5 pt likert scale+N/A	open ended	no
McMaster	choose statement, likert scale	none in example	workload
Queen's	5 pt agreement likert scale+N/A	open ended	not specified
U of Alberta	5 pt agreement likert scale	open ended	course load, work load, etc
U of BC (Arts Faculty, Science Faculty)	5 pt agreement likert scale	not specified	requirement
U of Calgary	7 pt quality likert scale+N/A	open ended	workload, requirement, etc
U of Lethbridge	not specified	open ended	not specified
U of New Brunswick (College of Extension)	5 pt agreement likert scale+N/A	most & least valuable, other comments	no
U of Regina (Arts Faculty)	4 pt agreement likert scale+N/A	strengths, assignments, suggestions	no
U of Western Ontario	7 pt quality likert scale+N/A	open ended	requirement, expected grade

In conclusion, The University of Manitoba has an evaluation process that is similar to thirteen other Canadian universities reviewed for this report.

EFFECTIVENESS OF THE SEEQ TOOL:

VALIDITY/ RELIABILITY ISSUES:

Marsh (1984) developed the Students' Evaluations of Educational (SEEQ) quality instrument, which has now been used for over 20 years around the world. A brief description of the SEEQ instrument is available at: <http://lsn.curtin.edu.au/seeq/menu.html>. Research by Marsh and Roche (1997) confirms that students' evaluation of teaching needs to be multidimensional, not an overall rating combining the various factors. They identify nine factors that appear consistently in the factor analyses of large data sets derived from administering the SEEQ instrument in higher education, including: "(1) learning/value, (2) enthusiasm, (3) organization, (4) group interaction, (5) individual rapport, (6) breadth of coverage, (7) examinations/grading, (8) assignments, and (9) workload/difficulty. The component validity of student ratings of instruction has also been claimed from the finding that the dimensionality of student ratings tend to match very closely the dimensionality of instructor self-ratings (Marsh, 1982b; Marsh, Overall, & Kesler, 1979). Marsh (1984) suggests that because instructors are not likely to rely on implicit theories when rating their own behaviours or dimensions, and since the

dimensionality of student ratings closely matches that of instructor self-ratings, the component validity of student ratings is quite strong (see also Marsh 2001, Roche 2000). In Feldman's (1989b) review of dimensions of instruction, the standardized importance rankings of 17 instructional dimensions by students were strongly related to those of faculty, $r = .71$, $p < .01$. This suggests that students and faculty have very similar perceptions of the characteristics of an effective teacher. Other studies have attempted to identify component factors or dimensions underlying student ratings of teaching through factor analysis and other clustering procedures. Feldman (1989b) reports the following component dimensions discovered through factor analysis: preparation, clarity of explanation, enthusiasm, encouragement of participation, availability and helpfulness, elocutionary skills, clarity of course objectives, and knowledge of subject. In summary, factor analytic studies of student ratings suggest that students are capable of discerning and evaluating several distinct components or dimensions of teaching.

Most research on student ratings of teaching has dealt with high-inference teacher characteristics such as enthusiasm or clarity, but some studies (e.g., Murray, 1983a) have focused on specific low-inference classroom behaviours (e.g., addresses individual students by name, gestures with hands or arms). As with high-inference ratings, it appears that student ratings of specific low-inference behaviours correlate significantly with overall effectiveness ratings (Cranton & Hilgartner, 1981; Murray, 1983a) and with measures of student learning and student motivation (e.g., Murray, 1983b). Erdle & Murray (1986) factor analyzed 95 low-inference teaching behaviours and found the following factors to correlate significantly with overall effectiveness ratings across different faculties: rapport, interest, disclosure, organization, interaction, pacing, speech clarity, expressiveness, emphasis, and mannerisms. These results further support the validity of student ratings in that they show such ratings to be predictable from specific classroom behaviours of the instructor.

Many researchers argue that student learning is the most important validation criterion for teaching effectiveness ratings, and that in these studies student learning is most commonly measured by a common final examination in a multiple-section course (Cohen, 1981). In his

meta-analysis of multi-section validity studies, Cohen (1981) found an average correlation of .43 between mean student ratings of instructors and mean student performance on common final exams. In addition, other reviews indicate that student ratings of teaching correlate positively with ratings by former students, colleagues, and external observers, and show weak or negligible correlations with extraneous bias variables such as class size, severity of grading, popularity of subject matter, teacher reputation, and teacher "seductiveness" (Beran & Violato, 2005; Feldman, 1989a; Griffin, 2004; Marsh, 1984; Marshal & Roche 2000; Marsh, 2001; Murray, 1980). Murray (1980) noted that such extraneous bias factors account collectively for no more than 15% of between-teacher variance in student ratings. Most research indicates that student ratings of teacher effectiveness validly reflect the skill or effectiveness of the instructor, as opposed to extraneous factors. This applies to ratings of overall effectiveness and ratings of components of effectiveness such as clarity, rapport, or preparation.

The majority of student rating forms contain several items assessing general components of teaching (e.g., instructor was organized), plus a global item assessing overall effectiveness (e.g., how would you rate this instructor in terms of overall effectiveness?). These types of items, which are applicable to a wide range of types and styles of teaching, are often used for summative evaluation purposes such as promotion and tenure decisions. Some student rating forms include items assessing more specific, low-inference teaching behaviours (e.g., puts outline of lecture on blackboard, asks questions of individual students) which tend to be more valuable for formative evaluation, or individual diagnostic feedback (Braskamp, Brandenburg, & Ory, 1984; Cashin & Downey, 1992; Murray, 1980).

Professional schools especially those in the health sciences area are unique in that a majority of the instructors in these faculties teach a small number of hours of a shared course and are members of a practicing public that may or may not be faculty members. This creates a challenge to obtain student ratings of multiple instructors who only teach small sections of the total course curriculum. Stillman et al. (1983) recommend that when using student ratings to assess multiple instructors that each individual be evaluated soon after their session is over. In

this manner students were “discriminating in their evaluation of the various lectures” (p. 175). Palchick et al. (1998) used student ratings to evaluate an anatomy course attended by nursing, dental hygiene, pharmacy and physical education over a three-year period. The authors interpret their results to “suggest that, even in a large and diverse multi-instructor course, meaningful evaluations of instruction can be obtained” (p. 70). They also recommend diligence in collecting multiple samples of each instructor’s session based upon their observation that “changes in the performance of individual instructors over the course of the three-year study also underscore the importance of obtaining multiple assessments of teaching effectiveness over time” (p.70).

In addition to evaluating theoretical based learning, professional schools also have to assess practical learning of skills and activities. Grussing et al. (1994) addressed this issue in their pharmacy department by obtaining student ratings based on “behaviourally-anchored rating scales” in parallel to traditional rating scales. A nursing faculty addressed the issue by allowing students to comment on the quality of their practicum experiences as well as classroom assessments (Russell & Cordingley, 1996).

In sum, reviews of the research literature indicate that student ratings of teaching effectiveness are positively related to objective measures of student learning, and thus can be seen as valid indicators of instructional quality (e.g., Cohen, 1981; Marsh, 1984; Murray, 1980). This is true both for ratings of overall teaching effectiveness and for ratings of specific components of teaching such as clarity and rapport.

THE SEEQ AND DISTANCE AND ONLINE EDUCATION:

Distance and Online Education (DE) courses differ from conventional face-to-face courses in that the student and instructor are usually physically separated from one another but are linked via printed material and technologies such as the internet and telephone. Since each instructional technology has distinct pedagogical implications for course design, the structure, supporting materials, and learning activities of face-to-face courses must be redesigned for distance delivery.

Purposes for using student ratings for distance education: One of the major purposes of using the SEEQ at The University of Manitoba is to provide diagnostic feedback to academic teaching staff in order to improve teaching (Marsh, 2005). However, the development, delivery, and ongoing improvement of courses offered via DE are the joint responsibility of faculty and staff of the respective academic units and DE. Therefore, DE uses student responses to specific sections of the SEEQ for summative evaluation of course materials, technologies used, and student services and supports provided by DE when the response rate is appropriate. These purposes for using the SEEQ differ from the purposes typically identified in the Higher Education research literature (McKeachie, 1996; McBean & Al-Nasarri, 1982, Abrami, d'Apollonia, & Cohen, 1990; Glasman & Gmelch, 1976, Murray, 1980).

Student feedback is used to help improve a variety of logistical sub-systems in DE. The complexity and importance of logistical sub-systems used to offer courses via distance education tends to increase in response to a number of factors, such as:

- variety of technologies used for delivery and for student support;
- demographics and size of student enrolments;
- the number of course and program offerings;
- how frequently the offerings occur; and
- the various choices provided, such as course models, student assessment methods, and schedules (Kemp, 1998).

The SEEQ evaluation instrument is being used to evaluate and provide feedback to instructors and to evaluate content provided in course materials and the learning environment (e.g., student supports, use of technology to access course content and interact, etc.). Distance education evaluation differs from on-campus evaluation. The instructor is the focus in on-campus evaluation because he or she generally is primarily responsible for both course development and delivery. In distance education a team approach to both course development and delivery is generally used. In fact, someone other than the current instructor may have written the content for the course and still others may provide support services. Therefore it is very important to

separate what or who is being evaluated and use the evaluation instrument to provide feedback to all involved.

The SEEQ instrument has been used for over 20 years and since 1997 at the University of Manitoba. The Course Experience Questionnaire (CEQ), developed by Ramsden (1991), is another instrument used by the UK Open University. This particular instrument consists of 30 statements, half of which refer to positive aspects and half to negative aspects of a course. The scores on groups of statements are averaged to produce scores on five aspects of effective instruction, including: “Appropriate assessment; appropriate workload; clear goals and standards; emphasis on independence; and good teaching” (Richardson, 2006, p. 422). One possible reason for the difference may be that the two institutions use different delivery methods. Further research is needed to determine the usefulness of the CEQ as compared to the SEEQ. For example, it may be that the CEQ is most useful when there are at least some face-to-face components with the course, which is not the case with most courses offered via DE at both the University of Manitoba and Memorial University, but is the case with many courses offered by the UK Open University.

Evaluation instruments, such as the SEEQ, may include a large database of developed and tested questions that the faculty, department, and instructors can use to supplement questions that the institution selects to use as core questions. In an open and distance education environment, the faculty member’s performance strengths and weaknesses identified in the nine-factor SEEQ dimensions (Wolf, Bender, Beitz, Wieland, Vito, 2004) may not all be within the instructor’s sole control or responsibility in a course or program offered via distance education. Therefore it is critical that some of the questions are selected by the various service units that are responsible for different aspects of the program and course. Although the instructor may receive copies of the feedback sent to other units involved in the development and support of the course, only the feedback related to the parts of the DE course within the instructor’s control is used for instructor feedback and evaluation at the University of Manitoba. DE has developed questions appropriate to our specific context and these questions have been approved by the office of the Vice-Provost

(Academic Affairs), Herbert Marsh, and the UM staff that oversee SEEQ.

One of the new challenges is to establish an appropriate online methodology for distributing/following up on electronic course evaluations. Moss and Hendry (2002) identified various factors to consider in administering e-mail and web-based evaluation surveys and advise that electronic surveys are more cost-effective and, when effectively administered, provide more timely feedback to students and staff.

Very low SEEQ return rates have been a major concern in the DE program for many years. Despite vigorous efforts to encourage students in non online courses to complete the forms and mail them back, DE had little success in improving the return rates to a point where the data is useful.

DE has had much more success, however, in the DE online courses in which the SEEQ forms are online. The SEEQ return rates in all DE online courses offered over the last three years shows an increase from 34% to a high of 59%, with a mean of 45%.

One of the concerns that DE had about moving SEEQ entirely online in the past was student Internet access rates. All DE courses, regardless of format, now have an online component. This component is optional for non online courses. Our research over the last few years shows that student access to the online component is increasing very rapidly. In 2000-01 44.8% of students accessed the online component. In 2005-06, that number increased to 84.4%. These data, combined with the university policy that all students must register online suggest, to us that now is the time to move SEEQ online for all of our courses.

With the approval of the Vice-Provost's office, Distance and Online Education is conducting a one-year pilot, beginning September 2006, in which DE students complete the SEEQ forms online. The DE SEEQ sites are strictly controlled to maintain student anonymity and ensure that each student submits only one form for each course. DE also collects more detailed student feedback using a separate unit feedback form, relating specifically to course content and not the

instructor. The unit evaluation form is included with each unit in the course and submitted as students progress through the course. The development team uses this specific feedback about the content, structure, and tools in each unit of the course to improve the course.

As discussed, evaluation can serve many purposes. Although the literature confirms that the most important reason for collecting students' evaluations of teaching effectiveness (SETs) is to provide diagnostic feedback to teachers that leads to improved teaching (Marsh, 2005), Distance and Online Education does use the SEEQ feedback to improve course materials, to select the appropriate educational technology, to identify student needs, and to improve student supports. Based on the literature review and the various Canadian institutional experiences in using the instrument, reported here, DE supports the continued use of the Students' Evaluations of Educational (SEEQ) quality instrument at this time. However, DE also suggests that the University of Manitoba consider further review of another instrument, the Course Experience Questionnaire (CEQ). The CEQ is currently used by some of the very large Open and Distance Learning (ODL) institutions, such as the UK Open University, who have student populations of greater than 100,000.

The selection of questions used in the SEEQ instrument need to address the nine identified dimensions related to improving teaching. In addition, the SEEQ evaluation questionnaire needs to include questions that provide feedback about the various activities under the control of different functional units in the Distance and Online Education context. Various resources are included to expand the discussion about the elements of a quality program in Distance and Online Education.

UNIVERSITY OF MANITOBA STUDENT PERSPECTIVE ON THE EVALUATION PROCESS:

The following list of concerns/issues is an amalgamation of the responses from students participating in the interviews conducted by our student representative:

1. Almost unanimously, students expressed recognition for the importance to share their experiences of the course, and consider this opportunity for students to provide feedback as both very important and unique. Even those students who were the most critical of the current SEEQ reports were very explicit that the opportunity to provide feedback on courses is very important to students.
2. Many students expressed the desire to provide written feedback and that this written feedback should be taken into account in some process of evaluation for the course at the end of the study period. Most students could appreciate the somewhat controversial nature of having students provide written comments anonymously; however, the consistent response from students was that the students' feedback is rarely taken into account at any substantive level. These written responses are taken in a controlled environment and thus have a level of legitimacy and should be taken into account when departments and professors are considering offering the course for another session.
3. Students also expressed concerns that the questions in the evaluations are too vague and sometimes did not take into consideration the diversity in the nature of subjects taught at our University. A number of students felt that, although useful for statistical purposes, asking questions regarding the quality of a course in a quantifiable form limited student response and increased the possibility that the evaluation did not reflect students' opinions of the course and its instructor.
4. Students felt it would be very helpful to have the forms customized to the various areas of studies and take into consideration the methods used to teach the subject.

5. A concern was also raised as to the fairness of evaluating instructors on personal characteristics/assets such as humor and others that do not pertain to the topic of their instruction.
6. Students expressed appreciation for customized course evaluation as well as the possibility for revisiting the current form structure and seek actionable feedback from students.

Overall, improvements need to be made on the forms, however, it is also important that the forms and the subsequent reports are made user friendly and more accessible to students. The question therefore becomes of how the evaluation is done, more than whether or not we should have the evaluation at all.

FACULTY PERSPECTIVE ON EVALUATION PROCESS:

Palchik et al. (1988) have shown that student ratings are stable across multiple instructors and multidisciplinary student audiences. Student ratings “correlate highly with ratings by other types of observers [and] show a moderately positive correlation with measures of student achievement” (Miller, 1998 p. 6). In fact Herb Marsh, a proliferate author on student ratings and developer of the SEEQ, is quoted as referring to student evaluations as “the most thoroughly studied of all forms of personnel evaluation, and one of the best in terms of being supported by empirical research” (Althouse et al, 1998, p. 1).

Although the reliability and validity of faculty evaluation forms (including the SEEQ) have been extensively researched, instructors and faculties do not always trust the results. Instructors have concerns over biasing factors that are unrelated to teaching effectiveness, yet still influence student ratings (Palchik et al, 1988; McKeachie, 1996). Instructors question the qualifications of students to judge their teaching (McKeachie, 1996, Abel, 1990) and the sensitivity of the instrument to detect improvements or declines in teaching effectiveness over time (Ludlow, 2005; Palchik et al, 1988). Comments received from our own faculty raised issues related to the

length of the survey, time delay in receiving results, validity for multiple instructors in a single course, interpretation and use of results, the collection of anonymous comments and relevance to non traditional forms of teaching. Although faculty members sometimes view student evaluations negatively, they are still considered to be an accepted and required feature of teaching in higher education.

The final section of this report will focus on:

- How student evaluations are administered
- How student evaluations are reported
- How student evaluations are used (formative vs. summative assessment vs course selection)

FEASIBILITY ISSUES:

Administration of the SEEQ: For any evaluation tool to be effective not only must it be valid and reliable but also feasible. However, historically the University of Manitoba has had an acceptable rate of return for the SEEQ. Below you will find a summary table of response rates from 2000 to 2006. The response rates for the SEEQ vary slightly by term with a minor decrease in the winter term and peaking during the summer term.

Table 4: Summary of SEEQ In-Class Average Response Rates at the University of Manitoba

Academic Year	Fall Term	Winter Term	Summer Term
2000	-----	69%	77%
2001	72%	70%	75%
2002	71%	68%	74%
2003	70%	68%	73%
2004	70%	66%	73%
2005	70%	66%	73%
2006	70%	66%	73%
2000 - 2006 All Terms	71%		
2004 - 2006 All Terms	70%		

The turn-around time in SEEQ survey processing has been an issue since 1997. Data collection, correction, scanning, and reporting are all factors. This includes an iterative process of sheets going back to the departmental SEEQ coordinators as well as the time required to re-scan the sheets. Knowledge of the SEEQ system and workings of the University is required before getting involved. There is also a lengthy wait time before certain Faculties turn in the surveys. As the size of the Faculty increases so does the time and effort required on the part of the SEEQ coordinator.

The campus community has frequently suggested that the SEEQ system should collect surveys on-line. With the widespread access to computer facilities across campus and the increase in computer literacy, this option looks more feasible than it did nine years ago. Presently no SEEQ survey data is passed to IST Administrative Systems in electronic form. One side benefit of on-line collection would be a shortened processing time before reports are produced. For example, the iterative process of having SEEQ coordinators correct header sheet information would be eliminated. The lengthy scanning process would also be eliminated. This benefit would have to be weighed against the possible downside of lower student compliance in filling out the forms. Currently, students fill out the surveys during class time, where they are more likely to comply. If they had to fill out forms on-line, apathy and procrastination could be major stumbling blocks. We would also have to consult FIPPA for such a significant change as on-line collection. When the paper system came in, we were not required to obtain instructor consent for publishing the final reports. Later when the on-line display system was implemented, FIPPA required us to obtain instructor consent, which resulted in a very low compliance rate. With the implementation of the new Aurora Student System in 2006, SEEQ header sheets now have to be identified differently. Fortunately this is possible using the current forms, although supplementary instructions are required. The current sheets can only accommodate the old numeric course and section identification. We are asking SEEQ Evaluation Administrators and SEEQ Coordinators to enter the CRN. The number is unique for each course and section, and it is numeric, so it can be entered in the box that was reserved for the old course number. If the form is eventually redesigned we should change the identification box on the sheet to specify

“CRN” instead of “Course”. The “Section” should be used as a cross-check for the CRN. The section cannot be used on the current form because the letter prefixes have changed.

For now it does not look feasible to redesign the sheet to include the new course identifiers because they include alphabetic and numeric characters. This would require a large portion of the sheet (36 bubble choices for each character instead of the current ten). On the other hand, there is a disadvantage in using the CRN which is an arbitrary number and does not visually identify the department. Such a number could easily be entered incorrectly, but it still looks like the better choice.

How the SEEQ is Reported: Although extensive research has been conducted about the various tools, there is not a consensus about how these tools should be used (Watchtel, 1998). The evaluation of university teaching by students serves the following general purposes: (1) a source of data in administrative decisions on promotion and tenure; (2) feedback to teachers for the improvement of teaching; (3) aid to students in selecting courses and instructors (Abrami, d'Apollonia, & Cohen, 1990; Glasman & Gmelch, 1976; Marsh, 1984). In addition, teaching evaluations can be a good vehicle for communicating accountability to stakeholders, and for providing a tangible incentive for teachers to improve teaching (Murray, 1980).

Summative evaluations require consideration of different instructional sessions for an individual instructor, or comparisons for administrative decisions. Variables that could affect a teaching session are numerous complex interactions requiring expertise to interpret correctly. McBean & Al-Nassari (1982) emphasized that “care must be exercised in any interpretation of questionnaire results, not only for comparing professors, but particularly if they are to be used for salary, promotion or tenure purposes” (p. 274).

Factors that may influence student ratings from the student perspective are course level (undergraduate vs. graduate), optional course vs. required course and course size as an indicator of instructor-student interaction (Miller, 1998; Senior, 2000; McKeachie, 1996). From the perspective of the instructor, England (1996) expands on how “effective teaching is dependent on the local culture (colleagues’ expectations, student’s preparation and one own depth of knowledge) of the institution” (p. 20).

The temptation exists to summarize student ratings data as averages with standard deviations and treat the data as quantitative. McBean & Al-Nassari (1982, p 281) remind us that there is a tendency to treat the Likert ratings as if the scales are ordinal in nature and that “a weight of 8 is assumed to be twice as high as a weight of 4.” (This sentiment is reiterated by Ludlow, 2005). The authors emphasize “most survey data is actually of a qualitative nature, and should be reported by such means as percentages and analyzed by non parametric statistical techniques” (p. 281). Miller (1998, pg. 11) however, makes allowances for the use of “mean response ratings for the evaluation of teaching when the number of responses and the response rate for a class are judged to be sufficiently high, namely above thirty responses and with a response rate higher than sixty percent”.

Adding additional student ratings to overwhelmed faculty will not increase instructor confidence in the assessment tool unless faculty “receive guidance on how to systematically analyze, interpret, and act upon their evaluations” (Ludlow, 2005, p. 1). Student ratings results supplemented with feedback from a consultant (Miller, 1998) or another teacher (McKeachie, 1998) produce improvement in teaching effectiveness in motivated instructors. Hativa (1996) in her two-year comparisons of student ratings for two departments stated that “providing all instructors in the [chemistry] department with midterm feedback based on their student ratings [had] a significant effect on increasing teacher ratings from mid to end of semester” compared to instructors in physics department (p. 359).

Students at the University of Manitoba use the SEEQ data to assist them in their course selections while faculty members at the University of Manitoba utilize student evaluations from the SEEQ to inform them about student views of their teaching, learning and courses; while Faculties utilize the data for decisions related to tenure and promotion. A systematic and organized approach is most effective in the interpretation of SEEQ data.

RECOMMENDATION FOR THE CONTINUATION OF THE SEEQ:

1. The SEEQ Review Committee agrees the SEEQ seems to be a valid and reliable tool for the evaluation of teaching and recommends it continues.

RECOMMENDATIONS FOR THE ADMINISTRATION OF THE SEEQ:

1. Due to the delay in receiving feedback from the SEEQ forms The University of Manitoba should consider the feasibility of on-line evaluation forms. The Universities of Calgary and Lethbridge use an on-line form to conduct course and instructor evaluations. Neither university has demonstrated an improvement in response rates yet, so this is not a recommendation to initiate an on-line form, but to begin a dialogue with the University of Calgary to query the administrative pros and cons of such a system. If we make the campus-wide SEEQ system available on-line, it would require changes in policies and logistical changes. The Senate Committee on Instruction and Evaluation would need to be involved to ensure that sufficient consideration be given to all parties involved with the system and the conversion would not result in a significant reduction in the completion of the surveys. Discussions concerning movement towards an on-line administration must take into account any negative impact on our current acceptable response rates. These issues require further study and input. However, Distance Education courses, that have already received permission to go on line and have good survey completion results, should be allowed to continue in this format.

2. We should redesign the SEEQ bubble sheets to accommodate Aurora software system changes. Procedures also need to be established to ensure that all Faculties convert to any new forms at the same time.
3. We should administer the on-line and/or paper through a central office to protect the integrity of the data and ensure a consistent process.
4. We should develop a website where faculty can access all of the additional items in the item bank as well as answers to frequently asked questions.
5. In multiple instructor courses, we should either administer the SEEQ after each instructor has completed their section or provide a separate individual instructor evaluation for each person teaching within the course.

RECOMMENDATIONS REGARDING THE REPORTING OF DATA:

1. The University of Manitoba should make the pool of additional items easier to access to enhance customizability. Since Faculty by Faculty comparisons are not the mandate for the SEEQ, this would allow different Faculties to customize the SEEQ to their specific disciplines.
2. We should consider reporting the data by some other indicator of central tendency (i.e. the median) in order to remove any temptation to compare average results between courses or instructors. We also need an alternate marker for variance other than standard deviation that can highlight outlier responses and demonstrate the spread amongst the individual ratings.
3. We should improve the clarity of the results by graphing data. Results that are clear and easy to interpret might improve buy-in and use of the information.
4. Responses that lie outside the regular distribution of responses (outliers) are an issue for interpretation of results for instructors. It is recommended that the committee define what an

outlier is in order to provide a central definition of what data is outside the normal range of responses and what the instructors should do with outlier scores. The committee might consider using the University of Alberta system. See Appendix A for an excerpt from the University of Alberta website.

5. For course selection purposes the SEEQ could be customized to provide numerical data from questionnaires made up of a majority of low inference items and relevant questions on course performance. As long as the numerical results are summarized clearly, the amount of interpretation needed is minimal. These results should be publicly available and easily accessible to the students in paper and electronic formats.

6. Anonymous comments should not be used for summative purposes.

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APPENDIX

APPENDIX A: UNIVERSITY OF ALBERTA'S BOX-AND-WHISKER PLOTS

Retrieved November 8, 2006, from the University of Alberta, General Faculties Council's Universal Students' Ratings of Instruction website:

http://www.ualberta.ca/CNS/TSQS/USRI_refdata.html

The columns of reference data display statistics from Tukey's box-and-whisker plot analysis (John W. Tukey, *Exploratory Data Analysis*, Addison-Wesley Publishing Company, Inc. 1977). The values displayed are derived from all the classes in the indicated reference group. These statistics are chosen to achieve two main objectives:

1. summaries skewed distributions of data, and
2. identify outliers from the general population if they exist.

The median value (middle of a ranked set of numbers) is generally preferred over the mean to identify the centre of a skewed distribution of scores. This is the value below which 50 percent of the medians from other classes lay. Please note that data for the items in the current set of mandated questions are accumulated from Academic Year 2000/01 and beyond. If an item (question) has not been used at least 15 times by the indicated reference group since then, the reference data cells will be filled with the text: *too few uses*. It is theoretically possible for all median scores in a single year to be above, or below, the Reference Group median.

The 25th and 75th percentiles provide information about the spread of scores around the median. By definition, twenty-five percent of the scores are above the 75th percentile and twenty-five percent are below the 25th percentile. Since this occurs by definition, these values should not be used to determine whether a particular score is *good* or *bad*.

The lower *Tukey Fence*, which is the 25th percentile minus 1.5 times the distance from the 25th to the 75th percentile, defines a reasonable limit beyond which a score can be considered an outlier. Outliers are scores that appear to be outside the usual distribution of scores for the population being tabulated, i.e., for the indicated reference group. Given the nature of the USRI data, the upper *Fence* will usually be above 5.0 and, therefore, need not be reported.

Please note that some items can be expected to elicit higher ratings because they are closer to generic types of items, i.e., we would expect the item to be rated quite positively. This is illustrated by the campus-wide results accumulated in the years 2000-2004 for the two items shown below.

Item	Tukey Fence	Reference Data		
		25%	50%	75%
The instructor treated students with respect.	3.4	4.3	4.6	4.8
Overall, the quality of the course content was excellent.	2.9	3.8	4.1	4.3

This suggests that the median obtained for the first item in a particular class can be expected to be 0.5 of a rating above that for the second item simply because that has been found to be the case in results from thousands of classes surveyed at the University of Alberta. Note that the **25th** percentile for the first item corresponds to the **75th** percentile for the second item.

Also, the reference group used for a particular class consists of all classes in the indicated department or faculty. One of the most consistent findings of researchers studying students' ratings of instruction is that the ratings obtained for items such as those addressing general satisfaction with a course or instructor depend on the discipline in which the course is taught. Franklin and Theall (1995) reported that "Professors in fine arts, humanities, and health-related professions are more highly rated than their science, engineering and math-related colleagues." There appears to be a combination of reasons for these differences including differences in the characteristics of the students, in the nature of the subject matter, and in the course objectives

that are emphasized in different disciplines. The sizes of the differences and the conclusion that they are not necessarily related to characteristics of the instructors in the different disciplines leads to the advice that "we must continue to be very cautious about--if not prohibited from--using the results of student evaluations to make comparisons across disciplines" (Marincovich, 1995).

For example, the item "Overall, this instructor was excellent." illustrates that results at the University of Alberta are consistent with the research studies. The reference data from some of the departments in which a large number of classes have been surveyed appear in the following table.

Department	Tukey Fence	25th percentile	Median	75th percentile
Physics	2.4	3.7	4.1	4.5
Computing Science	2.5	3.7	4.1	4.5
Electrical & Computer Engineering	2.7	3.9	4.2	4.6
Mathematical & Statistical Sciences	2.8	3.9	4.2	4.6
Earth & Atmospheric Sciences	3.0	4.0	4.3	4.6
Biological Sciences	3.1	4.0	4.3	4.6
English	2.8	4.0	4.4	4.7
Modern Languages & Cultural Studies	2.9	4.0	4.4	4.8
History & Classics	3.4	4.2	4.5	4.7
Elementary Education	2.7	4.0	4.5	4.8
Drama	2.9	4.1	4.7	4.9

Report of the Senate Committee on Admissions concerning a proposal from the School of Medical Rehabilitation requiring applicants to the Physical Therapy program to submit a self-declaration of an adult criminal record check and a child abuse registry check (2007.08.30)

Preamble

Students in the current physical therapy program undergo 1200 clinical hours in a variety of clinical settings over the three-year program. Many facilities, including all those under the jurisdiction of the Winnipeg Regional Health Authority (WRHA), require students to obtain a criminal record check (CRC) and child abuse registry check (CARC) prior to undertaking clinical placements (WRHA Policy No. 20.40.190, January, 2006). Additionally, all student physical therapists must be members of the College of Physiotherapists of Manitoba (CPM) to be allowed to undergo clinical fieldwork placements. A formal CRC is required as part of the registration process with CPM.

Students currently enrolled in several programs at the University of Manitoba (pharmacy, education, social work and nursing) are required to have criminal record and child abuse registry checks as part of their admissions process. This has been done in essence to protect the public and vulnerable populations.

To date, all students in the Department of Physical Therapy have been required to submit formal CRC and CARC on an annual basis, prior to entering clinical fieldwork sites. These documents are required at the beginning of every academic year, with the cost incurred by the student. This requirement has not been a part of the admissions process.

Observations

The Department of Physical Therapy would like to include a self-declaration of an applicant's history of criminal convictions and child abuse registry listing as part of the admissions process. This would make the process more transparent for applicants and would prevent unnecessary student attrition.

The Winnipeg Regional Health Authority requires that a formal CRC and CARC be completed by physical therapy students no more than 12 months prior to clinical fieldwork exposure. The self-declaration form would be submitted by the applicant at the time of application to the program, up to seven months prior to the formal records check submission deadline. This self-declaration would therefore fill in the gap between admission to the program and the timing of the formal checks required for clinical fieldwork placements to occur. This would reduce the costs incurred by the students by avoiding multiple checks in one academic year.

A signed self-declaration of a previous adult criminal conviction would not necessarily preclude admission. Decisions with regard to criminal records will be made by a sub-committee on a case-by-case basis. This sub-committee will consist of the Director of the School of Medical Rehabilitation, the Head of the Department of Physical Therapy, the Chair of Admissions and Selections of the Department of Physical Therapy, the Registrar of the College of Physiotherapists of Manitoba, the WRHA Regional Director for Physiotherapy or his/her designate, and a student representative. Applicants to the physical therapy program who have adult criminal convictions which indicate they may pose a threat to the safety and well-being of children and others or who appear on the Child Abuse Registry will be denied admission.

Any changes in a student's status while in the physical therapy program must be reported to the Head of the Department of Physical Therapy.

Recommendation

The Senate Committee on Admissions recommends to Senate that, effective for the September 2008 intake, all applicants to the Bachelor of Physical Therapy program be required to:

1. submit a self-declaration, with their application for admission, indicating whether or not they have an adult criminal record or are listed on the Child Abuse Registry; and
2. submit annually, if accepted to the program and prior to participation at clinical fieldwork sites, an Official Adult Criminal Record Statement (including a vulnerable sector search) and Child Abuse Registry check.

Respectfully submitted,
Dr. D.R.Morphy, Chair
Senate Committee on Admissions

Comments of the Senate Executive Committee:
The Senate Executive Committee endorses
the report to Senate.

Terms of reference: Senate Handbook (revised 1992), pp. 10.6-10.8

Board of Governors Members-at-Large

According to Section 27(4) of *The University of Manitoba Act* (the "Act"), a member of Senate elected by a faculty or school council who has been subsequently elected by Senate to the Board and whose term of office on Senate expires before his or her term of office on the Board, shall be appointed by Senate to be a member-at-large of Senate for the remainder of his or her term on the Board unless re-elected to Senate.

Professor J. Anderson's membership on Senate as a representative of the Faculty of Medicine will end on October 1, 2007, when she joins the Faculty of Science. Professor Anderson has indicated, however, that she would like the opportunity to complete her term as a Senate representative on the Board of Governors. It would be appropriate to adopt a motion appointment Professor Anderson as a member-at-large for the remainder of her term on the Board of Governors which expires May 31, 2009.

Recommendation

1. That Senate appoint Professor J. Anderson as a member-at-large on Senate for the remainder of her term on the Board of Governors which expires May 31, 2009.