

**Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, February 6, 2008
1:30 p.m.
Regrets call 474-6892**

AGENDA

**CANDIDATES FOR DEGREES,
DIPLOMAS AND CERTIFICATES – FEBRUARY 2008**

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 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.

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none

IV MATTERS FORWARDED FOR INFORMATION

- | | | |
|----|--|----------------|
| 1. | <u>Statement of Intent for Internationally-Educated Engineers Qualification Program (IEEQ)</u> | Page 17 |
| 2. | <u>Report of the Senate Committee on Awards</u> | Page 24 |
| 3. | <u>Annual Report of the University Disciplinary Committee for the period September 1, 2006 to August 31, 2007</u> | Page 33 |

V REPORT OF THE PRESIDENT Page 98

VI 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.

VII CONSIDERATION OF THE MINUTES OF THE MEETING OF JANUARY 9, 2008

VIII BUSINESS ARISING FROM THE MINUTES

- 1. Notice of Motion** **Page 117**

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

1. Report of the Senate Executive Committee Page 119

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.

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

**1. Report of the Senate Committee on University Research
– Periodic Review of Research Centres and Institutes**

a) Manitoba Nursing Research Institute (MNRI) Page 120

**2. Proposal from the Division of Extended Education
RE: Aboriginal Environmental Stewardship Diploma Page 124**

**a) Report of the Senate Committee on
Curriculum and Course Changes Page 166**

XI ADDITIONAL BUSINESS

XII ADJOURNMENT

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

/mb

Council on Post-Secondary Education ❖ Conseil de l'enseignement postsecondaire



January 18, 2008

Dr. Richard Lobdell
Vice-Provost (Programs)
University of Manitoba
208 Administrative Building
Winnipeg MB R3T 2N2

Dear Dr. Lobdell:

**Re: Statement of Intent for: Post-Baccalaureate Diploma for the
Internationally Educated Engineers Qualification Program (IEEQ)**

The Council on Post-Secondary Education has reviewed the above noted statement of intent submitted by the University of Manitoba.

Please feel free to proceed with developing the full program proposal and submit it to the Council for consideration.

As you know, approval of the statement of intent does not necessarily mean that the program will ultimately be approved.

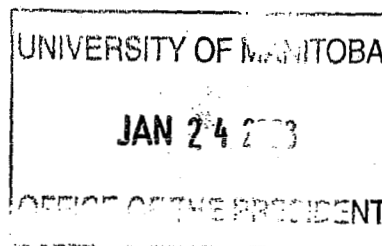
Should you have any questions or concerns, please do not hesitate to contact Sid Rogers at 945-1840.

Sincerely,

A handwritten signature in dark ink, appearing to read "Deane", written over a horizontal line.

Susan Deane
Manager, University Relations

c. Sid Rogers

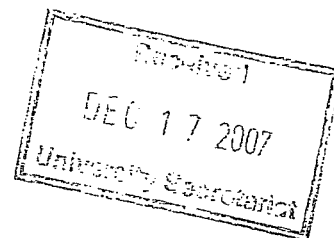




UNIVERSITY
OF MANITOBA

Office of the
Vice-President (Academic) & Provost

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



14 December 2007

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

Dear Mr. Rogers,

**Statement of Intent:
Internationally-Educated Engineers Qualification Program
Post-Baccalaureate Diploma**

On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a post-baccalaureate diploma for students who successfully complete the Internationally-Educated Engineers Qualification Program (IEEQ).

You will remember that our IEEQ program has been run as a pilot project since 2003 and we are grateful for the ongoing financial support of COPSE recently announced. We now wish to establish a formal post-baccalaureate diploma that will be awarded to students who successfully complete this program.

The principal objective of this program is to facilitate foreign credential recognition for recent immigrants who hold engineering credentials obtained outside Canada and who wish to acquire a Professional Engineering (P.Eng.) license in Manitoba.

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 dark ink, appearing to read "RALobdell", written in a cursive style.

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc Emőke J.E. Szathmáry, President
 Robert Kerr, Vice-President (Academic) and Provost
 Doug Ruth, Dean, Faculty of Engineering
 ✓ 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"/> University College of the North |
| <input type="checkbox"/> University of Winnipeg | <input type="checkbox"/> Red River College |
| <input type="checkbox"/> Collège universitaire de Saint-Boniface | |

Program Overview

☐ Program Name: Internationally-Educated Engineers Qualification Program (IEEQ)

☐ Credential to be offered: Post-Baccalaureate Diploma

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

☐ Length of the program: 12 ☐ Years ☒ Months ☐ Semesters

☐ Proposed program start date: as soon as possible
Day/Month/Year

☐ Which department(s) within the institution will have responsibility for the program?

Dean's Office, Faculty of Engineering.

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

☐ Is this a new program? ☐ YES ☒ NO

☐ Is this a revision of an existing program? ☒ YES ☐ NO

If YES, name program:

Internationally-Educated Engineers Qualification Pilot Program (2003-2008)

The pilot program was previously delivered on a year-to-year basis with project funding.

No university credential (degree/diploma/certificate) was offered by the pilot project.

What are the impacts of changing this program?

A permanent, baseline funding commitment allows the program to expand its student capacity and seek to offer a formal university credential. Delivery components remain substantively unchanged.

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

☐ Will this program have a cooperative education component? ☒ YES ☐ NO

If YES, how long with the field placement be?

Four months

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

Provide Details

See below, re: credit transfer arrangements.

☐ Will there be distance delivery options? ☐ YES ☒ NO

Provide Details

☐ Will this program be delivered jointly with another institution? ☐ YES ☒ NO

If YES, name the institution

☐ Are similar programs offered in Manitoba or other jurisdictions? ☐ YES ☒ NO

If YES, indicate why this program is needed (e.g., area of specialization)

Additional comment: The University of Manitoba offers similar foreign credential recognition programs for internationally-educated physicians, dentists, teachers, and agrologists, for credentialing in their respective professions. However, this is the only program in Western Canada that facilitates foreign credentials recognition for

internationally-educated engineers. One other similar program currently exists, at Ryerson University in Ontario. However, the Ryerson program and the University of Manitoba program together still do not begin to meet the projected demand for such programs for internationally-educated engineers in Canada.

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

Students will be able to obtain up to 14 credit hours of transfer credit on the basis of a prior earned undergraduate engineering degree.

Specific Program Information

1. Program Description

☐ Describe the program and its objectives:

- The IEEQ program facilitates foreign credentials recognition for newcomers to Canada (recent immigrants) who hold engineering credentials obtained outside of Canada, and are pursuing their Professional Engineering (P.Eng.) license in Manitoba.
- In partnership with the licensing (regulatory) body for engineering in Manitoba (The Association of Professional Engineers & Geoscientists of Manitoba, APEGM), participants who successfully complete the IEEQ program qualify for the first stage of professional engineering licensing (Member-in-Training registration) in Manitoba with no further requirements imposed by APEGM.
- IEEQ was conceived as an alternative to existing APEGM licensing pathways, in which the alternative (IEEQ) would be more time-effective and decrease attrition from the licensing process relative to traditional licensing pathways, and provide a supportive environment to program participants.

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

- Students are required to complete 24 credit hours of courses of which a maximum of 14 credit hours may be transfer credits from previous studies.
- Senior-level (third- and fourth-year) technical and design courses in the participant's respective engineering discipline, individually selected from the existing courses in the six accredited undergraduate engineering programs at the University of Manitoba.
- Engineering Economics (course number CIVL 4050)
- Practicing Professional Engineering in Manitoba (course number ENG 4011): cultural orientation; the regulation, organization, law, and ethics of professional engineering in Canada; employability strategies.
- ENG 4012: a four-month paid co-op work experience term in engineering industry
- ESL tutoring (one-on-one and group)

2. Enrollment

☐ What is the program's initial projected enrollment?

2008/2009: 14-16 individuals

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

2009/2010: 20-25 individuals

2010/2011: 30 individuals

2011/2012 and onward: 40 individuals

☐ Describe the expected student profile?

IEEQ participants are mature students, generally between 30-50 years of age. All are immigrants to Canada, and most will have immigrated to Canada within two years prior to beginning the IEEQ program. They all hold earned undergraduate degrees in engineering from their home countries, and many have a significant amount of professional engineering obtained outside of Canada as well. Most will have families (spouses/partners and/or children). All are pursuing engineering licensing and professional engineering employment in Canada.

3. Labour Market Information

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

- Immigrants made up 70% of labour force growth in the 1990s and are expected to make up 100% of labour force growth by the year 2011.
- The Canadian workforce is aging, the near-retirement population is growing, and unprecedented international competition is driving industry to be innovative and build up a skilled workforce.
- Skill shortages consistently rank among the most serious concerns of private- and public-sector managers and labour leaders.
- Internationally-educated engineers cite foreign credentials recognition and obtaining engineering employment as their two top integration challenges. Employers identify foreign credentials recognition, prior Canadian work experience, communication skills, and cultural familiarity as key determinants to their ability to successfully employ internationally-educated engineers. The IEEQ program addresses these areas.

☐ Are there currently jobs in Manitoba in this field?

☒ YES

☐ NO

If yes, where (geographic location and industry)?

- Unemployment rates in engineering have been consistently below the national average since the late 1990s.
- Anecdotal information and observation consistently point to a very robust environment for engineers seeking employment.
- Co-op placements have been found for all past IEEQ pilot project participants, and the majority of IEEQ participants have transitioned their co-op placements into permanent engineering employment with the co-op employer.
- Employers from all dominant Manitoba industries (manufacturing, aerospace, consulting engineering, agri-business, public service) are increasingly initiating contact with IEEQ in order to source engineering talent, for employment throughout the province.

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

- The short-, medium-, and long-term forecasts for engineering employment remains strong, due to factors described in the response to the first question in this section on Labour Market Information).
- In addition, enrollments in undergraduate engineering programs in Manitoba are stagnant, indicating that the increased demand for engineers will need to be met by immigration.
- Industries (and associations that represent industries) that employ large numbers of engineers are developing formal strategies to meet their needs for engineers (e.g. Canadian Electricity Association; Electricity Sector Council; Canadian Manufacturers and Exporters; Association of Canadian Engineering Companies). As example, the Canadian Electricity Association has identified that 45% of current staff are expecting to retire by 2014.

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

- Immigration: Due to an aggressive strategy initiated by the Premier's Advisory Council in 2003 to increase immigration to Manitoba, the province went from welcoming approximately 3000 immigrants annually in the late 1990s to welcoming 10,000 immigrants annually in 2007, with a further goal to welcome 20,000 immigrants annually by 2017.
- In 1998, Manitoba was the first province to establish the Provincial Nominee Program (PNP) as an immigration tool to meet provincially-defined economic development goals. The PNP fast-tracks applicants for immigration on the basis of reported training, work experience, and potential to contribute to the provincial economy. Electrical, electronics, mechanical, and computer engineers are among the top 20 occupations selectively targeted by the PNP, and since at least 2003, "engineer" has been the top-ranked self-declared occupation of economic immigrants to Manitoba.
- The Manitoba Immigrant Integration Program (MIIP) reflects the government's strategic direction in integrating immigrant settlement initiatives with labour market issues and strategic economic objectives. MIIP provides funding to support economic and social integration of immigrants in Manitoba, including qualifications recognition projects. The IEEQ pilot project received full or partial funding from MIIP since IEEQ's inception in 2003.
- In the regulatory context, a Professional Engineer (P.Eng.) license is a legal requirement to practice professional engineering in Manitoba and Canada, and is a necessary credential for career advancement and mobility. Legislation recently introduced in the Manitoba Legislature will mandate all professional regulatory bodies to implement registration practices for foreign-trained applicants that are transparent, objective, impartial, and fair. IEEQ is one response to this mandate.

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

- Association of Professional Engineers & Geoscientists of Manitoba (APEGM)
- Industry associations (e.g. Consulting Engineers of Manitoba; Canadian Manufacturers &

Exporters; Manitoba Aerospace Human Resources Coordinating Committee) and individual employers (e.g. Manitoba Hydro)

- Engineers Canada (the business name of the Canadian Council of Professional Engineers)
- Immigrant-serving agencies
- Internationally-educated engineers

☐ Is there any other information relevant to this program ?

4. Financial Information

The Government of Manitoba, through COPSE, (July 18, 2007) has agreed to provide the funding required to permit this program to be offered. Details can be provided if required.

☐ Projected Program Costs:

Submitted by:

M.G. (Ron) Britton, P.Eng., Ph.D.

Name (print)

Associate Dean (Design Education), Faculty of Engineering

Position

Signature

Date

REPORT OF THE SENATE COMMITTEE ON AWARDS

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 December 3, 2007, the Senate Committee on Awards approved fifteen new offers and eight amended offers, and the withdrawal of two offers, as set out in Appendix A of the *Report of the Senate Committee on Awards*.

Recommendation

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve fifteen new offers and eight amended offers, and the withdrawal of two offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated December 3, 2007). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Vice-Chair, Senate Committee on Awards

Appendix A

MEETING OF THE SENATE COMMITTEE ON AWARDS December 3, 2007

1. NEW OFFERS

Dr. Len Domaschuk Engineering Entrance Scholarship

Dr. Len Domaschuk [B.Sc.(C.E.)/57, M.Sc./60 (University of Alberta), Ph.D./65 (Georgia Institute of Technology)] has established an endowment fund at the University of Manitoba to encourage students from the Municipalities of Strathclair and Harrison to enter the Faculty of Engineering. Dr. Domaschuk was the first graduate of Elphinstone High School to receive a Bachelor of Engineering degree from the University of Manitoba. The first Scholarship will be offered once the value of the endowment fund reaches \$25,000. The available annual interest on the fund will be used to offer a scholarship to a student who:

- (1) is admitted to, and registers full-time in, his or her first year of studies in the Faculty of Engineering at the University of Manitoba;
- (2) has graduated from Erickson Collegiate, Rossburn Collegiate, or Strathclair Community School;
- (3) among those students who meet criteria (1) and (2), has achieved the highest standing, with a minimum average of 85 percent, on those courses considered for the University of Manitoba General Entrance Scholarship Program.

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

William G. Eamer Co-op Program Scholarship

Mr. William Eamer, B. Comm. (Hon.)/72, MBA/73, FCA, has established an endowment fund, with an initial gift of \$25,000, at the University of Manitoba to acknowledge and to repay the I.H. Asper School of Business for his education and to encourage and assist students to pursue their professional studies. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.

A Chartered Accountant by profession, Mr. Eamer had a wide-ranging career in both the public, private, and not-for-profit sectors retiring as Executive Director of the Manitoba Society of Pharmacists. A founding subscriber to the Class of '72 Scholarship, he also served as Director and President of the Western CA Services Association, Director of the College of Registered Nurses of Manitoba, and as a member of the Council of the Institute of Chartered Accountants of Manitoba.

The available annual income on the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the I.H. Asper School of Business;
- (2) has successfully completed Work Term 1 of the Asper School Co-op Education Program;
- (3) has achieved a minimum degree grade point average of 3.0;
- (4) has declared his/her intent to continue in the Asper School Co-op Program and to register in Work Term 2.

Applicants will be required to submit an application package that includes: (a) a cover letter (maximum 250 words) outlining their personal initiatives and community involvement; (b) a resume; (c) a summary (maximum 250 words) of their challenges and accomplishments during Work Term 1; (d) a letter of recommendation from their employer from Work

Term 1. Candidates who meet the criteria may be interviewed by the selection committee.

The Dean of the I.H. Asper School of Business is authorized to recommend to the Senate Committee on Awards, for approval, amendments to the financial and other terms of the scholarship as changing circumstances may require.

The selection committee shall be named by the Dean of the I.H. Asper School of Business.

Jack Ediger Bursary in Electrical Engineering

Mr. Jack Ediger [B.Sc. (E.E.)/48] has established the Jack and Mary Ediger Family Endowment Fund with a bequest to the Mennonite Foundation Canada. A portion of the earnings on the fund will be used to offer bursaries to support education in electrical engineering at the University of Manitoba. During the Second World War, Jack served overseas in 410 Squadron of the Royal Canadian Air Force. After his discharge from the RCAF, he resumed his studies at the University of Manitoba, graduating with a degree in electrical engineering in 1948. Upon graduation, he accepted a position with Winnipeg Hydro, where he remained until his retirement in 1983.

One or more bursaries will be offered to undergraduate students who:

- (1) are enrolled full-time in the Faculty of Engineering, in the Electrical Engineering degree program;
- (2) have achieved a minimum degree grade point average of 2.0;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will have the discretion to determine the number and value of bursaries offered each year based on the available earnings from the fund. The earnings from the fund will be reported to the Financial Aid and Awards Office by the Mennonite Foundation Canada each year. Any allocated funds not awarded in a particular year will be carried forward and must be awarded in the following year.

The selection committee shall be named by the Director of Financial Aid and Awards. The Director, with the written agreement of the Mennonite Foundation Canada, is authorized to recommend to the Senate Committee on Awards, for approval, amendments to the terms of the bursary as changing circumstances may require.

Wesley and Lila Goodspeed Bursary for Entrepreneurship

In memory of Wesley, his family and friends have established an endowment fund in support of the Wesley and Lila Goodspeed Bursary for Entrepreneurship at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The award will be a lasting tribute to Wesley and Lila and to their lifelong involvement in public service. The available annual income from the fund will be used to offer one bursary to a student who:

- (1) is registered full-time in the I.H. Asper School of Business and has declared Entrepreneurship/Small Business as his or her major;
- (2) has achieved a minimum grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The Bursary is not renewable.

The selection committee will be named by the Dean of the I.H. Asper School of Business.

Graduate Fellowship in Mathematics

The Canadian Mathematical Society (CMS) and the Faculty of Science, University of Manitoba, agree to offer a renewable entrance fellowship for graduate students in the Department of Mathematics at the University of Manitoba. The Canadian Mathematical Society and the Faculty of Science will provide annual contributions of \$12,000 and \$3,000, respectively, as long as the CMS Publications Office is maintained in the Department of Mathematics at the University of Manitoba.

One fellowship valued at \$15,000 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the first year of a Master's or Doctoral program delivered by the Department of Mathematics;
- (2) has completed at least one degree in a mathematical discipline at a Canadian university;
- (3) has achieved academic excellence with a minimum sessional grade point average of 3.8 (or equivalent) in each of the last two years of full-time university study.

The Fellowship is tenable, at the same value, in the recipient's second year of study provided that he/she:

- (1) continues to be enrolled full-time in the Faculty of Graduate Studies in a program delivered by the Department of Mathematics;
- (2) is in good standing in his/her degree program and has achieved a minimum sessional grade point average of 3.8.

The Fellowship will be awarded in 2008 and, normally, biennially thereafter. In any given year that a recipient does not qualify for continuation of the Fellowship, the selection committee will be responsible for naming an entering student to receive the Fellowship.

In any given year that the Fellowship is offered to an entering student, all graduate applicants who meet the selection criteria and who have been approved for admission by the Department, by March 1st of that year, will be considered for the award. In the event that no suitable candidate is identified or that the initial offer is not accepted, students admitted after March 1st may be considered at the discretion of the selection committee.

The Fellowship may not be held with any other individual award (scholarship, fellowship, or bursary) valued at more than \$6,000 (per year). This restriction does not include employment income or research support paid from research grants. A student may hold only one Fellowship in his/her lifetime.

The selection committee will be the Graduate Studies Committee of the Department of Mathematics. The decision of the Committee will be reported to the Head of the Department of Mathematics and to the Executive Director of the Canadian Mathematical Society.

The Canadian Mathematical Society will make two payments of \$6,000.00 to the Faculty of Science, University of Manitoba, in each academic year of the Fellowship. The first payment will be made in July 2008 and the second payment in January 2009. In subsequent academic years, two payments of \$6,000.00 will be made, one in July and one in January.

ICH Wealth and Succession Prize

The Wealth and Succession Group at Inkster Christie Hughes LLP offers an annual prize of \$1,000 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 the 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;

- (3) has achieved the highest average based on his/her final grades in *Wills and Succession* (LAW 2400), *Trusts* (LAW 2490), and *Taxation of Trusts and Estates* (LAW 3520).

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

Bernice D. Lough Psychology Graduate Award

Rob, Tom, and Pep Lough have established an endowment fund of \$100,000 at the University of Manitoba, in memory of their mother, Bernice Lough. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The fund will provide scholarships for doctoral students in the Department of Psychology. Bernice served the Department for sixteen years and held a special regard for graduate students and, in return, students and staff alike considered her to be the "mother of the Department". The available annual interest will be used to offer three scholarships of equal value to students who:

- (1) are registered full-time in any year of study in the Ph.D. program in Psychology, in the Faculty of Graduate Studies;
- (2) have achieved a minimum cumulative grade point average of 3.5 (or equivalent) based on the last two years of full-time study;
- (3) have achieved the first, second, and third highest academic standing among those candidates who also meet criteria (1) and (2).

Normally, no recipient may hold this Award more than once.

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

Maxim Truck & Trailer Scholarship for Jazz Studies

As part of its commitment to the arts and education, Maxim Truck & Trailer offers a scholarship of \$2,000 for students in the Faculty of Music at the University of Manitoba. The donor has agreed to fund two scholarships in the 2007-2008 academic year, and one scholarship in each of the following three years (ending in 2010-2011). The scholarship will be offered to an undergraduate student who:

- (1) is enrolled full-time in the Jazz stream of the Faculty of Music;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has shown great skill and promise in Jazz performance.

The selection committee will be named by the Dean of the Faculty of Music, and Maxim Truck & Trailer will be informed on an annual basis of the recipients of the award.

Charles H. McNaughton Food Science Award

Friends and former students have established an endowment fund of \$10,000 in honour of Charles (Chuck) McNaughton (M.Sc./56). The purpose of this award is to provide a scholarship to a student enrolled in the Faculty of Agricultural and Food Sciences. The available annual income from the fund will be used to offer a scholarship to a student who:

- (1) is enrolled full time in the third year of study (completed 60 to 84 credit hours) in the Faculty of Agricultural and Food Sciences, in the Food Science degree program;
- (2) has achieved a minimum degree grade point average of 3.5.

The selection committee will be the Awards Committee of the Faculty of Agricultural and Food Sciences.

Herb Meier Entrance Scholarship

Herb Meier graduated from the Diploma in Agriculture program at the University of Manitoba in 1964. He was recognized by his classmates as an outstanding student and went on to become a leader in the agricultural community. The Diploma class of 1964 has established a fund in Herb's memory to provide an entrance scholarship to a student entering the Diploma in Agriculture program at the University of Manitoba. In the first year of the award, it will be presented to a student from the Stonewall area, Mr. Meier's hometown, while in subsequent years it will be awarded to a student from any region in Manitoba.

One scholarship valued at \$500 will be offered to an undergraduate student who:

- (1) has achieved a minimum average of 75 percent on those courses used for admission to the Diploma in Agriculture program in the Faculty of Agricultural and Food Sciences;
- (2) is enrolled in at least 60 percent of a full course load, as defined by the School of Agriculture, in the first year of study in the Diploma in Agriculture program;
- (3) has demonstrated both strong leadership abilities and an interest in pursuing a career in agriculture.

Candidates must submit a statement (maximum one page) in which they outline: (a) specific experiences that speak to their strong leadership abilities and (b) their career plans in agriculture upon completion of the Diploma in Agriculture program.

The selection committee shall be named by the Director of the School of Agriculture and shall include, in addition to the Director, Mrs. Herb Meier (or designate) and a representative of the Diploma class of 1964. The Director of the School of Agriculture shall recommend the successful candidate to the Awards Committee of the Faculty of Agricultural and Food Sciences, for approval.

Don Mitchell Bursary

Mrs. Carol Mitchell has established an endowment fund of \$10,000 at the University of Manitoba in memory of her husband, Don Mitchell. Don began his university studies when he was in his forties. He graduated from the University of Manitoba in 1983 with a Bachelor of Commerce (Honours) degree. The available annual income from the fund will be used to offer one bursary to a student who:

- (1) entered the University of Manitoba on mature student status;
- (2) is enrolled full time in the I.H. Asper School of Business;
- (3) has achieved a minimum degree grade point average of 2.0; and
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

Duncan Norrie Memorial Scholarship

Dr. William Norrie [B.A./50, LL.B./55, LL.D. (University of Winnipeg), LL.D. (University of Manitoba), P.M.D.(PLM) (Hon.)] and Mrs. Helen Norrie (B.A./53, B.Ped./54, B.Ed./73, M.Ed./86) have established an endowment fund (initial gift of \$10,000) at the University of Manitoba in memory of Duncan Norrie [B.Sc.(C.E.)/82], a University of Manitoba Civil Engineering graduate who died in a plane crash in Nepal. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.

The available annual income on the fund will be offered to the recipient of, and will be used to augment the value of, the Duncan Norrie Memorial Scholarship in Water Resources (Award

#42403). The latter award is funded by an endowment established at The Winnipeg Foundation. The terms governing the selection of the recipient of the Duncan Norrie Memorial Scholarship in Water Resources were established by the Senate of the University in May 1996.

Paul Stelmaschuk Awards

Paul and Anna Stelmaschuk have established an endowment fund at the University of Manitoba to offer awards for students who have achieved excellence in the development of a business plan for a farm or an agribusiness. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Paul Stelmaschuk was the Director of the School of Agriculture, University of Manitoba from 1974 to 1986. He was a strong supporter of the practical training in agriculture that the diploma program provided. The fund will be used to offer two prizes, one valued at \$500 and one valued at \$300, to the students who:

- (1) receive the second and third highest grade, respectively, in the Management Planning Project 2 (currently numbered DAGR 0690);
- (2) are eligible to graduate upon completion of the Management Planning Project 2; and
- (3) have achieved a minimum degree grade point average of 3.0

The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.

Paul Stelmaschuk Bursaries

Paul and Anna Stelmaschuk have established an endowment fund at the University of Manitoba to offer bursaries in support of students in the Diploma in Agriculture Program. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Paul Stelmaschuk was the Director of the School of Agriculture, University of Manitoba, from 1974 to 1986. He was a strong supporter of the practical training in agriculture that the diploma program provided. The fund will be used to offer two bursaries valued at \$300 each; one to a student from a geographical area North of Highway #1 and one from a geographical area south of Highway #1 who:

- (1) are enrolled in the first year of study in the Diploma in Agriculture program, in the Faculty of Agricultural and Food Sciences;
- (2) graduate from a rural Manitoba high school (i.e. outside the City of Winnipeg);
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee for these awards will be the Faculty of Agricultural and Food Sciences Awards Committee.

University 1 Outstanding Achievement Award

University 1 offers an annual award valued between \$250 - \$500 to recognize teaching excellence among teachers of University 1 courses. A University 1 course is defined as any course listed in the University 1 *STARTbook* in the year in which the award is presented. An eligible teacher can be a sessional staff person, an instructor, or a full- or part-time faculty member (tenured or not).

Each spring, University 1 will solicit nominations from all University 1 students through advertisements in *The Manitoban*, in the University 1 Help Centre, as well as by e-mail. All University 1 students will be eligible to nominate one instructor who:

- (1) was instrumental in helping them make a successful academic and personal transition to the University of Manitoba; or

- (2) stimulated their interest in the subject area he/she taught; or
- (3) was enthusiastic, organized, and facilitated effective learning.

The recipient of the award will be the teacher who, as demonstrated through the nominations, has best exemplified one or all three of the award criteria and who has held a University 1 Teaching Excellence Award three times.

The selection committee will be named by the Director of University 1 and will comprise members of University 1 Council.

The recipient will be presented with a cheque at the annual Excellence in Teaching and Learning Reception and his/her name will be posted on the University 1 Wall of Recognition in the University 1 Student Help Centre.

2. Amendments

Nicolas Dubick Memorial Bursary

At the request of the donor, the name of this award will be changed from: Nicolas Dubick Memorial Bursary to: Nicolas and Joyce Dubick Memorial Bursary.

William G. Eamer Professional Scholarship

At the request of the donor, the annual income from the endowment fund for the William G. Eamer Professional Scholarship will now be used to offer two scholarships of equal value (currently \$1,250). Previously, the income from the fund was used to offer two scholarships with a set value of \$1,000 each. A statement encouraging mature students with full-time employment experience and students who have not received other scholarships to apply for this Scholarship has been removed.

A statement authorizing the Dean of the I.H. Asper School of Business to amend the financial and other terms of the Scholarship, as changing circumstances may require, has been revised to specify that the Dean is authorized to recommend such changes to the Senate Committee on Awards, for approval. A number of editorial changes have also been made.

ENGAP Awards

At the request of the Engineering Access Program, a statement has been added to specify that students named to receive an ENGAP Scholarship based on a grade point average of 4.0 to 4.5 will be named an "ENGAP Scholar."

Mary Hamilton Johnston Memorial Bursary

At the request of the donor, a statement directing the University to offer a second bursary of \$600 once earnings from the fund permit has been deleted. The value of the Bursary will be increased from: \$600 to: \$1,000. A statement has been added to specify that any income in excess of the value of the bursary is to be reinvested in the capital of the trust fund that supports this award. A number of editorial changes have also been made.

Portnoy Award

Dr. Alvin Shinoff Award

The Faculty of Dentistry has requested an amendment to the terms of reference for the Portnoy Award and the Alvin Shinoff Award, to reflect the current evaluation methods in the course, General Practice Clinic (DENT 4030). Recipients of these awards will now be required to meet the minimal essential experiences and competency guidelines of the General Practice Clinic. Previously, recipients were required to meet the attendance requirements and competency guidelines of the General Practice Clinic.

The value of both awards has been changed from: up to 70 percent of the annual interest on the fund to: the available annual interest on the fund.

University 1 Teaching Excellence Award

At the request of University 1 Council, a number of amendments have been made to the terms of reference for the University 1 Teaching Excellence Award. First, the value of the award has been changed from: \$500 to: between \$250 - \$500. Second, a limit (three times) has been set on the number of times a recipient may hold the University 1 Teaching Excellence Award in his or her lifetime. (An individual who has held the Award three times will be considered for the newly established University 1 Outstanding Achievement Award.) Finally, two changes have been made to the selection committee. The person responsible for naming the selection committee has changed from: the Director of UTS to: the Director of University 1. The revised terms of reference specify that the selection committee will comprise members of University 1 Council. A number of editorial changes have also been made.

Wyeth Award of Excellence

At the request of the Faculty of Pharmacy, the name and number of the course for which the Wyeth Award of Excellence is offered has been changed from: Scientific Writing -46.463 to: PHRM 4800 - Electives Program to reflect recent changes to the curriculum.

3. Withdrawals

Canadian Masonry Institute Graduate Award

The Canadian Masonry Institute Graduate Award, which is an annually funded award, is to be withdrawn at the request of the donor.

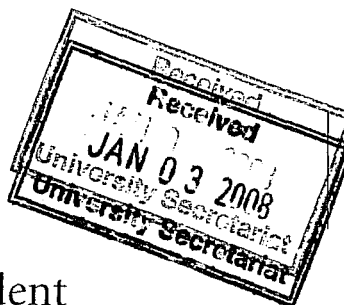
Faculty of Law Endowment Fund Bursary

The Faculty of Law Endowment Fund Bursary will be withdrawn at the request of the Faculty of Law. The bursary was created in 1997, when bursaries available to law students were not as plentiful and there was a need to address some of the financial need of students using a portion of the income from the Faculty's endowment fund.



UNIVERSITY
OF MANITOBA

Office of the President



202 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 275-7925

December 21, 2007

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. Emőke J.E. Szathmáry, President and Vice-Chancellor

SUBJECT: Annual Report: University Discipline Committee

I have enclosed for the information of the Board of Governors, and of Senate, the Annual Report of the University Discipline Committee.

/hc



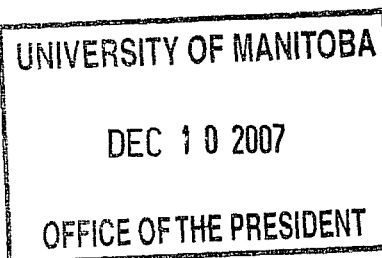
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

UNIVERSITY
OF MANITOBA

Office of the University Secretary

December 10, 2007

Dr. E. J. E. Szathmáry
President
University of Manitoba
Room 200, Administration Building



Dear Dr. Szathmáry:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2006, to August 31, 2007. The attached Report on University Discipline cases summarizes all offenses and dispositions reported to me.

The Committee has continued to produce its report in chart format, and we have maintained the two major divisions, the first dealing with varying forms of "Academic Dishonesty" and the second addressing disciplinary matters which involve "Inappropriate Behaviour". Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided two graphs which offer a visual overview of disciplinary matters. The graphs span a five year period.

I make the following observations concerning the report's contents:

- 1) I note that this report only summarizes the disciplinary actions taken by the University of Manitoba. In the cases of more serious infractions, actions may have been also taken by outside authorities where appropriate.
- 2) The category of "Computer Related Incidents" within "Part 2, Inappropriate Behaviour" there is a significant increase most notably in the area of copyright violations where 98 students were warned and 10 students had their computer accounts suspended. This increase seems to be related to the Recording Industry apprising internet service providers of copyright violations.
- 3) There is a marked increase in the category of "Disorderly/Threatening Conduct", with a jump from 9 incidents being reported last year to 31 this year. This, coupled with two incidents being reported in the category of Sexual Harassment, reinforces the recommendation last year that stronger penalties for these incidents should be assessed by the Disciplinary Authorities.
- 4) The category "Unprofessional Conduct" also shows a substantial increase from no incidents in past years to 12 last year to 20 this year. This category bears watching to see if the increase in this behaviour is actually signaling the beginning of a trend, requiring assessment of what further steps can be taken to encourage more professional conduct.

Total Number of Recorded Discipline Incidents in Relation to Total Number of Students

Year	Total # of incidents of Academic Dishonesty and Inappropriate Behaviour	Total # of students at The University of Manitoba	Percentage
2002-2003	387	24,981	1.6%
	244 (not including Spreading Computer Viruses)	_____	1.0% (not including Spreading Computer Viruses)
2003-2004	917	26,672	3.4%
	423 (not including Spreading Computer Viruses)	_____	1.6% (not including Spreading Computer Viruses)
2004-2005	323	27,414	1.1%
2005-2006	432	26,938	1.6%
2006-2007	595	26,931	2.2%

As in past years, I request that this letter and the accompanying Annual Report be circulated to those individuals who have occasion to be concerned with disciplinary matters. As is evident in the report, the treatment and disposition of disciplinary matters across the University is certainly not uniform, as students in some faculties are dealt with much more stringently than other students for similar offenses. Further educational efforts to reach both students and those administering the penalties would be helpful.

It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and to speak to it, if called upon to do so.

Yours sincerely,



Ruth Dean, Vice-Chair
University Discipline Committee.

RD/mms

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic/ Scientific Fraud - 36 -	2	Inappropriate use of computer facilities	Met with students; letter of warning in their file	Department Head	None	None	Not sought			
	1	Lying on Faculty Scholarship application	Letter of warning	Dean	None	None	Not sought			
	1	Re-submitted a term test with an altered answer and requested it to be re-graded	F-CW in the course; suspended from all departmental courses from April 1, 2007 to March 31, 2008	Department Head	None	None	Not sought			
Application Fraud	2	Falsified transcripts	Application nullified; comment on transcript	Dean	None	None	Not sought			
	1	Fraudulent letter of reference	Application nullified; comment on transcript	Dean	None	None	Not sought			
	1	Plagiarized research proposal	Application nullified; comment on transcript	Dean	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud (continued) - 37 -	1	Failed to disclose previous attendance at another post-secondary educational institution	Comment on academic history	Director	Unintentional	None	Not sought			
	1	Failure to disclose attendance at another university	Notation placed on student's transcript that the student has been "cited for admission irregularities"; Student can request notation to be removed on or after September 19, 2007; the courses at the other institution will not be evaluated for credit	Director	Student seemed to have no desire to deceive	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud (continued)	1	Non disclosure on application of attendance at another post-secondary institution	Comment placed on academic transcripts: "cited for admission application irregularities", notation may be removed on request after October 20, 2007; Courses completed at the non-disclosed University will be assessed for transfer credit and all eligible courses including the ones with F or D will be transferred.	Director	Student's sibling applied on-line on applicant student's behalf; student presented the transcript immediately upon arrival to the U of — not trying to hide	The transcript that was not disclosed included poor marks	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud (Continued)	1	Non disclosure on application of attendance at another post-secondary institution	Grades earned at other institution will not be evaluated for possible transfer to the U of M	Director	Student insisted that there was no intention to misrepresent their academic history, grades earned before were excellent so no reason to hide. Student brought this matter forward themselves. The grades in question were from a program that started after the student had applied for transfer to the U of M.	Not sought				

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud (continued)	1	Non disclosure on application of attendance at another post-secondary institution	Comment placed on transcript: "cited for admission application irregularities" which can be removed on request after March 27, 2008; courses completed at the other non disclosed institution will not be assessed for transfer credit	Director	It was accepted that the student was uncomfortable in claiming that they had attended this institution with no supporting documentation. The student appeared to have no desire to deceive. The academic result from this institution were excellent providing no reason for deceit	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 41 -	1	Unauthorized use of calculator for mid-term examination	Required to write an essay of at least 1000 words	Department Head	Calculator of no use for this test	None	Not sought			
	1	Use of a cheat note	A final grade of F-CW in the course; a record on the academic history; suspension from registration in the faculty until April 2, 2007	Associate Dean and Director	Sincere regret for behaviour	None	Not sought			
	1	Copying another student's paper during a mid-term test	A final grade of F-CW in the course; comment on the academic history' suspension from registration in the faculty from January 07 to September 08	Associate Dean	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 42 -	2	Unauthorized materials in mid-term examination, specifically bringing in a calculator with a formula written on it	F-CW in course; suspended from the Faculty from January 2007 until September 2007; notation on transcript "involved in an act of academic dishonesty; to remain until the semester prior to graduation	Associate Dean	Students admitted to charge	None	Not sought			
	1	Cheating on term test	Grade of F-CW in the course; suspension from the unit of registration from September 1, 2006 - January 4, 2007	Associate Dean of teaching faculty and Director of unit of registration	None	None	Not sought			
	1	Cheating on term test	Grade of F-CW in the course; suspension from the unit of registration from September 1, 2006 - January 4, 2007	Associate Dean of teaching faculty and Director of unit of registration	Readily admitted to cheating	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Mid-Term Test (continued) - 43 -	1	Cheating on term test	Grade of F-CW on the course; suspension of registration in all courses taught by the Faculty until April 2, 2007	Associate Dean of teaching faculty and Director of unit of registration	Readily admitted cheating; sincere remorse	None	Not sought			
	1	Cheating on term test	Final grade of F-CW in the course; suspension from unit of registration until August 1, 2010	Associate Dean of faculty of registration	Readily admitted to cheating	Admitted to cheating on 2 other tests in course; previously found guilty of academic dishonesty	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 44 - Cheating on Mid-Term Test (continued)	1	Found talking to another student during exam and majority of answers were identical	Grade of F-CW in course ; suspension from faculty of registration from July 1, 2007 until June 30, 2008; academic dishonesty notation entered on transcript, which can be removed 6 months prior to graduation; suspension from faculty of registration until May 1, 2012	Associate Dean of teaching faculty and Associate Dean of faculty of registration	None	Previously found guilty of academic dishonesty - cheating in another course	Not sought			
	2	Answers on test paper essentially identical to those of another student	F-CW and suspension from the department until September 2008	Department Head	None	None	Associate Dean of teaching faculty and Director of faculty of registration	Appeals denied	Local Discipline Committee	Appeal denied and penalty increased to suspended from faculty until September 2008 Next level not sought
	1	Copied answers from another student	Zero on mid term exam	Coordinator	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Mid-Term Test (continued)	1	Student altered solution to problem on test after it had been handed back and requested regrading	F-CW in course; 1 year suspension from all departmental courses	Department Head	None	None	Dean	Appeal denied		
Contravention of Examination Regulations C-45-	1	Student brought unauthorized material in exam	F-CW in the course; a comment on the academic history that may be requested to be removed prior to graduation; suspension from teaching faculty for 1 year	Associate Dean, teaching faculty and Dean, faculty of registration	None	None	Not sought			
	1	Copying another student's paper during a final test	A final grade of F-CW in the course	Department Head	None	Denial of level of acquaintance with other student in spite of evidence to the contrary	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued) - 46 -	2	Unauthorized material	A final grade of F-CW in the course	Associate Dean and Director	None	None	Not sought			
	2	Cheating. Specifically using unauthorized computer files during the final exam	F-CW in course; suspended from the faculty from January 2007 until September 2007; notation on transcript : Involved in an act of academic dishonesty to remain on transcript until after graduation.	Associate Dean	Students admitted to charge	None	Not sought			
	2	Cheating specifically sharing information with another student during the final exam	F-CW in course; suspended from the faculty from January 2007 until September 2007; notation on transcript : Involved in an act of academic dishonesty to remain on transcript until after graduation.	Associate Dean	Students admitted to charge	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued)	1	Student found in possession of an exam question after washroom break	Letter of reprimand	Associate Dean	Student admitted to charge	None	Not sought			
	1	Student left examination room to go to locker to retrieve materials	Notation on transcript for one year after graduation stating: "Student found guilty of a breach in examination protocol".	Associate Dean	Student admitted to going to locker on a washroom break; Invigilator should have accompanied the student	None	Not sought			
	1	Looked at another student's paper several times during a mid-term exam	F-CW in course; notation on transcript barring the student from registering from May 2007 to August 2009; must seek advice from Faculty prior to registration for hold on registration to be lifted.	Associate Dean and Director	Student admitted to charge	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued) - 48 -	1	Copied from another student's paper during a mid-term exam	F-CW in course; barred from faculty from January 2007 until September 2008; notation on transcript "involved in an act of academic dishonesty"; to remain until the semester prior to graduation	Associate Dean	Student admitted to charge	None	Not sought			
	1	Unauthorized device brought into exam room	Write an essay; volunteer work; and notation on transcript	Associate Dean	None	None	Not sought			
	1	Notes were found during the exam	Notation on the transcript states "student investigated for academic dishonesty"; notation may be removed at graduation	Associate Dean of faculty of registration and Associate Dean of teaching faculty	Student admitted to possession of notes; no clear evidence of use of notes	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued) - 49 -	1	Departure from accepted procedure during writing of final exam	Grade of F-CW in the courses, immediate withdrawal from all courses in Winter term 2007, immediate suspension from the faculty until January 1, 2008	Associate Dean of faculty of registration	None	None	Not sought			
	1	Student was witnessed talking to another student during the final exam	Teaching faculty assessed a penalty of F-CW in course and notation of academic dishonesty on transcript, which can be removed 6 months prior to graduation; Faculty of registration assessed a penalty of a suspension from July 1, 2007 to December 31, 2007	Associate Dean of faculty of registration and Associate Dean of teaching faculty	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued) - 50 -	1	Some indication of copying answers during a final exam	Reprimand and notation on transcript that "academic dishonesty was investigated"; to be removed upon graduation	Associate Dean	Not enough evidence to impose a strict penalty	None	Not sought			
	1	Some indication of copying answers during a final exam	Reprimand and notation on transcript that "academic dishonesty was investigated"; to be removed upon graduation	Associate Dean of teaching faculty and Director of faculty of registration	Not enough evidence to impose a strict penalty	None	Not sought			
	1	Copied from a student who held up answer sheet such that there was clear view of answer sheet and majority of exam answers were identical	F-CW in course; suspended from faculty courses from September 1, 2007-August 31, 2008; "academic dishonesty" statement entered on transcript, which can be removed 6 months prior to graduation	Associate Dean	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued) - 51 -	1	Found talking to another student during exam and showing same student their exam paper	Warning only	Associate Dean of teaching faculty and Associate Dean of faculty of registration	None	None	Not sought			
	1	Brought unauthorized materials into the final exam	F-CW in course and suspended from courses in the faculty from September 1, 2006 until August 31, 2007	Associate Dean and Coordinator of a joint program with another Post Secondary Education Institute	None	None	Local Discipline Committee	Penalty changed to academic dishonesty notation on transcript and may petition to have it removed upon graduation	Not sought	

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued)	1	Talking to student and showing same student exam paper during the final exam	Not enough evidence to impose a strict penalty but student required to write a 1000 word essay	Associate Dean of teaching faculty and Associate Dean of faculty of registration	None	None	Not sought			
	1	Mix-up in times and locations of two final exams	1000 word essay on proper conduct during an exam	Department Head	Similarity of titles for both courses	None	Not sought			
Copying from Other Student's/ own Previous Work	1	Copied another student's answers from a memory stick	Grade of F was assigned and the student had to withdraw from course participation	Department Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Copying from Other Student's/ own Previous Work (continued)	6	Copying on specified assignments	Zero on each assignment	Associate Department Head	None	None	Not sought			
Forged Documentation - 53 -	1	Student submitted a signed authorization from under someone else's name and signature	Notation on transcript "investigated for academic dishonesty; reprimanded for misrepresentation"; required to meet with a member of student advocacy by July 19, 2007	Associate Dean	None	Student did not seem to see the severity of the transgression				
	1	Forged Medical Documentation	F-CW in course and suspended from the course	Associate Dean	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Forged Documentation (continued) - 54 -	1	Altered transcript had been submitted in support of their application for undergraduate admission	Student required to voluntarily surrender B.Sc. degree; Credit removed for the falsified transcript but allowed to retain credits completed here at U of M; Five year expulsion; student may reapply for admission for September 2011; notation added to transcript stating "voluntarily surrendered B.Sc. Degree" and "expelled for admission application fraud"; these notations can be requested to be removed on or after September 1, 2011. Name reported to ARUCC (document alert)	Director	None	Many grades were altered on the transcript 33 out of 44 for the better.	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 55 -	1	Wrote an exam bearing a false name and student number	F-CW and suspension from courses in the faculty until June 30, 2008 and notation on transcript to be removed by request at graduation	Associate Dean, teaching faculty; academic advising coordinator, faculty of registration	None	None	Local Discipline Committee	Appeal denied	Not sought	
	1	Impersonation by using another student name and student number as their own in a final deferred exam	Suspension from faculty where course was taken from May 2007 until January 2008; F-CW in course; barred from faculty of registration until September 2009; notation on transcript "involved in an incident of academic dishonesty" until term prior to graduation	Associate Dean in faculty where course was taken and Associate Dean, faculty of registration	Student admitted to charge	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation (continued) - 56 -	1	Used false names on exams and exam sign in sheets for two exams	Suspended from the faculty of teaching from May 1 2007 - December 31, 2007; academic dishonesty note on transcript to be removed upon graduation; and required to volunteer with the Office of Student Advocacy	Associate Dean, teaching faculty and Dean, faculty of registration	Apologetic	None	Not sought			
	1	Wrote an exam bearing a false name and student number	1000 word essay; notation on transcript of academic dishonesty not to be removed from transcript until graduation	Associate Dean of teaching faculty and Dean of faculty of registration	Openly admitted mistake and expressed remorse	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation (continued) - 57 -	1	Wrote an exam bearing a false name and student number	F-CW in course; suspended from faculty of registration from September 1, 2007 until August 31, 2008; academic dishonesty notation on transcript to be removed by request upon graduation	Associate Dean	None	Penalty assessed without benefit of student's input - student did not respond to notification letter	Not sought			
	1	Attempted to access web-based Instructor resources (test Bank) by indicating that they were an instructor	Suspended for one year from faculty	Associate Dean	None	Second incident of academic dishonesty	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation (continued)	1	Attended a class in the faculty that the student was not registered for and started to write the test. When asked to sign their name on the list they signed someone else's name	Reprimand recorded on academic transcript for a period of up to 3 months before graduation from the faculty	Associate Dean	First offense	None	Not sought			
Inappropriate Collaboration	14	Inappropriate collaboration	Zero for the assignment	Department Head	None	None	Not sought			
	2	Identical paper with another student	Zero for the assignment; requested to submit a 1000 word essay	Department Head	None	None	Not sought			
	1	Inappropriate collaboration on three assignments	Zero for all three assignments	Acting Associate Dean	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 59 - Inappropriate Collaboration (continued)	2	Inappropriate collaboration on an assignment	Zero for the assignment	Acting Associate Dean	None	None	Not sought			
	3	Inappropriate collaboration	Zero for the assignment and for the next highest assignment	Department Head	None	None	Not sought			
	20	Duplication of assignments	Zero for the assignments	Associate Head	None	None	Not sought			
	1	Duplication of assignment	F-CW in course	Associate Head	None	Second offence	Not sought			
	1	Inappropriate collaboration on assignment	Student required to write an essay but did not comply therefore a further penalty was assessed; student received a final grade of F-CW in course.	Department Head	None	Did not submit essay; An "Honesty Declaration" had been signed by student	Associate Dean	Appeal denied	Local Discipline - appeal denied	UDC -Appeal denied but CW notation may be removed at graduation if essay is done to

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 09 - Inappropriate Collaboration (continued)	1	Inappropriate collaboration	Grade of F on assignment, F-CW; suspension from course until July 1, 2008	Department Head	Student claimed that they had sent essay to a friend for improvements and that the friend must have added the undocumented passages.	Mitigating factor may be considered aggravating factor since if true, it means the student admits to not having written the entire essay	Not sought			
	1	Inappropriate collaboration on assignment	Zero on assignment	Associate Department Head	Student seemed to have no intent to deceive but admitted to allowing another student to have access to their assignment	None	Not sought			
	1	Inappropriate collaboration	Zero for assignment; required to write a 1000 word essay	Department Head	None	None	Not sought			
	1	Duplication of assignment	F-CW in course	Associate Head	None	Second offense	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 61 - Plagiarism	1	Major term paper was not student's own work	Student received an F grade for course	Department Head	None	None	Not sought			
	3	Improper referencing of information requested from an external resource for an assignment	F in assignment. Required to re-write and re-submit for no grade	Associate Dean	Students misunderstanding of how to incorporate external resource material	None	Not sought			
	1	Used extensive information from other sources verbatim; not properly referenced.	F in 2 assignments, required to re-write; allowed to continue in course.	Associate Dean	International Student	None	Not sought			
	1	Represented ideas of another as their own	Apology to professor; voluntary withdrawal from course	Department Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	For a major assignment, submitted work done by family business with little change in content	F incomplete in course. Required to do additional assignment	Associate Dean	Student and family complete similar assignment for their business. New instructor not sure on how to manage this situation	Student did not talk to instructor on how to use the already complete assignment in the course	Faculty Appeal Committee	Student chose not to continue in course. Instructor not clear on direction. Student should have been aware of seriousness of issue and should have asked for clarification . Assignment re-graded - pass.	Not sought	

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	9	Plagiarism on an assignment	Zero on assignment and a warning letter	Associate Dean	None	Answer to one question was virtually identical to the response in the solutions manual there was no reference to the course.	None sought			
	1	Plagiarism on an assignment	Zero on assignment and a warning letter	Associate Dean	None	Answer to one question was virtually identical to the response in the solutions manual there was no reference to the course.	Appealed to Local Discipline Committee	All penalties were upheld	None sought	
	1	Plagiarism on assignment	F on assignment. F in course; CW notation on transcript	Associate Dean	Two offences in the same course	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued) - 64 -	1	Plagiarism on a critical assignment	F on assignment, F-CW in course with CW comment on transcript; notation on transcript "involved in an act of academic dishonesty" to remain until after graduation; student must submit a 2000 word paper describing how plagiarism is inappropriate in a university and professional environment	Associate Dean	None	Student's second offence in the same class. Student admitted to understanding the first penalty and then they went and again used material from the internet without citation	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued) - 65 -	1	Plagiarism, specifically fabricating an interview during an assignment	F-CW in course, barred from the faculty from January 2007 until September 2007, with a comment appearing on transcript: "involved in an act of academic dishonesty" to remain until after graduation; student must submit a 2000 word paper describing how plagiarism is inappropriate in a university and professional environment	Associate Dean	Student admitted to charge	None	Not sought			
	1	Plagiarized in 2 papers	F-CW in course - suspended from taking courses for 4 months; required to write research paper on plagiarism; comment on transcript 1 year, apologies	Dean	There was evidence that student had attempted to correct papers	Student has been cautioned against plagiarism; this was 2 nd submission	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Plagiarized in a paper	Apology; required to write research paper; comment on transcript 18 months	Associate Dean	Student believed paper was presentation notes only; he partially corrected the plagiarism when he found paper was a true "submission".	Final submission still had some references missing				
	1	Allegation of fraudulent data in course thesis	F in thesis; informal suspension from next program level while correcting thesis; apology.	Dean	Insufficient evidence for punitive measures	None	Not sought			

- 99 -

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Plagiarism in paper	F-CW in course; suspended from taking courses for 6 months; comment on transcript for 1 year	Associate Dean	Repentant; extreme personal stress; admitted guilt	None	Not sought			
	1	Plagiarism in paper	F-CW in course; comment on transcript 1 year; research paper; apologies; not suspended due to lack of availability of courses; not permitted to graduate until May 2008.	Associate Dean	Repentant; extreme personal stress.	None	Not sought			
	2	Plagiarism in take home exam	Make up final with 10 points deducted; research paper on plagiarism; reprimand on transcript	Associate Dean	Improper citation	None	Not sought			
	1	Plagiarism in take home exam	F-CW in course; comment on transcript 1 year; research paper on plagiarism	Associate Dean	None	Copying from various courses without proper citation	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Plagiarism in paper	F-CW in course; comment on transcript for 2 years; (Academic consequence was Student was Required to Withdraw due to F grade)	Associate Dean	None	Extensive plagiarism; student was permitted second chance by instructor yet still plagiarized in second submission				
	2	Use of unacknowledged sources from the internet	Grade of F for the assignment; F-CW in course	Associate Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	F-CW in course; suspension from Faculty until May 2008	Associate Department Head and Director	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	Grade of F on assignment; F-CW in course	Department Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Use of unacknowledged sources from another student's paper	Zero on the paper	Associate Dean	The student admitted guilt right away; was apologetic	None	Not sought			
	1	Use of unacknowledged sources from the internet	Student required to write a different topic essay	Department Head	None	None	Not sought			
	2	Use of unacknowledged sources from the internet	Grade of F for the assignment and F in the course	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	Grade of F for the assignment; F-CW for the course	Acting Director	Student admitted having plagiarized; claimed to be suffering from depression	None	Not sought			
	1	Use of unacknowledged sources from the internet	Grade of zero for paper	Associate Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued) - 70 -	1	Use of unacknowledged sources from the internet	Grade of F for the paper and re-instatement for the course and the and F-CW for the course	Acting coordinator	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	Grade of F for essay with the option of redoing the assignment for credit	Associate Head	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	Grade of F for the paper	Acting coordinator	None	None	Not sought			
	2	Use of unacknowledged sources from the internet	Grade of F for the paper and F-CW for the course	Acting Coordinator	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
- 71 - Plagiarism (continued)	1	Plagiarism in a course	F-CW in course; barred from faculty from May 2007 - January 2008; notation on transcript: "involved in an act of academic dishonesty" to remain until after graduation	Associate Dean	None	Student seemed to have no understanding of the severity of the plagiarism - despite the fact that the majority of the paper was identical to unreferenced documents	Not sought			
	1	Plagiarism in a course; destruction of library property	Library fine of \$47.26 (value of book); F-CW in course; barred from faculty where course offered from May 2007 until April 30, 2008; and barred from faculty of registration	Library head, Associate Dean from faculty offering course and Dean from faculty of registration	None	Inconsistent versions of the student's own account and unverified suspicious evidence submitted on e-mail	LDC	Appeal denied	Not sought	
	1	Plagiarism on a paper	Grade of F on assignment	Associate Department Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued) - 72 -	1	Plagiarism in course	F-CW in course; suspension from Faculty until May 1, 2008	Associate Dean of teaching faculty	None	Found guilty of plagiarism in Fall Term 2006	Local Discipline Committee	Appeal denied		
	1	Plagiarism in courses	Grade of F on course assignments	Associate Dean from teaching faculty	Serious medical and emotional problems	None	Not sought			
	1	Plagiarism in courses	Grade of F-CW in the course; suspension from faculty of registration until May1, 2008	Associate Dean from faculty offering course and Dean from faculty of registration	None	Previously found guilty of academic dishonesty	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Plagiarism on a paper	F-CW in course	Associate Dean of faculty of registration	None	None	Local Discipline Committee	Appeal denied, F-CW in course stands	University Discipline Committee	N/A as Committee has not met
	1	Plagiarism in course	F-CW in course	Associate Dean of faculty of registration	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	F on assignment; F in course	Associate Dean of faculty of registration	None	None	Dean of teaching unit and unit of registration	Appeal denied	Not sought	
	1	Plagiarism in course	F-CW in course	Associate Dean of faculty of registration	None	None	Not sought			
	1	Plagiarized source material in term paper	F for the paper	Department Head	None	None	Not sought			
	2	Plagiarized from the internet	F-CW grade assigned	Department Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	3	Plagiarized from the internet	F-CW grade assigned	Department Head	None	None	All have appealed to Faculty level appeal	N/A as committee has not met		
	1	Use of unacknowledged sources from the internet	F on the assignment; F in course	Department Head	Student did not try to deny that they had plagiarized or try to lay the blame elsewhere	None	Not sought			
	1	Use of unacknowledged sources from the internet	F on the assignment	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	F on the assignment; F in the course	Department Head	None	None	Not sought			

- 74 -

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Use of unacknowledged sources from the internet	F on the assignment; F in the course	Department Head	Admitted they had plagiarized but as a result of a mistake	Student is not a first year student; admitted that they know what plagiarism is yet their act of plagiarism was both blatant and extensive	Not sought			
	1	Use of unacknowledged sources from the internet	F on the assignment	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the internet	F on the class project	Department Head	Student was apologetic	None	Not sought			
	1	Plagiarism of term paper	F on term paper; F-CW for course	Department Head	None	None	Not sought			
	1	Undocumented internet sources	F on assignments; F-CW for course; course expulsion; registration suspension until January 2008	Department Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	2	Plagiarized assignment	F on assignment; F in course	Associate Department Head	None	None	Not sought			
	1	Plagiarized assignment	F, 30% on assignment	Associate Department Head	Admitted plagiarism	None	Not sought			
	1	Plagiarized assignment	F on assignment	Associate Department Head	Admitted plagiarism	None	Not sought			
	1	Plagiarized assignment	F on assignment; F in course	Associate Department Head	None	Another person wrote paper and plagiarized	Not sought			
	1	Plagiarism	F in term paper; F- CW in course; suspension from further registration in department until August 30, 2008	Associate Head	None	None	Not sought			
	1	Plagiarized assignment	Zero on assignment; final grade in course to be lowered by a letter grade	Department Head	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	2	Uncited sources from the internet	Final mark F in term paper and F-Cw in course	Department Head	Both students had sick grandmothers. Both apologetic.	None	Not sought			
	1	Improper citation	Apology; re-submission of paper; F-CW in course	Department Head	None	None	Not sought			
	1	Unacknowledged use of internet sources in paper	F on assignment; F in course	Acting coordinator	Experiencing personal problems	Careful instruction on avoiding plagiarism in class and explicit descriptions of assignments/ writing good papers provided by instructor				

- 77 -

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Unacknowledged use of internet sources in research paper	F on assignment and F-CW in course	Acting Coordinator	Candor in admission; apology and resolve to avoid further academic dishonesty	Instructor's on-line discussion avoiding plagiarism; instructor's inclusion of University policy on academic honesty in course booklet;	Not sought			
	2	Plagiarized paragraphs in assignment	Zero for assignment	Coordinator	None	None	Not sought			
	1	Plagiarized in a portion of an assignment	F-CW in course	Department Head	None	None	Not sought			
	2	Student copied unacknowledged quotations	F-CW for course; notation on student history	Associate Dean	Admitted fault; apologized	None	Not sought			
	1	Student copied unacknowledged quotations	F-CW for course; notation on student history	Associate Dean	Admitted fault	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Plagiarism on paper	Must attend workshops on plagiarism and write a paper on incident and experiences learned in workshops	Department Head	Apologetic	Information regarding plagiarism offered in course				
	1	Cheating in lab; plagiarism on rewrite of paper	Zero on paper and lab	Department Head	First offence	Information regarding plagiarism offered in course				
	1	Submitted an assignment in which areas of content were not appropriately referenced	Letter on the student's file indicating this incident should be taken into consideration if any further incidents occur	Associate Dean	First offense; under stress	None	Not sought			
	1	Student copied from internet without acknowledgment	F on assignment; F in course, required attendance at Learning Assistance Centre	Associate Dean, teaching faculty, Associate Dean, faculty of registration	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Student copied from internet and text on two assignments and did not cite	F in course and volunteer ten hours with Student Advocacy	Associate Dean, teaching faculty and Associate Dean, faculty of registration	First time offense	None	Not sought			
	1	Use of unacknowledged sources from internet	Write a paper on plagiarism; redo assignment; grade of D in the course, written formal apology to instructor; and a copy of reprimand will be placed in the student's file	Department Head	Personal stress; apologetic; first offense	Student informed that they have always done papers this way and no one had ever said anything before	Not sought			
	1	Plagiarism on group project with one student responsible	Write a paper on plagiarism; redo assignment; grade of D in the course, written formal apology to instructor; and a copy of reprimand will be placed in the student's file	Department Head	Not clear on what constitutes plagiarism; apologetic; first offense	None	Not sought			

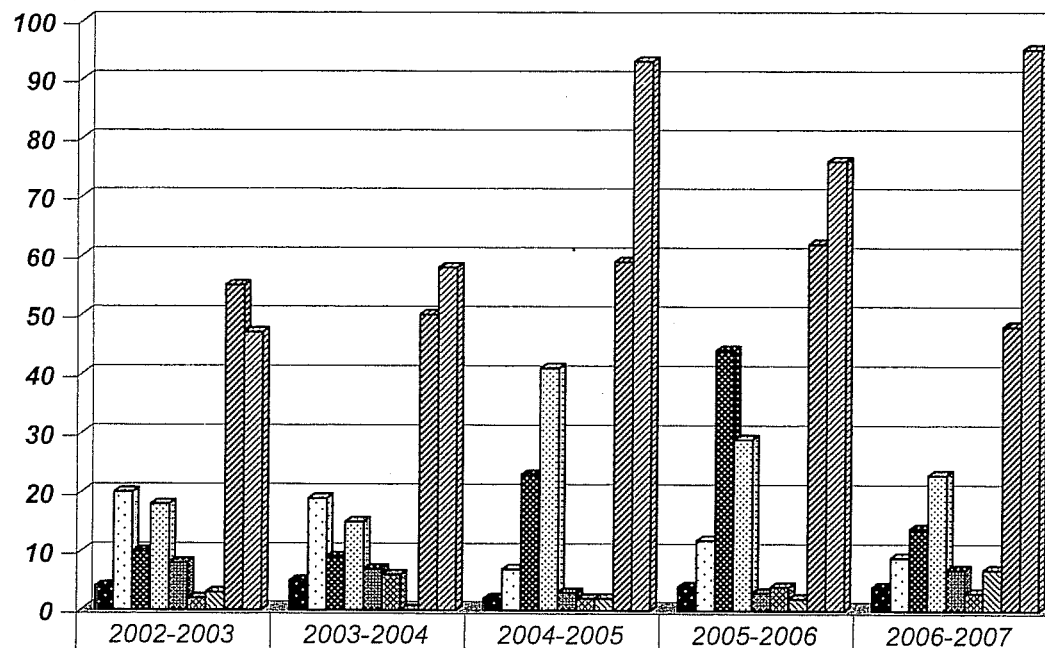
ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 1, Academic Dishonesty

Disciplinary Matter	# of students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Use of unacknowledged sources from internet	Write a paper on plagiarism; redo assignment; grade of D in the course, written formal apology to instructor; and a copy of reprimand will be placed in the student's file	Department Head	Personal stress/heavy academic and outreach workload; apologetic; first offense	None	Not sought			
	1	Use of unacknowledged sources from internet	Write a paper on plagiarism; redo assignment; grade of D in the course, written formal apology to instructor; and a copy of reprimand will be placed in the student's file	Department Head	Personal stress; apologetic; first offense; weak academic writing and English skills	None	Not sought			
	1	Plagiarized on paper	F in course	Dean	Student did not understand the rules	None	Not sought			

Part 1 Academic Dishonesty



■ Academic/Scientific Fraud	4	5	2	4	4
□ Application Fraud	20	19	7	12	9
■ Cheating on Test and Quizzes	10	9	23	44	14
■ Contravention of Examination Regulations	18	15	41	29	23
■ Copying from Other Student's or Submitted Own Previous Work	8	7	3	3	7
■ Forged Documentation	2	6	2	4	3
■ Impersonation	3	0	2	2	7
■ Inappropriate Collaboration	55	50	59	62	48
■ Plagiarism	47	58	93	76	95

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Breach of Residence Hall Regulations	1	Community standards violation	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	1	Community standards violation	\$100 fine; probation	Director of Housing and Student Life	None	Resident Student Advisor Council member	Not sought
	3	Community standards violation	Written warning	Director of Housing and Student Life	None	None	Not sought
	18	Community Standards - noise complaint	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	9	Community Standards - noise violation - excessive, unruly	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	2	Community Standards - noise violation - excessive noise and/or rude behaviour	\$100 fine	Director of Housing and Student Life	None	None	Not sought
	2	Community Standards - noise violation - party in room	\$100 fine; probation	Director of Housing and Student Life	None	Resident Student Advisor Council members	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret,

etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Breach of Residence Hall Regulations (continued) - 84 -	2	Community Standards - excessive noise - party in room	\$200 fine; probation	Director of Housing and Student Life	None	None	Not sought
	7	Community Standards - guests drunk and/or unruly	Written warning	Director of Housing and Student Life	None	None	Not sought
	5	Community Standards -rude or inappropriate behaviour to staff	Written or verbal warning	Director of Housing and Student Life	None	None	Not sought
	2	Community Standards - covered smoke detector	Written warning	Director of Housing and Student Life	None	None	Not sought
	1	Community Standards - guest stayed too many nights	Warning	Director of Housing and Student Life	None	None	Not sought
	1	Community Standards - had sibling living with them	\$50 fine; evicted sibling	Director of Housing and Student Life	None	None	Not sought
	2	Community Standards - walking on roof	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	2	Community Standards - walking on roof smashing icicles; on roof through window	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	2	Community Standards -lounge furniture in room	\$50 fine	Director of Housing and Student Life	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007**Part 2, Inappropriate Behaviour**

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Breach of Residence Hall Regulations (continued)	18	Community Standards - Miscellaneous (littering, using wrong gender washroom, spitting, garbage outside window, vomit in hallway, wearing underwear in lounge, fruit in mailbox, candle, playing hockey in hallway, rude to roommate, let homeless person sleep in the residence lounge, fight outside residence, know person who pulled fire alarm)	Warning	Director of Housing and Student Life	None	None	Not sought
	1	Community Standards - stole fire department hose	Evicted	Director of Housing and Student Life	None	None	Not sought
	5	Community Standards - destruction of University of Manitoba Property	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	10	Community Standards - general damage to property	fined - cost to repair or cleaning	Director of Housing and Student Life	None	None	Not sought
	1	Community Standards - rude to staff	\$50 fine; letter of apology	Director of Housing and Student Life	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, *etc.* Examples of aggravating factors can include denial in the face of clear evidence, lack of regret,

etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Breach of Residence Hall Regulations (continued)	2	Smoking in residence suspected	Warning	Director of Housing and Student Life	None	None	Not sought
	5	Smoking in room or residence	\$50 fine each and cleaning charges, if any,	Director of Housing and Student Life	None	None	Not sought
	1	Smoking marijuana; intimidation	Banned from residence	Director of Housing and Student Life	None	None	Not sought
	1	Smoking in room	\$100 fine; cleaning charges, if any,	Director of Housing and Student Life	None	Second offence	Not sought
	7	Smoking marijuana in residence	\$50 fine; probation	Director of Housing and Student Life	None	None	Not sought
	2	Smoking marijuana outside residence	\$50 fine; probation; community service hours.	Director of Housing and Student Life	None	None	Not sought
	1	Smoking marijuana outside residence	\$100 fine; probation	Director of Housing and Student Life	None	Resident Student Advisor Council member	Not sought
	1	Smoking marijuana in Courtyard	\$200 fine; probation; 5 hours community service	Director of Housing and Student Life	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Breach of Residence Hall Regulations (continued)	1	Free alcohol party, guests broke fire extinguisher glass and tampered with extinguisher; guests opened alcohol in hallway.	\$50 fine; \$50 in damages; 15 hours community service; probation (no parties)	Director of Housing and Student Life	None	None	Not sought
	11	Open alcohol	Verbal/written warnings	Director of Housing and Student Life	None	None	Not sought
	1	Open alcohol in elevator	Community service hours	Director of Housing and Student Life	None	None	Not sought
	1	Open alcohol in staircase	\$100 fine	Director of Housing and Student Life	None	Repeat offence	Not sought
	6	Open alcohol	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	2	Intoxicated guests	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	5	Open alcohol; marijuana at dance party in lounge	\$50 fine, not allowed to reserve lounge anymore	Director of Housing and Student Life	None	None	Not sought
	1	Open alcohol in main foyer	\$100 Fine	Director of Housing and Student Life	None	Resident Advisor	Not sought
	1	Open Alcohol	\$100 fine	Director of Housing and Student Life	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Breach of Residence Hall Regulations (continued)	1	Open alcohol and rude to staff	\$100 fine	Director of Housing and Student Life	None	None	Not sought
	3	Open alcohol; inappropriate behaviour	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	1	Open alcohol in hallway	Community service	Director of Housing and Student Life	Cooperative with security	None	Not sought
	1	Excessive consumption of alcohol	Warning; counselling	Director of Housing and Student Life	None	None	Not sought
	1	Excessive consumption of alcohol	Probation	Director of Housing and Student Life	None	Second offence	Not sought
	1	Over consumption of alcohol; breaking things in lounge	\$50 fine; probation	Director of Housing and Student Life	None	None	Not sought
	1	Over consumption of alcohol; public intoxication	\$100 fine; probation	Director of Housing and Student Life	None	Resident Student Advisor Council member	Not sought
	1	Guests intoxicated; disruptive	Verbal warning	Director of Housing and Student Life	Complimented for phoning security	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Breach of Residence Hall Regulations (continued)	1	Possession of banned item	Community service (education on alcohol poster)	Director of Housing and Student Life	None	None	Not sought
	2	Drinking games; beer bottles	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	3	Irresponsible behaviour while intoxicated	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	1	Passed out in front of room drunk	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	1	Open alcohol; inappropriate behaviour	\$100 fine	Director of Housing and Student Life	None	Second offence	Not sought
	1	Passed out in portapotty	\$50 fine	Director of Housing and Student Life	None	None	Not sought
Computer Related Incidents	108	Copyright violations	Warned - 98 Suspended - 10	IST	None	None	Not sought
	14	Sharing computer account	Warned - 12 Suspended - 2	IST	None	None	Not sought
	2	Email abuse/spam	Warned - 1 Suspended - 1	IST	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
	3	Inappropriate software	Warned	IST	None	None	Not sought
	34	Created a group on the Internet and participated in that group on a forum in order to bully another student	Three levels of action implemented relative to the degree of participation. Action included an educational component.	Senior Administrator	None	None	Not sought
Disorderly/ Threatening Conduct	1	Aggressive behaviour; foul language towards staff	1 month suspension from facilities	Assistant Director	In person apology to staff member	None	Not sought
	7	Students outside of scheduled time slot; asked to leave by staff; Security Services called as students would not leave	2 week suspension from facilities	Assistant Director	None	None	Not sought
	1	Refusal to accept policy and academic regulations after explanation; disregard of established standards and procedures; lack of respect and civility towards staff with whom interactions occur; and engagement in intimidation and behaviour that is perceived as threatening	Barred from courses offered or taught by the Faculty and not to enter the Faculty building for 3 years	Dean	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Disorderly/Threatening Conduct (continued)	1	Student behaved disruptively during class and was also behaving and speaking in a threatening manner towards fellow students in class.	Student banned from remainder of course	Acting Department Head	None	Informal reports of similar behaviour exhibited by this student by two other instructors. Student threatened physical harm to fellow students.	
	1	Disruptive behaviour in class	Readmitted to class with restrictions; apology	Department Head	None	None	Not sought
	1	Violent Behaviour	Banned from residence	Director of Housing and Student Life	None	Non-resident	Not sought
	2	Disruptive behaviour at Christmas Social	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	1	Pushed cart in staircase	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	1	Assault; over consumption of alcohol; entered fire alarm building	\$150 fine; probation	Director of Housing and Student Life	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Disorderly/ Threatening Conduct (continued) - 92 -	1	Failure to evacuate during fire alarm	\$50 fine; probation	Director of Housing and Student Life	None	None	Not sought
	2	Tied two doors together; caused student to injure finger as a result	\$150 fine; 5 hours community service	Director of Housing and Student Life	None	None	Not sought
	1	Butcher knife stabbed into his room door	Evicted from residence	Director of Housing and Student Life	None	None	Not sought
	1	Harassment of Resident Advisor staff - offensive terms on door	\$50 fine	Director of Housing and Student Life	None	None	Not sought
	1	Harassment	Banned	Director of Housing and Student Life	None	Non resident	Not sought
	1	Vomit in public place	\$50 fine; letter of apology	Director of Housing and Student Life	None	Noone	Not sought
	1	Urinating out the back door	Probation; Prohibition; 10 hours community service; alcohol-related assistance program	Director of Housing and Student Life	None	None	Not sought
	1	On balcony after 9 p.m. when locked	Verbal warning; 2 hours community service	Director of Housing and Student Life	None	None	Not sought
	2	Set off pepper spray in residence room	\$50 fine	Director of Housing and Student Life	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, *etc.* Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Disorderly/ Threatening Conduct (continued)	1	Fight with date; campus security called	Banned from residence	Director of Housing and Student Life	None	None	Not sought
	1	Fight with date; campus security called	Banned from residence	Director of Housing and Student Life	None	None	Not sought
	1	Trespassing- entering into residence room	Banned from residence property	Director of Housing and Student Life	None	Non resident	Not sought
	1	Trespassing in Tache West gym; fighting with security	Charger January 4 th under the Provincial Trespassing Act	Director of Housing and Student Life	None	Non resident and banned students	Not sought
Recent Exposure	None						
Sexual Harassment	1	Made sexual advances towards a co-worker	Required to attend the "Boundaries Program"; sent letter of apology	Associate Dean	None	None	Dean - Continued monitoring; banned from area Next level - not sought
	1	Inappropriate remarks made to staff	Reprimand	Dean	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Theft	1	made \$1300.00 in unauthorized long distance calls	Required to make restitution; apologize;	Department Head	None	None	Dean - Appeal granted, Next level - not sought
	1	Theft of a library book	F in course, barred from taking course in faculty for one year	Faculty Discipline Committee	None	Denial	Not sought
Unprofessional conduct	1	Development and presentation in inappropriate videos	Formal reprimand letter kept on file in the Dean's office ; letter of apology to the Dean and fellow classmates	Senior Administrator	None	The demeaning nature of the video	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2006 to August 31, 2007

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
Unprofessional Conduct (continued)	1	Unprofessional conduct in course work and practicum	Remove from practicum placement and related courses; encouraged counselling and interpersonal communication course completion; submission of paper on profession discretion and judgement in a professional placement	Associate Dean	None	None	Not sought
	2	Pass sharing	2 weeks suspension from facilities	Assistant Director	Sent e-mail apologizing for actions	None	Not sought
	1	Pass sharing	1 month suspension	Assistant Director	Sent e-mail apologizing for actions	None	Not sought
	13	Pass sharing	1 month suspension from facilities	Assistant Director	None	None	Not sought
	1	Jumped turnstile	1 month suspension from facilities	Assistant Director None	Became agitated and was threatening	None	
	1	Unauthorized access into facility after being suspended	2 week suspension from facilities	Assistant Director	None	None	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2006 to August 31, 2007**Part 2, Inappropriate Behaviour**

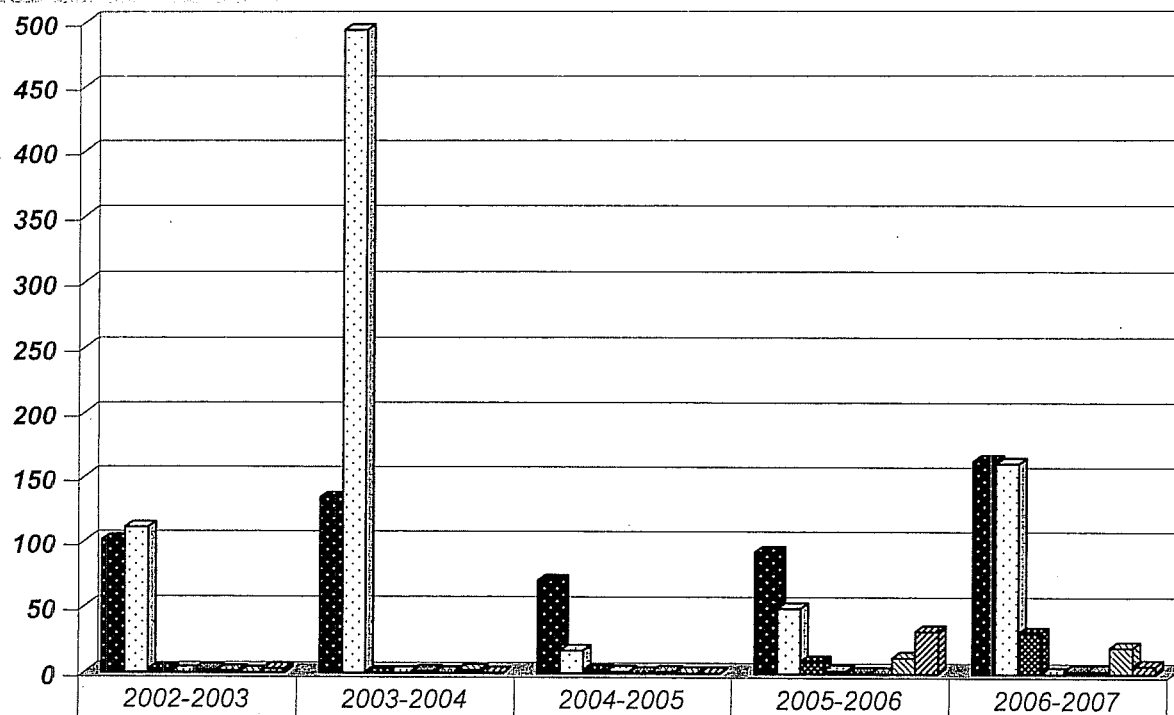
Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal
- 96 -	1	Damage costs for fire extinguisher	Community service hours; probation	Director of Housing and Student Life	None	None	Not sought
	1	Mess in lounge of residence	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	1	Destructive guests	Verbal warning	Director of Housing and Student Life	None	None	Not sought
	1	Garbage outside room	5 hours community service	Director of Housing and Student Life	None	None	Not sought
	1	Fire extinguisher sprayed on residence floor	Probation; \$50 fine, \$50 cleaning fee, 10 hours community service and responsible for any damages cost	Director of Housing and Student Life	None	None	Not sought
	1	Guest of resident disruptive several times	Banned from residences	Director of Housing and Student Life	None	Non resident	Not sought

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2 Inappropriate Behaviour



	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
■ Breach of Residence Hall Regulations	101	134	70	92	163
□ Computer-Related Incidents	111	494	17	49	161
▨ Disorderly/Threatening Conduct	2	0	2	9	31
▩ Indecent Exposure	0	0	1	2	0
▧ Sexual Harassment	2	1	0	0	2
▦ Theft	1	0	1	0	2
▨ Unprofessional Conduct	0	2	0	12	20
▩ Vandalism	3	0	0	32	6

PRESIDENT'S REPORT: February 6, 2008

My last report to Senate was submitted for its meeting on December 5, 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. November 1, 2007 Enrolment

The official reporting date for student enrolment data to Statistics Canada is November 1. As of November 1, 2007, total enrolment stands at 26,832 a decrease of 0.4% over November 1, 2006, or 99 students. Last year enrolment declined 1.7% during the same reporting period. The following is a summary of enrolments:

- undergraduate enrolment is down 0.8% to 23,062 students.
- graduate enrolment increased by 1.7% to 3,290 students
- new University 1 enrolment increased by 3% to 3,710 students.
- international students declined by 6.9% to 2,423 students. International students currently comprise 9% of the student body.
- total credit hours decreased by 1.7%, although distance and online education registrations increased by 7.3%.

2. Our Rhodes Scholar

Akosua Matthews, a 2006 graduate with a Bachelor of Arts (honours) was selected as a 2008 Rhodes Scholar. She won the gold medal in philosophy and is currently a policy analyst for the Province. In addition to her academic excellence she is a corporal in the army reserves, the Royal Winnipeg Rifles. Ms. Matthews is the 87th Rhodes Scholar from our University, which has produced more Rhodes Scholars than any other university in Western Canada. My congratulations to Akosua.

Arguably the Rhodes is the most prestigious student award with a history going back to 1904 when Rhodes Scholarships were first awarded in Canada. One would therefore have thought it worthy of coverage in the *Winnipeg Free Press*. Turns out it was but I missed it as I expect did countless other readers. This occurred because the coverage was in the form of a "Web Extra", quite a good article to read if one is in the habit of clicking on to *Winnipeg Free Press Live*. Also included in the "Web Extra" was reference to the extraordinary achievement of Manitoba students in the prairie competition which provides scholarships for three students from the prairie region (Alberta, Saskatchewan and Manitoba). In addition to Ms. Matthews, Aaron Trachtenberg, a Bachelor of Science graduate of the University of Winnipeg was awarded a Rhodes. The third recipient was a student from Alberta who completed his undergraduate degree at Princeton.

3. University of Nairobi

I had the pleasure of hosting Professor George Magoha, Vice-Chancellor of the University of Nairobi, and his colleagues during their visit to the University on January 11-14, 2008. The purpose of the visit was for the two institutions to sign a new Memorandum of Understanding to provide the mechanism to expand our successful collaboration over a 30 year period in Kenya, primarily in medical microbiology and infectious diseases, to other disciplines. Accompanying Dr. Magoha were: Professors Isaac Kibwage, Principal, College of Health Sciences, Benson Estambale, Director, University of Nairobi Institute of Tropical and Infectious Diseases, Walter Jaoko, Chair, Department of Medical Microbiology, and J.O. Ndinya-Achola, a senior member of Medical Microbiology, who has worked with our researchers from the very beginning.

The fact that the delegation visited the University of Manitoba (and in January at -27°C!) speaks to the mutual desire of the two institutions to develop new initiatives in areas such as faculty exchanges and joint research projects. While at the University the delegation visited with the Deans of Arts, Sciences, Agricultural and Food Sciences, the Riddell Faculty of Environment, Earth and Resources, Human Ecology and Pharmacy, as well as representatives of the Faculty of Medicine.

4. University Outreach

Making our knowledge and experience available to individuals and groups outside our University on a voluntary basis is generally described as community service. Within this broader category, however, is that of "outreach" - a form of service where the recipients of our attention are most often members of the local community, rather than national and international professional bodies for whom professors, as an example, review manuscripts and evaluate research proposals. Outreach is an important component of the University's connection to the general community. Each year outstanding contributions are recognized by the presentation of University Outreach Awards. I had the pleasure of presenting awards to the following at a reception on November 21, 2007.

- **Dr. Francis Amara**, Biochemistry and Medical Genetics, for his community outreach activities for the benefit of children in Winnipeg and throughout Manitoba, and for his leadership in the Sierra Leone community in Manitoba. Dr. Amara is committed to building relationships between the Faculty of Medicine and the school system and regularly gives talks to high school science teachers. He has established summer school programs for children, and has been instrumental in seeking partnerships with the Winnipeg Foundation and the Winnipeg Boys & Girls Club. As well, he founded the Aboriginal Science Head Start Program and the Sierra Leone Refugee Resettlement, Inc. He is particularly dedicated to ensuring the successful integration of refugee children into Manitoba's school system.
- **Professor Kelley Beaverford**, Interior Design, for leading two design/build studios in

Turkey; for founding Architects Without Borders, Canada; for assisting Tsunami-affected communities in Sri Lanka; and for working with a Ugandan village to assist in the design and construction of a school.

- **Dr. Vincent Chan**, Community Oral Health, for caring for Canada's most disadvantaged populations. Dr. Chan has averaged more than six months per year providing much needed dental care in Northern communities, including the Deh Cho Region of the Northwest Territories, six communities in Northern Saskatchewan, eight communities in Nunavut and Grise Ford, the world's most Northern permanent community. In Winnipeg, Dr. Chan spends his time catering to special needs patients, including the institutionalized elderly, the inner-city poor and the mentally challenged.
- **Dr. Renate Eigenbrod**, Native Studies, for her work in broadening the scope of programming on Aboriginal literatures in Winnipeg; and for her work as a member of the Manitoba Aboriginal Justice Equality Coalition and of Confederation College's advisory committee, advising on Aboriginal literatures of Canada. Dr. Eigenbrod is involved with Winnipeg high school teachers and regularly gives workshops on introducing Aboriginal literatures to students.
- **Dr. Paul Fernyhough**, Pharmacology, for developing the neuroscience lesson program in Winnipeg's elementary and junior high schools, and for incorporating neuroscience components into the Manitoba Schools Science Symposium. Dr. Fernyhough worked with over 1500 students in 2005-2006, bringing cardiovascular and neuroscience research into curriculum-based activities. Dr. Fernyhough is President of the Winnipeg Chapter of the Society for Neuroscience and organized the Annual Brain Awareness Week in an effort to increase awareness of the research activities and other resources available locally.
- **Bud Henry**, Physical Plant, for his long-time involvement in the University of Manitoba's United Way Campaigns. For many years, Mr. Henry has been a canvasser for the United Way and he has worked actively to recruit other Physical Plant staff to volunteer their time to the United Way Campaign. He has organized special events such as barbecues and 50/50 lottery draws and has played a key role in the University's largest United Way event, the Rainbow Auction.
- **Professor Steve Kirby**, Music, for his contributions to jazz music culture and activities in the City of Winnipeg. His ongoing work as a volunteer in community projects has had a tremendous effect on the lives of numerous inner city children. This includes the "Jazz on Wheels" program.
- **Dr. Kelly Mackay**, Kinesiology and Recreation Management, for her collaboration with other universities, park agencies, and the Nature Conservatory of Manitoba; for her role as a founding and on-going member of the Parks and Protected Areas Research Forum of Manitoba; and for her long-standing service on boards and committees, sharing her

knowledge and expertise with community, industry and government agencies working in the tourism industry. Dr. MacKay has also been a long time advocate of accessible education for women through her involvement with the Manitoba Chapter of the Philanthropic Education Organization.

- **Dr. Robert O'Kell**, English, for his service on two national boards: the Canadian Federation for the Humanities and Social Sciences, and the Historic Sites and Monuments Board of Canada. Dr. O'Kell gives the University of Manitoba and the province of Manitoba a strong voice on these boards in decisions that have both immediate and lasting impact on the intellectual and cultural life of Canadian citizens.
- **Carol Prosk**, Extended Education, for her dedication in supporting Canadian Forces students who are abroad. Mrs. Prosk works with military families and instructors to increase access to the military support program and ensuring that students can complete their courses wherever they are. Mrs. Prosk also represents the University of Manitoba and the Military Support Office at annual educational fairs held on military bases across Canada. Her expertise has made the University of Manitoba "the" place to go to for Canadian Forces students.
- **Dr. Robert Roughley**, Entomolgy, for his dedication in assisting the general public in identifying insects in response to their calls to the "Bug Line" and e-mails from around the world. Dr. Roughley has responded to over 12,000 public enquiries on insect identifications since becoming the University's taxonomic specialist in 1983. He is also a major resource for Manitoba Agriculture, Food and Rural Initiatives staff who receive insect-related enquiries from farmers and seek advice from, or pass on the enquiry to, him.
- **Dr. Jessica Senehi**, Mauro Centre for Peace and Justice, for initiating and organizing two Winnipeg Storytelling Festivals. These festivals, international in scope, have captured a large Manitoban and Canadian audience and attracted renowned storytellers from around the world. The festivals are peacemaking events, connecting people from around the world in creative and sensitive ways. Dr. Senehi has also been directly involved in organizing the Mauro Centre's two Concerts for Peace, helping to draw attention to the goal of the Mauro Centre - promoting peace and justice. Dr. Senehi has also worked with St. Boniface General Hospital on a project using storytelling as a way of addressing workplace conflict and stress for nurses.
- **Eleanor Stardom**, Classics, for her annual calendar drive, which puts calendars in every room of the Victoria Hospital, the Grace Hospital, and the Seven Oaks Hospital. The hospitals that receive the calendars are aware that they are from the faculty, staff and students at the University of Manitoba. Thus her efforts raise the profile of the university and enrich the contacts between the university, hospitals, patients and their families.

- **Dr. James Teller**, Geological Sciences, for his role in helping to guide and promote activities for the International Year of Planet Earth, which was proclaimed for 2008 by the United Nations. Dr. Teller serves on six different committees that are working on activities for the celebration, which will be the largest ever international undertaking to promote the earth sciences. In addition, Dr. Teller is an eloquent and passionate spokesperson about the quaternary geology of Manitoba and the role that glacial Lake Agassiz had on global climate. He has participated in radio and television productions and given media interviews on global climate change and environmental sustainability.
- **Professor Jean Trottier**, Landscape Architecture, for leading Architecture students in their design and construction of the Welcome Place, an outdoor gathering space in Winnipeg, and the Minnedosa Design/Build studio. In Minnedosa, students designed and built an entry gate and fence for the town's Ishii Japanese Garden, a new entry canopy and seating for the library, and redeveloped Tanner's Crossing Park. These initiatives had a significant impact on the physical environment of Minnedosa and promoted community pride and involvement among residents.

II. ACADEMIC MATTERS

Faculty of Agricultural and Food Sciences

- Dr. Dilantha Fernando, Plant Science, was an invited speaker at the Second Asian Congress of Mycology and Plant Pathology held in Hyderabad, India in December 2007. The title of his presentation was "Bacterial secondary metabolites in disease suppression and their mechanisms in plant health promotion". The presentation was co-authored with Dr. Teri de Kievit, Department of Microbiology, University of Manitoba.
- Suresh Neethirajan, Ph.D. student in Biosystems Engineering, was invited to deliver a keynote address at the "AgriSuccess Forum 2007" conducted by Farm Credit Canada in Regina, Abbotsford, Winnipeg and Red Deer. He spoke on the prospects and impacts of nanotechnology in agriculture, food, environment and biosystems industry.
- Alex Anton, M.Sc. student in Food Science, attended the 6th European Conference on Grain Legumes in Lisbon, Portugal in mid-November. After submitting an abstract for poster and oral presentation, he was awarded a fellowship by the scientific committee and invited to give a talk in the workshop titled "Grain Legumes for Foods: Bioactive Components and Industrially Relevant Traits".

School of Art

- Alan Lacovetsky, Ceramics Instructor, was in Cambodia in December 2007 presenting a paper at an international conference "Ancient Khmer and Southeast Asian Ceramics: New Archaeological Findings, Production and Revival of Techniques". He worked on re-creating the traditional Khmer glaze using wood ashes and clay; the aim of his research

was to confirm the temperature to which ancient kilns were fired. His findings show the wisdom of having potters involved in archeological research.

Faculty of Arts

- Dr. John Loxley, Economics, was awarded the Canadian Association of University Teachers (CAUT) Distinguished Academic Award for 2008. The award recognizes academics who excel in each of the principal aspects of academic life – teaching, research, service to the institution and to the community.
- Dr. Ellen Judd, Anthropology, is a part of the team that received funding from the Canadian International Development Agency for a project based in China that will establish a community-based HIV/AIDS research, program development and capacity building at Sichuan University. The project will help develop their institution as a centre for excellence in HIV/AIDS research, training and education.
- Audrey Smith, student in the Interdisciplinary Doctorate in Psychology program, received the War Memorial Doctorial Scholarship given by the National Chapter of the IODE. This award is created to honour Canadians in the First World War who lost their lives or had been injured.

Books

- Dr. Peter Kulchyski, Native Studies, *The Red Indians An Episodic, Informal Collection of Tales from the History of Aboriginal People's Struggles in Canada*. Winnipeg: Arbeiter Ring Publishing (2007).
- Dr. Esyllt Jones, History, *Influenza 1918: Disease, Death, and Struggle in Winnipeg*. Toronto: University of Toronto Press (2007).
- Dr. Dominique Laporte, French, Spanish & Italian, Ed. *La Femme-Enfant (1891)*. Lyon: Editions Palimpseste (2007).

Faculty of Dentistry

- On January 9 the Faculty celebrated the start of its Golden Anniversary year. Students, faculty and staff gathered together for the first of what is anticipated to be a series of events for the faculty that accepted its first class in 1958. The event included an overview of the Drive for Top Five – Dean Anthony Iacopino's vision to establish the University of Manitoba as one of the top five dental schools in North America.
- For the first time in the history of Canadian dental schools, a national student research group is now in place. In September, 2007, students from across the country joined together in Winnipeg to form the Canadian Association for Dental Research National

Student Research Group (CADR NSRG). The Group will promote student research at 10 dental schools in Canada.

- On November 6, 2007, the Dental Hygiene Class of 2008 held Soup Up Your Smile, a day-long event of providing care and promoting oral health awareness among inner-city residents at Siloam Mission. Students greeted over 200 of Winnipeg's disadvantaged and homeless, equipped with interactive oral health displays and learning activities, free dental products, and opportunities for free dental hygiene consultations and urgent, dental care. Those in pain received free dental care at Health Action Centre.

Faculty of Engineering

- Jane Polak Scowcroft, a Computer Engineering student at the University of Manitoba, has been named a Future Leader in the list of Top 100 Most Powerful Women in Canada compiled by the Women's Executive Network. She is a former president of the University of Manitoba chapter of Engineers Without Borders, a non-profit group that works on engineering projects in the developing world.

Clayton H. Riddell Faculty of Environment, Earth and Resources

- Dr. Jill Oakes, Environment and Geography, was the first author, and Dr. Rick Riewe, Biological Sciences (Faculty of Science) was the second author of a book published in 2007 entitled, *Alaska Eskimo Footwear*. Fairbanks, AK: The University of Alaska Press.

Faculty of Law

- Jordan Druxerman and Peter Ward represented Robson Hall in its first foray into international negotiation competition as the only "Canadian" entry at the American Bar Association Student Division's Regional Negotiation Competition held at William Mitchell College of Law in St. Paul, Minnesota on the weekend of November 10 and 11, 2007. They scored second. The judges praised the Robson Hall team for its excellent negotiation skills, creative solutions to some thorny issues and professional demeanor. The students were chosen from the top scoring students in Robson Hall's Negotiation Competition held last March and were coached by Vivian Hilder, who teaches Negotiation, and Michael Weinstein, who won the World Negotiation Competition in Singapore in July 2007 while representing England.

Faculty of Nursing

- Dr. Jo-Ann Sawatzky received the Cardiovascular Nursing Research Excellence Award from the Canadian Council of Cardiovascular Nurses (CCCN). The award was presented at the CCCN annual meeting in Quebec City on October 20, 2007.

- Dr. Anne Katz, received this year's CANO (Canadian Association of Nurses in Oncology) Pfizer Award of Excellence in Oncology Nursing Education. Dr. Katz was nominated by her peers in recognition of her ongoing mentorship to nurses and graduate students, and her role as an educator to her patients and colleagues.

Faculty of Social Work

- Dr. Bob Mullaly, Dean, gave the keynote address at an International Conference, entitled "East meets West" held at the East China University of Science and Technology, in Shanghai. The University held the conference as part of its 55th year anniversary celebrations. Dean Mullaly, was the only social work academic from Canada to be invited. His presentation was titled, "The Pursuit of Social Justice: Structural Social Work".

III. RESEARCH MATTERS

Honours and Distinctions

- Dr. Norman Frohlich, Business Administration, has been appointed as Chair of the Interagency Advisory Panel on Research Ethics (PRE), for a one-year term that began in September. He was chosen for the position by the Canadian Institute of Health Research, the Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada. These three federal agencies found Dr. Frohlich to have "outstanding commitment to research ethics in Canada, and feel that (his) leadership will be instrumental in serving (their) common goal to promote high ethical standards in research involving humans."
- Dr. Digvir Jayas, Associate Vice-President (Research) and Canada Research Chair in Stored-Grain Ecosystems, is the newest member of the Agri-Food Research and Development Initiative (ARDI) Council. As a member of the nine-person council, Dr. Jayas will help develop and promote ARDI program objectives and policies, develop criteria for assessing proposed projects, and decide which project proposals warrant approval. ARDI supports research that will benefit the agricultural community and consumers of agri-food products in Manitoba. ARDI is funded by Manitoba Agriculture, Food and Rural Initiatives and Agriculture and Agri-Food Canada.
- Dr. Francis Plummer, Distinguished Professor Medical Microbiology and Canada Research Chair in Resistance and Susceptibility to Infections, was named Canada's Health Researcher of the Year in the field of Biomedical and Clinical Research by the Canadian Institute of Health Research (CIHR). As such, he received the Michael Smith Prize in Health Research at an awards banquet in Ottawa on November 21.

CIHR awards the prize annually to an outstanding Canadian researcher who has demonstrated a high degree of innovation, creativity, leadership and dedication in health research. The honour consists of a medal and a grant of \$120,000.

Dr. Plummer researches resistance and susceptibility to HIV-1. He is the Senior Scientific Advisor of the Public Health Agency of Canada, Director General of the Centre for Infectious Disease Prevention and Control in Ottawa, and Scientific Director General of the National Microbiology Laboratory in Winnipeg.

- On November 16, Dr. Phillip Gardiner, Associate Dean (Research) in the Faculty of Kinesiology and Recreation Management and Canada Research Chair in Physical Activity and Health, was awarded the 2007 Canadian Society for Exercise Physiology (CSEP) Honour Award. Each year the CSEP President's Council awards the prize to an individual who has made an exceptional contribution to exercise physiology in Canada. Dr. Gardiner, who is also the Director of the Health, Leisure and Human Performance Research Institute, was cited as "an outstanding scientist and a pioneer" in studies examining how the neuromuscular system and spinal cord adapt to conditions of physical activity and inactivity.
- Dr. Lesley Degner, Nursing, received the National Cancer Institute of Canada's (NCIC) Diamond Jubilee Award, which formally recognizes her as one of Canada's 10 leading cancer researchers. She received the award in Toronto.

NCIC, the longest-standing organization dedicated to supporting cancer research, created six one-time Diamond Jubilee Awards to recognize researchers who have conducted high impact cancer research within the last six decades. Dr. Degner received the award for her research into the psychosocial aspects of cancer care and symptom management that lead to improved quality of life for cancer patients.

Dr. Degner is one of 12 Chairs in the Canadian Health Service Research Foundation and the Canadian Institute of Health Research. She heads the Development of Evidence-Based Nursing Practice in Cancer Care, Palliative Care, and Cancer Prevention program at the University of Manitoba.

Grants Received

- Dr. Charles Bernstein, Internal Medicine, has received a Canadian Institute of Health Research (CIHR) two-year operating grant of \$203,895 for his project, "Understanding the Biological, Clinical and Psychosocial Determinants of Health Outcomes in Inflammatory Bowel Disease: A Research Program (Manitoba Cohort Study)."
- Dr. Xiao-Jian Yao, Medical Microbiology, has received a CIHR three-year strategic initiative grant of \$378,690 for his project, "Alteration of APOBEC3G Virion

Incorporation Pathway Leads to HIV-1 Inactivation in the Presence of Vif: A Novel Anti-HIV Strategy.”

- Dr. Aaron Marshall, Immunology, has received a Canadian Foundation for Innovation (CFI) Leaders Opportunity grant of \$125,000 for his project, “Advanced Flow Cytometry and Training Facility.”
- Dr. Johan Van Lierop, Physics and Astronomy, has received a CFI Leaders Opportunity grant of \$100,000 for his project, “A SQUID-Based and Torque Magnetometer for Characterization of Novel Nanoscale Materials.”
- Dr. Silvia Cardona, Microbiology, has received a CFI Leaders Opportunity grant of \$99,883 for her project, “Environmental Pathogens in Laboratory.”
- Dr. Xiao-Jian Yao, Medical Microbiology, has received a CFI Leaders Opportunity grant of \$99,669 for his project, “Molecular Mechanisms of HIV-1 Replication and Pathogenesis: Establishment of Molecular Human Retrovirology Laboratory.”
- Dr. James House, Animal Science, has received a Manitoba Egg Producers Marketing Board three-year operating grant of \$300,000 for his project, “Laying Hen and Egg Nutrition Research.”
- Dr. James Blatz, Civil Engineering, has received a Manitoba Hydro two-year research and development grant of \$179,000 for his project, “Development of New Risk-Based Analysis Methods for Dam Safety Studies.”

Contracts Received

- A contract was awarded by Manitoba Association of Agricultural Societies Inc. to sponsor “Food Supply During a Pandemic.” The one-year contract is for \$198,500, and is under the direction of Dr. Paul Larson, Transport Institute.
- A contract was awarded by Manitoba Association of Agricultural Societies Inc. to support “Manitoba Functional Food Opportunity Program.” The six-month contract is for \$1,500,000, and is under the direction of Dr. Peter Jones, Food Sciences.
- A contract was awarded by Manitoba Association of Agricultural Societies Inc. to sponsor “Anaerobic Digestion Development.” The seven-month contract is for \$800,000, and is under the direction of Dr. Nazim Cicek, Biosystems Engineering.

Program Initiatives

- On November 28, 2007, about 100 people attended the second presentation in this year’s *Get to Know Research at Your University* speaker series. The featured speaker was Dr. Dean Kriellaars, Physiotherapy, who described his population-based studies on physical

inactivity. His presentation was titled, "A Healthy Lifestyle: I Didn't Know I Didn't Have One."

IV. ADMINISTRATIVE MATTERS

Vice-President (Administration)

Financial Services

- Gord Pasieka, Associate Comptroller, has been appointed to the Western Finance Committee of the Canadian Association of University Business Officers (CAUBO).
- In December, Tom Hay, the Comptroller, and Greg Juliano, Legal Counsel, traveled to India to help review and improve the business framework through which research and development work is conducted in that country by the University.

Human Resources

- Fire drills were completed the week of November 12-16. The exercise was very valuable in assessing preparedness and what was learned will be used in developing the expanded emergency building response program. A Building Emergency Response Plan for Basic Medical Sciences Building is being drafted as a pilot project.
- On November 7 a successful Active Shooter Tabletop Exercise was conducted with about 70 participants and observers. A report is being prepared by the Winnipeg Police Services which will include recommendations for improvements in response protocols.
- CUPE Engineering ratified a 3 year agreement on December 10. CUPE Sessionals ratified the University's offer of 2.5% in the third year of the agreement on December 19. The agreement expires on August 31, 2008.

Information Services and Technology

- The Telephone Office staff researched a number of options for emergency notification systems and options. Text messaging to cell phones on a voluntary basis will be implemented in the near future. The red emergency phones will be replaced with equipment which also allows for emergency broadcasting. Systems are currently under review to provide voice mail emergency voice messaging to non-university telephones. Procedures are being developed to initiate email alerts to staff and students; voice messages on the U of M information line; voice mail to internal telephones with that capability; voice mail to external phones on a voluntary basis; and pop up notifications to workstations logged into the campus network.

Physical Plant

- Status of Building Projects:
 - Aboriginal Student Centre - Work on steel stud walls is complete. Drywall installation well underway, air barrier installation is complete and masonry and tyndall stone work proceeding. All roofing is complete. Window installation and insulation are in progress. A fire caused by a faulty electrical cord broke out over the Christmas shutdown causing an estimated \$250,000 in damages which will be covered through the contractor's insurance policy. Despite this, substantial completion is estimated for mid February with occupancy expected to take place on March 3, 2008.
 - **Buller Building Redevelopment** - Level 500 has been re-occupied. All windows have been installed other than Level 100 and some on Level 200. Sprinkler work for Phase 2 is complete. Overall project is 80% complete.
 - **Clinical Learning Simulation, Faculty of Medicine** - There has been substantial completion of the facility.
 - **Elizabeth Dafoe Library Storage Annex** - Foundation walls, concrete beams, columns, form work for stair concrete walls and basement slabs are complete. The latest schedule submitted by the contractor shows occupancy by February 2008.
 - **Pharmacy (Apotex Centre)** - Interior steel stud wall framing is complete in the basement through the 3rd floor. Drywall 98% complete in the basement and 70% complete on main floor. Electrical rough-in complete in basement and main floor and 75% on 2nd floor. Plumbing rough-in 95% complete in basement and main. Concrete floors, walls and ceiling for the mechanical service piping tunnel is complete. Water proofing and insulation complete. Aluminum framed windows are complete on all elevations.
 - **St. John's College - Theatre Addition** - Foundation wall installation is continuing. Underslab work is ongoing in preparation for the basement slab. Building occupancy is scheduled for June, 2008, approximately nine weeks behind schedule.
- Sustainability Update:
 - The Prius owned by the University was showcased at Canada's first Plug-in Hybrid Electrical Vehicle (PHEV) Conference.
 - The Waste Prevention Office reports that metric tonnes diverted accumulative from April 1st to December 19, 2007 are as follows: steel 2.68; glass 17.87; aluminum 1.9; #1 plastic 3.73; paper recycling 115.64; organics 4.1.
 - The year-to-date measured savings to November 30, 2007 are \$2,316,035 compared to \$2,229,160 last year for the energy performance contract.
 - The University of Manitoba has met with Manitoba Hydro and the City of Winnipeg to discuss the potential to use bio-gas fuel from Brady Landfill for the Fort Garry Campus.

Security Services

- Security Services has installed a new digital video recorder which now replaces most of the outdated VCRs and VCR tapes that they have been using to monitor CCTVs on campus.

Smart Park

- **Eureka Project** -PB & C Agri-Tech became the incubator's newest client. The company specializes in developing advanced ag-related technologies and has secured a number of patents. The second meeting of the Association of Manitoba Business Incubators (AMBI) was hosted by the Eureka project on November 22 and featured representatives from the federal and provincial governments. At that time the provincial government laid out a process that will see the development of an integrated strategy toward the commercialization of technology, including incubation, between now and March 31, 2009. Filmore Riley became the second Corporate Partner of the Eureka project, joining PriceWaterhouseCoopers.
- Smartpark's INTERACTIVE titled "Phosphorus Use in Farming: Its Impact on our Waterways" took place on November 23. It featured David Rolfe, President of Keystone Agricultural Producers and Dr. Don Flaten, Professor of Soil Science of the University of Manitoba. Smartpark's first INTERACTIVE Power 30 was held on December 19 featuring Allan McLeod of Tribal Councils Investment Group. Geoff Kirbyson of the *Winnipeg Free Press* hosted.
- Eureka! Musica! Concert took place on Wednesday, December 5 and featured the students of the Faculty of Music studying jazz, opera and classical.
- For the fourth year Smartpark will be sponsoring WISE's Kid-Netic Energy Saturdays for four days in February and March. This year Smartpark will be recognized as the title sponsor and the event is being renamed Smartpark's Kid-netic Energy Saturdays. The program is also being expanded to two sessions per day (morning and afternoon) and will allow 50 rather than the previous 25 children to participate.

V. EXTERNAL MATTERS

Alumni Affairs and Alumni Association Inc.

- The Alumni Association contributed to the Bison football team trip to the Vanier Cup by booking all the players' families' tickets for the game and assisting Bison Sports with other details leading up to the weekend, including publicizing the game through a voice message to Toronto area graduates and posting it on the Association website and Facebook group.

Public Affairs:

- The communications team conducted a workshop: "Public Affairs 101: How to Promote Your Academic Unit" on Nov. 16 for deans, associate deans, department heads and representatives on tips and strategies for promoting their units to the local, national and international media.
- Leah Janzen, the communications manager accompanied CBC's The National anchor Peter Mansbridge and a team of CBC news producers to the CGCS Amundsen Dec. 12 to 17 where they reported on the Circumpolar Flaw Lead System Study (CFL). The University of Manitoba is leading the CFL project - currently one of the largest climate change research projects in the world. The CBC stories ran on December 19 and 21 prominently featured University of Manitoba researchers involved in the project and the University of Manitoba's leading role in the study was also emphasized.
- University of Manitoba HIV/AIDS research on the impact of circumcision on transmission rates was named by *Time Magazine* as one of the most influential science stories of 2007.
- The itsmyfuture.ca web site won Silver at the 27th Annual CASE District 8 (Western Canada and U.S. Pacific Northwest) Communications Awards. The site has also been referenced by both *Marketing Magazine* and *Strategy* on-line editions as an innovative web-based marketing initiative. It was cited by Bob Johnson, a U.S. based web marketing consultant, in both his weekly newsletter and blog as a best university or college web site.
- A PowerPoint presentation and template have been created for use by all faculties and units to promote a consistent image of the university in external presentations.

Government Relations Office

- GRO hosted a Breakfast and Brainstorms session on Nov. 22 at the Manitoba Legislative building, featuring guest speaker, Dr. Gordon Robinson, Biological Sciences, who spoke on "Improving Success in Science and Math: Collaboration is Key".
- Parliamentarians and legislators issued members statements in the House of Commons and the Manitoba Legislature congratulating the Bisons football team on winning the 2007 Canadian Interuniversity Sport Desjardins Vanier Cup.
- On Dec. 1 at the Legislative Building Open House, the Premier presented the Order of the Buffalo Hunt to Bison head coach Brian Dobie on behalf of the Bison football team. The Premier also announced the creation of two new \$5000 scholarships in the name of the 2007 Bison football team which will be available next year for first year University of Manitoba students who excel in both sports and scholastics.

Development and Advancement Services

- Total funds raised as of January 8, 2008: \$22,063,219.55
- A \$1 million endowed gift from Husky Energy announced on Dec. 4 doubles the size of the university's existing medical student and faculty exchange program with partnering universities in China. The Husky Energy Medical Exchange Program gives four students from Manitoba and four from China a chance to spend three to eight weeks visiting each other's country every year. The program offers students elective courses and hands-on training in patient care, while faculty exchanges will help build English-language medical curricula in China. While in Winnipeg, Husky President John C.S. Lau and other senior members of the Husky executive team met with University researchers in the Husky-supported biofuels research program.
- On Nov. 27 the President welcomed the Province of Manitoba, donors and students to a reception in honour of the tenth anniversary of the Manitoba Scholarship and Bursary Initiative (MSBI). The event celebrated the nearly \$21 million in provincial MSBI contributions that have been used to leverage \$53.1 million in private sector support for students. About 23,000 individual scholarships and bursaries have been awarded from funds that have benefitted from MSBI matching funds.

PART B - Notable Events (External)
Emőke J. E. Szathmáry
November 7, 2007-January 22, 2008

Wednesday, November 7, 2007

- Provide videotaped message to the Canadian Council of Christians and Jews 60th Anniversary Gala honouring the Asper Family

Tuesday, November 20, 2007

- Attend opening of the 2nd Session of the 39th Legislature

Wednesday, November 21, 2007

- Present certificates at Annual Outreach Awards

Saturday, November 23, 2007

- Attend the Desjardins-Vanier Cup Football Championship game between the Manitoba Bisons and the St. Mary's Huskies, in Toronto

Tuesday, November 27, 2007

- Attend City of Winnipeg reception in honour of the 2007 Vanier Cup Champions, the University of Manitoba Bisons
- Present remarks at the reception honouring the 10th anniversary of the Manitoba Scholarship and Bursary Initiative
- Attend the Evening of Excellence for high school students and parents

Thursday, November 29, 2007

- Host and present remarks at a reception for author Anna Porter at Chancellors' Hall
- Attend Anna Porter's lecture at the Asper Jewish Community Centre

Saturday, December 1, 2007

- Meet with University benefactor in Toronto, with Dean Edmund Dawes

Monday, December 3, 2007

- Participate in teleconference of the Standing Committee on University Research, Association of Universities and Colleges of Canada

Tuesday, December 4, 2007

- Present remarks at the Husky Energy Inc. announcement of its funding of an Academic Exchange Program between our Faculty of Medicine and those of Chinese universities
- Attend luncheon in honour of John C. Lau, President and CEO of Husky Energy Inc.
- Host dinner at 37 King's Drive in honour of John C. Lau, President and CEO and Husky Energy Inc. representatives.

Thursday, December 6, 2007

- Attend the Winnipeg Chamber of Commerce Membership Luncheon featuring Premier Gary Doer's State of the Province Address
- Meet with Dr. Justin Beilby, Executive Dean, Faculty of Health Sciences, The University of Adelaide

Saturday, December 8, 2007

- Host dinner for friends of the University at 37 King's Drive

Monday, December 10, 2007

- Attend University of Manitoba Alumni Association Holiday Reception

Wednesday, December 12, 2007

- Attend Canada West Foundation "In Conversation Roundtable" breakfast

Thursday, December 13, 2007

- Present remarks at the Canadian Merit Scholarship Foundation reception in honour of scholarships recipients

Monday, December 17, 2007

- Attend meeting of the Board of Directors of St. Boniface General Hospital

Wednesday, December 19, 2007

- Attend Holiday Reception of the Minister of Advanced Education and Literacy
- Attend meeting of the Friends of Ralph Connor House Advisory Committee

Saturday, January 5

- Present remarks at the banquet for participants in the Manitoba International Marketing Competition held by the I.H. Asper School of Business

Thursday, January 10, 2008

- Host dinner in honour of Dr. Robert D. Hill, 2007-2008 recipient of the Dr. John M. Bowman Memorial Rh Institute Foundation Award
- Attend lecture given by Dr. Robert D. Hill, 2007-2008 recipient of the Dr. John M. Bowman Memorial Rh Institute Foundation Award

Friday, January 11, 2008

- Present remarks at the Official Opening of the James Richardson International Auditorium “smart classroom”

Saturday, January 12, 2008

- Host reception and dinner at 37 King’s Drive for Professor George Magoha, Vice-Chancellor, University of Nairobi, Isaac Kibwage, Principal, College of Health Sciences, Benson Estambale, Director, University of Nairobi Institute of Tropical and Infectious Diseases, J.O. Ndinya-Achola, Associate Professor, Medical Microbiology, Walter Jaoko, Chair, Department of Medical Microbiology, and University of Manitoba research partners

Sunday, January 13, 2008

- Meet with Professor George Magoha, Vice-Chancellor, University of Nairobi, Isaac Kibwage, Principal, College of Health Sciences, Benson Estambale, Director, University of Nairobi Institute of Tropical and Infectious Diseases, J.O. Ndinya-Achola, Associate Professor, and Walter Jaoko, Chair, Department of Medical Microbiology, along with Dr. Joanne Keselman, Vice-President (Research), and Rhonda Friesen, Office of International Relations

Tuesday, January 15, 2008

- Attend meeting of Council of Presidents of Universities in Manitoba (COPUM)

Thursday, January 17, 2008

- Present remarks at the Western Economic Diversification Composite Materials and Structures Announcement. Speakers included the Honourable Rona Ambrose, Minister of Intergovernmental Affairs, Minister of Western Economic Diversification and President of the Privy Council for Canada, and Dr. Raghavan Jayaraman, Associate Professor, Mechanical and Manufacturing Engineering. Dean Doug Ruth was Master of Ceremonies
- Attend reception with John Alho in honour of Minister Rona Ambrose held by MP Kildonan-St. Paul, and former MLA for Ft. Garry, Joy Smith

Tuesday, January 22, 2008

- Meet with University benefactor along with Mrs. Elaine Goldie, Vice-President (External), in Toronto

Wednesday, January 23, 2008

- Attend funeral service for alumnus and University friend, Frederick Gaspard
- Attend lunch meeting hosted by Gail Asper for the Honourable Jim Prentice, Minister of Industry
- Chair the annual meeting of the Board of Directors of the Asper Centre for Entrepreneurship and attend the dinner held for the Board

MOTION

WHEREAS the University of Manitoba and Navitas, a for-profit educational services corporation, have announced that they have entered into a Recognition and Educational Services Agreement whereby Navitas will establish, on the Campus of the University of Manitoba, a new university pathway College to be called "International College of Manitoba", not affiliated or associated with the University of Manitoba;

AND WHEREAS the courses of instruction to be offered by Navitas at the International College of Manitoba include both secondary (high school) and post-secondary courses;

AND WHEREAS University of Manitoba Vice-President Academic Robert Kerr has advised that the Agreement with Navitas would, under certain circumstances, allow students who have completed courses at Navitas to use these courses as a basis to apply for entrance into the University of Manitoba, or to transfer the credit for those courses towards a degree from the University;

AND WHEREAS Robert Kerr has further advised that the Agreement provides that the University of Manitoba will approve the instructors at International College of Manitoba, and monitor its programs, including methods of student assessment;

AND WHEREAS the Senate, to date, has not been provided with a copy of the Recognition and Educational Services Agreement between the University of Manitoba and Navitas or with any other documentation relating to this arrangement;

AND WHEREAS, pursuant to Section 34 of *The University of Manitoba Act*, the Senate has general charge of all matters of an academic character including, but not limited to, determining the conditions of matriculation and entrance to the University, the standing to be allowed to students entering the University and all matters relating thereto, and the power to recognize courses of study that are given in any college or institution in the province not affiliated or associated with the University;

AND WHEREAS, unlike other institutions in this province, International College of Manitoba is a for-profit corporation that will make use of University of Manitoba facilities, provide courses taught by non-University staff on University premises, and establish a unique public link with The University of Manitoba;

AND WHEREAS, entering into an agreement with a for-profit educational services entity such as Navitas International College of Manitoba and the related educational arrangements are a departure from established practice that may have implications for the academic principles, programs and functioning of the University of Manitoba;

THEREFORE, SENATE MOVES THE FOLLOWING:

1. That the University administration provide Senate with copies of the provisions in the Recognition and Educational Services Agreement between the University and Navitas that relate to educational/academic matters, academic staffing, administration, recruitment of students, and provision of University resources, and with all other documentation relevant to Senate's consideration of the matter of Navitas International College of Manitoba; and
2. That the matter of Navitas International College of Manitoba--including specific details related to academic/educational matters, academic staffing, administration, recruitment of students, the provision of University resources and any other relevant issue-- be referred to the appropriate Senate committees, including the Senate Committee on Curriculum and Course Changes, the Senate Planning and Priorities Committee, the Senate Committee on Academic Freedom, and any other relevant committee, so that each may carry out an assessment in the usual way and make a full report with observations and recommendations to Senate; and
3. That the Senate committees report back to Senate and that Senate take any action that it considers appropriate.

January 23, 2008

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 John Long will be the Speaker for the Executive Committee for the February 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. Richard Lobdell, Acting Chair

Senate Executive Committee

Terms of Reference:

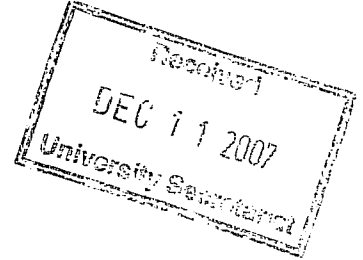
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

/mb



UNIVERSITY
OF MANITOBA

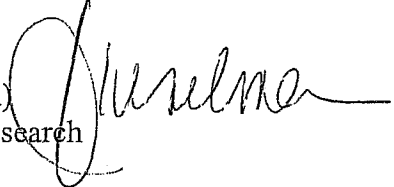
OFFICE OF THE
VICE-PRESIDENT (RESEARCH)



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) and Chair, Senate Committee on University Research 

DATE: December 7, 2007

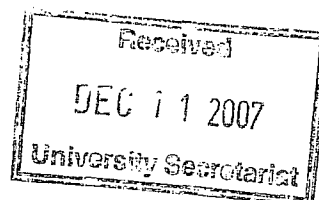
SUBJECT: Periodic Review of Research Centres and Institutes: Manitoba Nursing Research Institute (MNRI)

Attached is the report on the review of the Manitoba Nursing Research Institute conducted by the Senate Committee on University Research, according to the Policy on *Research Centres, Institutes, and Groups*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

JCK/nis
Encl.



Comments of the Senate Executive Committee:

The Senate Executive Committee endorses
the report to Senate.

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH:
REPORT ON THE REVIEW OF THE MANITOBA NURSING RESEARCH INSTITUTE (MNRI)

Preamble:

1. The Policy *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University research (SCUR) on a periodic basis but not less than once every five years. Accordingly and following the approval by Senate of the Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research is established. In accordance with the Policy, the task of each sub-committee is to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee is of the view that a full review of a specific research centre/institute is not warranted, it is further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations:

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a review of annual reports of the Manitoba Nursing Research Institute as well as other materials provided by the Faculty of Nursing, including a five-year plan, letters of support, and the names of individuals who could provide an external review.
2. The membership of the sub-committee was as follows: Dr. David Collins, Faculty of Pharmacy, Dr. Douglas Ruth, Faculty of Engineering (Chair), Dr. Arlene Young, Faculty of Arts.
3. The observations/assessment of the sub-committee was as follows:
 - a) Until recently, many of the functions of the MNRI have been those typically the responsibility of faculty/school associate deans (research)/research liaison officers (e.g., support for grant applications, publication preparation and graduate student support). While atypical of other university research centres/institutes, the sub-committee noted that this is not surprising for a number of reasons, notably: the Institute was established to play a key role in the development of the Faculty's research ethos, transitioning it from being primarily teaching/clinic-based to being teaching/clinic/research-based; and the Director of the Institute also serves as the Faculty's Associate Dean (Research).
 - b) The sub-committee noted that the Institute has been instrumental in building a research culture within the Faculty and in further developing its research program. The Institute has developed a set of metrics with which to measure the progress of the Faculty regarding research intensiveness. These metrics include grants applied for and secured, publications, and presentations. These metrics show that the Faculty is steadily building up its record of research successes. The Director's report indicates that was a 61% increase in the success rate of funding to the Faculty from national and provincial sources during the period of 1998-2003. The Faculty is committed to further enhancing its research intensity and to providing continuing

committed to further enhancing its research intensity and to providing continuing operating support for the Institute. While the Faculty does not currently have a Ph.D. program, it supports undergraduate and graduate students by providing employment and training in qualitative and quantitative software. Thirty-seven students have been provided with employment since 1998.

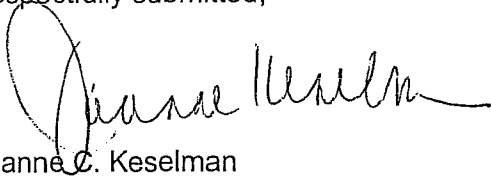
- c) Recently, the Institute has developed activities that are more generally associated with research centres. These include: developing areas of research concentration; extending its membership base beyond the Faculty; liaising/partnering with other institutions; outreach to the community, in particular the WRHA; development of a visiting professor program; presentation of symposia; and implementation of a "Nurses in Residence" program. Members of the sub-committee noted that the Faculty must be strongly encouraged to continue to develop a separation between what should be done as part of the regular duties of an associate dean (research) and the functions of a research centre.
 - d) In terms of future Institute development, the Director's report indicates that the goal is to significantly "revitalize" the Institute by continuing to broaden its focus, supporting the further development of areas of research concentrations, developing a formal process of appointing members to the Institute, assuming a stronger provincial role in nursing and health research, and more actively fostering partnerships and interdisciplinary collaborations between members of the Institute with researchers from other faculties and universities and with health care practitioners in the community.
 - e) Identified research concentrations for future development include: population/public Health; nursing interventions and clinical research; health service research; professional and ethical issues: Practice, education and research. These concentrations represent areas of research strength where faculty members with common interests are working on defined problems. The sub-committee noted that the first three of these concentrations currently involve a limited number of faculty members (three or four), while the fourth concentration includes nine members. With proper cultivation, it was felt that a revitalized Institute could be developed and sustained around any of these concentrations.
 - f) To reflect its broadened focus, the Faculty of Nursing is proposing that the MNRI be re-named *The Manitoba Centre for Nursing and Health Research* and has developed an associated plan for the unit's reorganization and revitalization. Members of the sub-committee were supportive of this plan and, in turn, the Institute's renewal but underscored the need for the Institute to continue to work over the renewal period to develop the 'separation' described in (c) above.
4. At the October 31, 2007 meeting of SCUR, the sub-committee recommended and SCUR approved the recommendation that a full review of the research centre was not warranted and that the Manitoba Nursing Research Institute continue for a three-year period, under the new name, *Manitoba Centre for Nursing and Health Research*.

Recommendation:

On behalf of the Senate Committee on University Research, I am recommending to Senate:

That the Manitoba Nursing Research Institute Centre continue for a three-year period, beginning January 1, 2008 under the new name, The *Manitoba Centre for Nursing and Health Research*.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Joanne Keselman", with a large, stylized initial "J" and a long horizontal flourish at the end.

Joanne C. Keselman
Vice-President (Research)
And Chair, Senate Committee on University Research

Aboriginal Focus Programs

Aboriginal Environmental Stewardship (AES) Diploma

Extended Education

University of Manitoba

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses
the report to Senate.

Aboriginal Environmental Stewardship Diploma Formal Proposal

1. Introduction.

1.1 Title of Proposed Program.

Aboriginal Environmental Stewardship (AES) Diploma

1.2 Name of Program Developer and Area that will manage the Program.

Cathy Rocke, Aboriginal Focus Programs (AFP)

1.3 Credential Type.

The program will be made up of 60 degree credit courses and thus fulfills the University of Manitoba taxonomy for a diploma.

1.4 Is this a New Program or Major Revision to an Existing Program?

The AES Diploma is a new program.

1.5 A description of the program as it will appear in the calendar or calendar equivalent.

The Aboriginal Environmental Stewardship (AES) Diploma offers a post-secondary education program that teaches environmental assessment, monitoring, protection, management, sustainability, legal requirements and current issues in the environment field. All the courses within the AES Diploma include both Aboriginal and Western worldviews on the environment. Aboriginal Focus Programs has partnered with Building Environment Aboriginal Human Resources (BEAHR) to coordinate work experience for Aboriginal students enrolled in the AES Diploma that will allow students to gain practical industry experience.

For students that wish to continue their education at the University of Manitoba, up to 60 degree credit hours from the AES Diploma will be transferable toward *Bachelor of Environmental Studies* undergraduate degrees at the Clayton H. Riddell Faculty of Environment, Earth, and Resources. The Faculty will assess the transfer credits on a case by case basis. Due to the unique design of the AES Diploma (33 credit hours of topic courses to meet both the needs of Aboriginal communities and students), each student will have their remaining 30 to 60 credit hours of course work for their Degree program identified on the basis of specific courses completed in their AES Diploma program. For example, if a student completed their AES Diploma program with a focus on forestry, less emphasis on forestry will be required in the Degree program.

1.6 Other academic units within the University or external agencies that are partners to this proposal.

AFP, Extended Education is partnering with the Department of Environment and Geography, Clayton H. Riddell Faculty of Environment, Earth, and Resources, and the Department of Native Studies, Faculty of Arts at the University of Manitoba. The external partner in the development of the AES Diploma is BEAHR. BEAHR

is a federally funded organization established in 2001 “to positively influence the long-term employability of Aboriginal people (including First Nations, Métis and Inuit) in the environmental sectors” (CCHERI, 2001, p. viii). BEAHR is a part of the Environmental Careers Organization Canada (ECO Canada), which is a not-for-profit corporation that assists the Canadian environmental sector in implementing sound human resource development policies and seeks to bring together employers, workers, educators and government stakeholders to address the human resource challenges facing the environmental sector.

1.6.1. The roles, responsibilities, and expectations of these partners in the development and delivery of the program.

Academic Units within the University: In consultation with AFP, Extended Education, the Faculties will approve the following: courses utilized as core and topics in the AES Diploma, instructors to teach the diploma’s courses, course outlines, grade reports and course evaluations, in accordance with the University of Manitoba policies and procedures and the Faculties supplementary regulations.

External Partner – BEAHR: A Partnership for Development Agreement was signed on May 29, 2006 (see Appendix I). BEAHR will coordinate the four-month work term entitled the Aboriginal Work Experience Program (AWEP). Within this agreement, BEAHR has agreed to ensure that the AWEP will have sufficient work placements for AES students, to assume responsibility for the overall administration of the work terms in a timely fashion, and to assume responsibility for the AWEP orientation to both the employer and student participants. In the event that BEAHR ceases to operate the AWEP, the Faculty will use its cooperative education program to fill the gap.

1.6.2. The roles and responsibilities of the Division.

Extended Education, in consultation with the academic units whose courses are utilized within the AES Diploma, is responsible for operating the AES Diploma in accordance with the University of Manitoba admission requirements, general academic regulations, and the supplementary regulations and requirements of the academic units. The Program Director will monitor the program’s instructional quality and market it to the intended audience. An Advisory Committee, made up of key stakeholders (see 6.1), will provide guidance on all programming issues arising from the delivery of the AES Diploma. As Chair of the AES Diploma’s Advisory Committee, the Program Director will also ensure that the AES Diploma integrates Aboriginal world views both within the curriculum and teaching methodologies. The AES Diploma will be delivered on a cost recovery basis and funding is currently being sought to support the first cohort in September 2008.

1.6.3. Is the program intended to be ongoing or one that will be offered for a limited period of time?

The AES Diploma program is intended to be ongoing.

2. Needs Assessment.

The methods used to gather information on educational needs for the proposed AES Diploma included internet searches, a literature review, a focus group with key Aboriginal stakeholders, and three questionnaires conducted with various Aboriginal organizations in Manitoba. The results of the needs assessment were reported in the Collaborative Formative Review on January 5, 2006.

Currently, there are no environmental Diploma programs within Manitoba that have a specific focus on Aboriginal worldviews. Previously, the Centre for Indigenous Environmental Resources (CIER) offered the Environmental Education and Training [Certificate] Program (EETP) in collaboration with Extended Education beginning in 1996. However, due to lack of funding, the last offering of the EETP concluded in 2001. CIER has advised AFP that the focus of their centre has now shifted to providing research and consulting services to Aboriginal communities, and is supporting the development of the AES Diploma through their involvement on the AES Diploma Advisory Committee.

A focus group was held on March 6, 2005 with a select number of key Aboriginal stakeholders (i.e., past student of the EETP offered by CIER, individuals currently working in the environmental sector, students within the Clayton H. Riddell Faculty of Environment, Earth, and Resources, and individuals involved in grassroots environmental organizations). Participants stated there were significant needs for the proposed AES Diploma and believed that education and capacity building in the environment field was a priority for Aboriginal people in Manitoba. At that time, focus group participants also recommended that the courses within the proposed AES Diploma should cover environmental knowledge, Aboriginal history, basic science, technical communications, budgeting, self-government, computer skills, field skills, Aboriginal languages, community specific traditional resource management practices, and research methods. Graduates of the proposed AES Diploma would likely find employment within tribal councils, non-profit organizations, government, universities/schools, private industry, and consulting companies. Focus group participants advocated for a community-based program delivery model that includes field components.

AFP also administered two mail-out questionnaires and one telephone questionnaire. Findings from these questionnaires were consistent with the findings from the literature review and focus group participants. Respondents identified both the need for, and support of, the AES Diploma, but raised several concerns. These concerns included the limited funding support for potential students, the lack of employment prospects for graduates within Aboriginal communities, and the need for upgrading in both math and science skills for many of the potential students.

Finally, on April 2, 2006, a DACUM (Developing A Curriculum) session was completed with both Aboriginal and industry stakeholders to further identify the course content required within the AES Diploma. These findings were shared with Clayton H. Riddell Faculty of Environment, Earth, and Resources members who matched the identified content with existing courses and, at that time, recommended the development of three new courses. This matter was later resolved through the use of topics courses in the program design. All of the courses that comprise the proposed AES Diploma are being enhanced to ensure that Aboriginal worldviews are integrated into the curriculum and teaching methodologies.

2.1 From the CFR report, summarize the results of the needs assessment for the following:

2.1.1. Target audience.

The program is designed for Aboriginal learners interested in environmental studies.

2.1.2. The audiences' educational needs.

As mentioned earlier, a DACUM was completed with both Aboriginal and industry stakeholders to determine the educational needs of potential students. The educational needs identified in the DACUM included: Aboriginal spiritual knowledge, the study of place, environmental problem-solving skills, environmental work and ethical considerations, regulatory environment, intergovernmental systems, project management, safety, field work and interpersonal skills. All of these educational needs are met with the proposed courses in the AES Diploma.

2.1.3. Market Demand.

The report entitled *Profile of Canadian Environmental Employment 2007* found that “environmental employment is a significant and growing component of the Canadian labour market” and that “workers with environmental skill-sets have a broader range of career options and are increasingly in demand by sectors with growing environmental issues who have begun to address their need for environmental expertise” (p. 16). Within Manitoba, the majority of environmental practitioners have found employment in two sectors – the construction industry, and the administration, support, waste management and remediation sector. These findings resulted from survey data collected from 6,096 Canadian organizations. (A total of 12,413 were distributed with a response rate of 49%). A previous report entitled *The Environmental Labour Market (ELM) Report* (2004) reported similar findings. This study also found that “growth and vitality have characterized the environment sector over the past 4 years with an increase in both the overall work force and the diversity of environmental occupations and work places” (p. vii).

In a previous study completed in 2000, CCHREI (currently ECO Canada) predicted a growth rate of 14% in the environmental sector over the next 4 years. At that time, there were 221,000 individuals employed in the environmental sector. In their follow-up study completed in 2004, CCHREI found that their previous prediction had proved to be quite accurate, as the growth rate was actually 13.7%, as there were now 251,000 individuals employed in the environmental sector. In comparison, the overall growth rate for the Canadian workforce was 8.4%, which indicated that over the same time period the environmental workforce grew at a rate 60% faster than the growth rate of the workforce as a whole. The Prairie region (Alberta, Saskatchewan, Manitoba) and the Northwest Territories and Nunavut also had the second highest rate of organizations employing environmental practitioners in Canada (23%). CCHREI also found that, in Canada, 93% of environmental practitioners are employed full-time, however only 2% of environmental practitioners are Aboriginal people. Focus group participants noted that Aboriginal candidates are in high demand, and that qualified candidates find employment quickly and advocated that more resources and training to increase Aboriginal labour pools. The regions with the highest vacancy rate included the Prairies, Northwest Territories, and Nunavut at 31%. CCHREI findings were concurrent with the information gathered by AFP during the focus group and questionnaires, which highlighted the lack of trained Aboriginal environmental professionals.

In the BEAHR report, *Moving Forward* (2002), data were utilized from the CCHREI *Human Resources in the Canadian Environmental Sectors: 2000 Final Report* (2000). BEAHR maintains there is significant growth in the environmental sector and, with the retirement of environmental practitioners in the coming years, an increased demand for environmental practitioners. Utilizing Statistics Canada reports, BEAHR argues that the Canadian population is experiencing near zero growth and, as such, the future workforce will be reliant on those populations that are experiencing positive growth – in particular, the Aboriginal population is expected to fill the employment gaps. Currently, enrollment of Aboriginal people into post-secondary institutions is increasing – however there is very low participation in, and graduation from, environmentally related disciplines (9% of Aboriginal university students are enrolled in environmentally related disciplines).

This low participation by Aboriginal people is reflected in the *Environmental Labour Market (ELM) Report* (2004), which reported that 60% of employers found it difficult to recruit Aboriginal people for the following reasons, 1) lack of required skills and knowledge, 2) lack of available candidates, 3) communication differences and 4) cultural differences. In the same report, 80% of these same environmental

organizations stated that they would be likely or very likely to employ Aboriginal graduates of environmental programs.

2.1.4. Potential supports for, and barriers to participation.

Potential supports for students entering the program include possible funding opportunities from industry sources. At this time, many of the northern Aboriginal communities have negotiated training dollars under their agreements for the hydroelectric projects with the Province of Manitoba and Manitoba Hydro. Currently, Tataskweyak Cree Nation has expressed interest in enrolling a number of students in the proposed AES Diploma. Upon graduation, Aboriginal students will have the opportunity to apply for an \$8,000 wage subsidy offered by BEAHR.

The barriers to participation by potential students, as mentioned earlier, include limited funding supports for students, the lack of employment prospects for Aboriginal students within their communities, and the need for upgrading in both mathematics and science for many of the potential students. The AES Diploma will be delivered on a cost recovery basis and funding is currently being sought to support the first cohort in September 2008. However, it is anticipated that students entering the AES Diploma will be able to access funding through government and industry sources. At this time, most Aboriginal graduates will find employment within the environmental industry until capacity is increased within Aboriginal communities. In anticipation of the academic barrier, AFP will develop a preparatory program that teaches the mathematics and basic science education needed by the potential AES Diploma students. All applicants to the AES Diploma will be assessed on their mathematics and science level during the admissions process. Applicants that are assessed as needing upgrading will be referred to either an AFP preparatory program or other upgrading programs (i.e., Urban Circle).

3. Design and Delivery.

3.1 Provide detailed program objectives and student learning objectives.

Program Objectives.

- a) To provide learners with the core knowledge and skills necessary to work within the environmental sector in an entry level position.
- b) To provide an accessible university credit program that addresses the Aboriginal community's expressed educational needs, in collaboration with the University of Manitoba faculties participating in partnership.
- c) To provide culturally appropriate education/training through the integration of Indigenous and Western knowledge systems.
- d) To enhance the capacity of the University of Manitoba to deliver a practical training for Aboriginal students interested in environment and natural resources.

- e) To provide the opportunity for Aboriginal graduates of the AES diploma to ladder into degree programming at the University of Manitoba.

Student Learning Objectives.

The student will be able to achieve the following learning objectives utilizing both Aboriginal and Western worldviews:

- a) demonstrate respect for Aboriginal worldviews related to the environment and describe the impact of these on historical and current environmental work.
- b) describe and identify the structure and dynamics of the ecosystem, and describe the relationships between plants, animals and people.
- c) at an entry level critically analyze and solve problems related to environmental issues.
- d) at an entry level describe ethical practice related to environmental work.
- e) at an entry level develop an introductory ability to analyze regulatory issues that effect environmental work.
- f) at an entry level analyze intergovernmental systems in terms of their role and impact on environmental work.
- g) demonstrate business acumen as it relates to environmental work.
- h) engage in practices that support a safe work environment.
- i) think logically and critically while in the field and demonstrate competence in all field work techniques.
- j) create and maintain respectful, supportive relationships within a team environment.

3.2 Describe the program structure, including:

3.2.1. Course/module titles, contact hours, and pre-requisites.

The AES Diploma will consist of 60 hours of required degree credit courses that will integrate both Aboriginal and Western worldviews in understanding the environment. Course content in the proposed AES Diploma will consist of:

- a) 27 credit hours of core degree credit courses that will provide the student with foundational knowledge in the environment field, and
- b) 33 credit hours of topic degree credit courses that will allow both the community and students to tailor the AES Diploma to their particular educational needs. Based on an assessment of a particular cohort's educational needs, the Department and the Program Director will select the most appropriate topics courses and their selected subjects. The advice of the AES Advisory Committee will be sought during this process. Included in the 33 credit hours is 1.5 credit hours allocated for the AWEPP offered by BEAHR, which will allow students to gain practical industry experience while still in the program. This experience will make it easier to obtain employment upon graduation. In addition to providing students with valuable work opportunities, the AWEPP

will offer workshops on creating effective resumes, writing cover letters and preparing for interviews appropriate to this field of practice. In the event that BEAHR ceases to operate the AWEF, the Faculty will use its cooperative education program to fill the gap.

In collaboration with the Aboriginal Environmental Stewardship Diploma Advisory Committee, each of the selected courses listed below will be enhanced to integrate Indigenous Knowledge related to the focus of the course.

3.2.2. Core and topic courses / modules.

Core Courses

ENVR 1000 *Environmental Science 1 – Concepts* (3)

This course will introduce students to the conceptual framework of the Environment by examining its physical, biological, and social components. General topics to be considered will include ecological principles and the resources of natural and managed systems to disturbance; population growth; biodiversity and conservation; and environmental sustainability. (Not be held for credit with BIOL 1340 [or 071.134] or the former 01.337)

NATV 1220 *The Native Peoples of Canada, Part 1* (3)

Survey of the political, social, and economic situations of the contemporary Indian, Métis, and Inuit people of Canada from pre-contact to 1945. Students may not hold credit for both NATV 1220 (or 32.122) and NATV 1200 (or 032.120)

NATV 1240 *The Native People of Canada, Part 2* (3)

Survey of the political, social, and economic situations of the contemporary Indian, Métis, and Inuit people of Canada from 1945 to present. This course may include a field component. Students may not hold credit for both NATV 1240 (or 032.124) and NATV 1200 (or 032.120).

ENVR 2000 *Environmental Science 2 – Issues* (3)

This course will briefly review the major features of the structure and function of natural systems along with the degree to which these have been compromised. The main component of the course, however, will concentrate on the identification of issues that underlie environmental degradation, while exploring alternative conditions that have the potential to reverse current trends and ultimately contribute to ecological sustainability. (Prerequisite: a minimum grade of C in ENVR 1000 [or 128.100] or permission of the department head)

NATV 2100 *Aboriginal Spirituality* (3)

This course allows students to work with Aboriginal elders or traditional teachers, exposing them to cultural and spiritual concepts. Emphasis is on Anishinabe or Cree teachings, though other First Nations approaches may be offered. This course may include a field trip component. Students may not hold credit for both NATV 2100 (or 032.210) and NATV 3000 (or 032.300) when titled “Aboriginal Wisdom and Spirituality”.

ENVR 2650 *Environmental and Natural Resources Policy* (3)

This course provides an introduction to legal and policy processes and an overview of Canadian law relating to the environment and natural resources. The course provides a general introduction to legal principles and the legal and policy processes related to the environment and natural resources; reviews important laws governing environmental protection and management; and provides an overview of the law governing the ownership and disposition of natural resources. (Prerequisite: ENVR 2000 [or 128.200] or permission of the department head).

ENVR 3250 *Environmental Assessment* (3) (lab required)

The theory, principles and practices of environmental assessment as a planning and decision-making process to identify and mitigate adverse effects of development projects. Environmental assessment is defined in the context of federal and provincial legislation, and applicable standards and guidelines. Laboratory assignments include practical experiences, case study and review and basic report preparation. (Not to be held with the former 128.320 or 001.356. Prerequisites: A minimum grade of C in ABIZ 3550 [or 061.355] or ENVR 3150 [or 128.315], or BOTN 2370 or BOTN 2371 [or 001.237], or ZOOL 2370 or ZOOL 2371 [or 022.237], or AGECE 2370 [or 065.237], or permission of the department head).

NATV 3310 *Canadian Law and Aboriginal People* (3)

Survey of laws relating to Native peoples of Canada. Topics will include aspects of Aboriginal title, Indian treaties, Indian and Métis land claims, the Indian Act, hunting and fishing rights, self-government, and constitutional issues. Prerequisite: a grade of "C" or better in NATV 1200 [or 032.120], or NATV 1220 [or 032.122] and NATV 1240 [or 032.124], or written consent of department head.

GEOG 4260 *Sacred Lands and Sacred Spaces of Indigenous Peoples* (3)

Students will increase their understanding of the importance and significance of Sacred Lands and Sacred Spaces to International Indigenous Peoples. Experiential learning, seminar and a field component may be included depending on the instructor. Consult the Department of Native Studies for details. Also offered as NATV 4250 by the Department of Native Studies. (Students may not hold credit for both NATV 4260 [or 032.426] and ENVR 4260 [or 053.426]. Prerequisite: written permission of department head).

Topics Courses***ENVR 2010 *Field Studies in Environment 1* (1.5)**

Field and practical experience in selected topics of current interest in the Environmental Sciences and Studies, with the content to vary depending on the needs and interests of students and faculty. (Prerequisite: Permission of the department head).

ENVR 2020 *Extended Field Topics in Environmental Science 1* (3)

Field and practical experience in selected topics of current interest in the Environmental Sciences and Studies, with the content to vary depending on the needs and interests of students and faculty. (Prerequisite: Permission of the department head).

ENVR 3000 *Multidisciplinary Topics in Environment Science 1* (1.5)

Field and practical experience in selected topics of current interest in the Environmental Sciences and Studies, with the content to vary depending on the needs and interests of

students and faculty. Prerequisite: Permission of the department head. Students will complete 6 credit hours (or two courses), chosen in consultation with the instructor.

ENVR 3010 *Field Topics in Environmental Science 1* (1.5)

Field and practical experience in selected topics of current interest in the Environmental Science and Studies, with the content to vary depending on the needs and interests of students and faculty. Prerequisite: Permission of the department head. Students will complete 3 credit hours (or two courses), chosen in consultation with the instructor.

AWEP Aboriginal Work Experience Program (1.5)

The AWEP will be offered under ENVR 3010 topics course but coordinated by BEAHR. This program provides students with an opportunity to gain practical industry experience to compliment their environmental education. In addition to providing students with valuable work opportunities, the program also offers workshops on creating effective resumes, writing cover letters that get results, and preparing for interviews. In the event that BEAHR ceases to operate the AWEP, the Faculty will use its cooperative education program to fill the gap.

* See Appendix II for specific topic course outlines.

3.2.3. Course Progression.

The AES Diploma course progression will be determined by the AES Advisory Committee in consultation with Aboriginal communities and students.

3.2.4. Minimum and maximum times for completing the program.

Registrants must have completed all course work within six (6) years from the the date of first registration in the program in order to graduate.

Application for extension of this time must be approved by the Program Director. The cohort delivery may impede a student completing the program when a student is:

- a) unable to register for a course when it is offered in the cohort's course schedule,
- b) voluntarily withdraws from the course, or
- c) fails to pass the course with an acceptable grade.

In these or similar cases the student may apply for one of the following options:

- a) the student may complete the course when it becomes available through another cohort delivery,
- b) through General Studies, and upon permission of the Program Director, the student may complete the same course or an approved substitute when offered by the academic unit during regular or summer session. No more than twelve (12) credit hours may be completed using this option in order to ensure that the preponderance of courses completed by the student have the culturally enhanced curriculum. Exceptions to the 12 credit hour limit will be made on an individual basis at the discretion of the Program Director.

In accordance with the relevant University of Manitoba policy, students may elect to retake a degree credit course to achieve a higher grade by repeating the course once, when it is offered through another cohort. In accordance with

University policies and procedures, students may repeat the course when offered by the academic unit in regular or summer session.

3.3 Provide a rationale for the program structure outlined above by explaining how, and to what extent, it addresses the needs of the intended audience, and challenges to participation.

The proposed program structure addresses the needs of Aboriginal students by:

- a) creating a credential that meets the University of Manitoba taxonomy requirements for a diploma,
- b) including core courses that teach foundational knowledge and skills from both the Western and Aboriginal worldviews in the environmental field, and
- c) creating a design that utilizes 33 credit hours of topics courses which can be tailored to meet the educational needs of both Aboriginal communities and students.

The specific subjects of the topic courses will be determined by the Program Director in consultation with the Clayton H. Riddell Faculty of Environment, Earth, and Resources. The advice of the AES Advisory Committee will be sought during this process. For those students that require upgrading to enter this academic program, AFP will develop a preparatory program that addresses the mathematics and basic science educational needs of potential AES Diploma students.

The combination of 27 credit hours of core courses and 33 credit hours of topics courses creates a design that is most responsive to the core academic requirements of the AES Diploma and the specialized interests and needs of Aboriginal communities and students. For example, when the AES Diploma is delivered in an Aboriginal community where water and the ecosystem are of paramount importance, the topic course *Water Quality Assessment* may be one of the courses selected to help build the capacity of Aboriginal students to address the environmental concerns of their communities. Topics courses serve a unique function in Aboriginal education, which may be different from their normal function in degree-seeking students. Within the AES Diploma, topics courses create a vehicle for Aboriginal communities and students to tailor this diploma to meet their specific educational needs.

Moreover, the design responds to the growing complexity of the role of Aboriginal people in both environmental assessments and the protection of the environment. In addition to the integration of *Traditional Ecological Knowledge*¹ (TEK) into all

¹ TEK is defined as "a cumulative body of knowledge and beliefs, handed down through generations by cultural transmission, about the relationships of living beings (including humans) with one another and with their environment. Further, TEK is an attribute of societies with historical continuity in resource use practices; by and large, these are non-industrial or less technologically advanced societies, many of these indigenous or tribal (Berkes as cited in Sallanave, 1994, p.3)

of the courses, the design facilitates the integration of TEK through the topic courses, which can easily integrate field experiences with Elders. This educational need was also supported by the DACUM process where “Aboriginal spiritual content” the “study of place” areas were identified by participants as critical components of curriculum in the proposed AES Diploma.² The inclusion of the AWEF program, in collaboration with BEAHR, also creates an opportunity for Aboriginal students to gain practical experience and increase their employability after graduation.

Finally, as with other diploma programs developed by AFP, a key feature of the proposed AES Diploma is the opportunity it creates for students to ladder their credits into a degree credit program. In the AES Diploma the Clayton H. Riddell Faculty of Environment, Earth, and Resources will accept all 60 credit hours towards undergraduate degrees in their Faculty. Due to the unique design of the AES Diploma (33 credit hours of topic courses to meet both the needs of Aboriginal communities and students), credit transfers into undergraduate degrees will be best accomplished on a case-by-case basis for students who choose to further their education.

3.4 Identify the teaching methods and delivery format.

3.4.1. Explain the methods used and why they have been selected.

Courses will be offered in a classroom setting using appropriate teaching methodology. Normally, this will be lecture and seminar formats. Exceptions will be those courses that include a field component, which will be conducted in either University of Manitoba field locations (e.g.: Delta Marsh Field Station, Star Lake) or within various Aboriginal communities. For these field courses, Elders will be integrated into the teaching methodology. All courses have been enhanced to integrate both Aboriginal and Western worldviews into the course content.

All courses will be offered off-campus using face-to-face delivery. The initial offering of the AES Diploma will be at the Aboriginal Education Centre located in downtown Winnipeg. As mentioned earlier, field based courses will be offered at Faculty field locations or within community. For the AWEF offered by BEAHR, students will complete their work experience in a variety of industry workplaces.

² Increasingly, Aboriginal people are asserting their right to be consulted regarding government and industry land-use decisions on disputed territory. This right was recently reflected in a Supreme Court decision on the legal duty of governments to consult Aboriginal communities on any land-use decisions (Haida Nation v. British Columbia, 2004). Along with “right to be consulted”, Aboriginal communities are also demanding that TEK be integrated into any environmental assessments completed on their territories (Assembly of First Nations, 2005; Tataskweyak Cree Nation, 2002).

3.4.2. Will flexible study be used in this design?

Flexible study (i.e., blended and on-line learning) may be utilized in three of the required courses (ENVR 1000, NATV 1220 and NATV 1240) for students that may need to take this course outside of their cohort. At this time, these are the only courses that are offered by Distance and Online Education at the University of Manitoba.

3.5 Describe the admission requirements, including:

3.5.1. Selection criteria.

To be admitted to the AES Diploma program applicants must meet the general admission requirements of the University of Manitoba. Students must have requisite competencies in English, Mathematics and Science. (High School equivalency). A diagnostic procedure similar to the one used in the AFP Health Careers Transition Year Program will be utilized to assess each applicant's competencies.

3.5.2. Selection process.

Individuals interested in the AES Diploma will complete an *Application for Admission* to Aboriginal Focus Programs through Extended Education. The application to enter the AES Diploma will be approved pending verification of the student's current undergraduate status or admission to the University of Manitoba (General Studies), and the results of the diagnostic procedure. Students not already admitted to the University of Manitoba must complete the *Application for Undergraduate Admission*.

If space warrants in any of the courses within the AES Diploma, any undergraduate students not registered within the program but interested in a course for their academic program, may register with the permission of their Faculty and the Program Director for registration in the course.

A minimum of 20 students is required for a cohort of the AES Diploma to be offered.

3.5.3. Authority to approve admission decisions.

Authority for admission rests with the University of Manitoba. The Program Director is responsible for ensuring that students meet the program's admission requirements. The Director of General Studies is responsible for ensuring that students meet the University of Manitoba admission requirements.

4. Transfer credit arrangements.

4.1 Transfer credit arrangements with the University of Manitoba.

Transfer credit arrangements have been negotiated with the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

4.1.1. Explain transfer credit arrangement negotiated during the development stage with faculties and schools at the University of Manitoba and EE. A letter from the office with authority to

approve transfer credit must confirm these arrangements.

60 credit hours will be transferable to the Clayton H. Riddell Faculty of Environment, Earth, and Resources *Bachelor of Environmental Studies* undergraduate programs. Due to the unique design of the AES Diploma, the 33 credit hours of topic courses may differ in any one delivery of the program, depending on the community's educational and workplace needs (e.g., an emphasis on water or forestry). Therefore, each diploma graduate will have their diploma courses assessed against the degree requirements. For example, if a student completed their AES Diploma program with a focus on forestry, less emphasis on forestry will be required in the subsequent Degree program.

The transfer credit arrangement described above presupposes that a student has (1) successfully completed the AES Diploma, (2) been admitted to the Faculty, and (3) met the Faculty's course grade, GPA, and other supplementary requirements (e.g., transfer credit time limits). Given the interest students have in transfer credit, the Program Director will organize information sessions where a Faculty representative will meet with a cohort to explain transfer credit from the AES Diploma to a degree program.

Negotiations continue with the University College of the North to provide articulation with the Natural Resources Management Technology Diploma.

4.1.2. If transfer credit into the program varies from Division policy and procedures, explain the variance.

Transfer credit does not vary from Extended Education's policies and procedures.

5. Resources.

5.1 Describe the required qualifications of teaching personnel and their availability.

Instructors holding graduate degrees, and approved by the Clayton H. Riddell Faculty of Environment, Earth, and Resources will teach in the proposed AES Diploma. Instructors will be selected from appropriate Faculty and community professionals with formal preparation, practice and teaching experience. Whenever possible, courses will be taught by qualified Aboriginal instructors. Instructors will be required to have an understanding of Aboriginal worldviews in the environmental field.

5.2 Describe provisions for the orientation, training, and development of teaching personnel.

Instructors are provided with a one on one orientation to the learner cohort, classroom site, and community facilities when required. Instructors will be provided both a copy of the *AFP Instructor Handbook* as well as instructed on how to access the *AFP Instructor WebCT* site. All instructors will be offered the *Integrating Indigenous Knowledge into Curriculum and Teaching Methodologies*

workshop. Instructors will be provided a workbook and reading package upon completion of this workshop.

5.3 Do adequate library resources exist to support the program?

Additional library resources will not be required as it is expected current library holdings are sufficient given the approval of existing university calendar courses. A letter from the University of Manitoba library is attached (see Appendix IV). The University of Manitoba libraries will be available to AES Diploma students.

5.4 What instructional media resources are required to support the program?

No additional instructional media resources are required.

5.5 What laboratory or field placement facilities are required to support the program?

Field course facilities are required for a number of field courses within the proposed AES Diploma. Students will be able to utilize the University of Manitoba field stations for the applicable field courses (e.g.: Delta Marsh Field Station, Star Lake).

5.6 Describe any unique University counseling and student advisory services, relevant to the program, that are not normally available within the University, EE, or the Area.

Learner will be provided with an information package and an orientation session prior to the start of the proposed program. Aboriginal Focus Programs staff will be available to provide and/or ensure student support. Tutorial supports will also be provided for AES Diploma students.

5.7 Describe any additional resources required for program delivery.

Environmental testing equipment will need to be purchased for several of the courses in the proposed AES Diploma. Discussions are currently underway to determine how this equipment will be obtained. Some suggestions include a partnership with University College of the North and/or the creation of a *EcoBus* (tractor trailer truck fitted with equipment that can be driven to various sites) that would be funded from industry sources.

6. Advisory Committee.

6.1 Describe the membership and representation.

The AES Diploma Advisory Committee will be comprised of representation from:

- 1) Department of Environment and Geography, Clayton H. Riddell Faculty of Environment, Earth, and Resources,
- 2) Department of Native Studies, Faculty of Arts,
- 3) Executive Director or designate, Office of Accessibility,
- 4) Building Environment Aboriginal Human Resources (BEAHR),
- 5) University College of the North,
- 6) Representatives from Aboriginal stakeholders representing agencies and /or communities where graduates are employed (Community Employment

& Training Program, Tataskweyak Cree Nation, War Lake Cree Nation, Fox Lake Cree Nation, Centre for Indigenous Environmental Resources [CIER], Assembly of Manitoba Chiefs, Manitoba Keewatinow Okimakanak, Manitoba Métis Federation),

- 7) Representatives from industry where students are placed under the BEAHR Aboriginal Work Experience Program (AWEP), (Manitoba Hydro, Manitoba Conservation – Province of Manitoba, North/South Consulting Inc., Hobbs & Associates, Inc.),
- 8) Recent AES Diploma graduate,
- 9) Current AES Diploma student, and
- 10) Program Director from Aboriginal Focus Programs.

6.2 Identify the terms of reference.

The purpose of the Committee is to provide an advisory liaison function between Aboriginal Focus Programs, the University of Manitoba, other organizations, Institutions, and the community at large. See Appendix III for the AES Diploma Advisory Committee detailed terms of reference.

7. Student Assessment.

7.1 Describe the grading system (pass/fail, letter, numerical) to be used, and the requirements for successful completion of the program.

Learner evaluation in all courses will be in accordance with established policies of Senate and with the evaluation policies and grading practices of the faculties concerned. Learners will be evaluated using the University of Manitoba letter-grade system. Learners must successfully complete all 60 credit hours. A C+ average, with a minimum of C in each course, will be required for successful completion of the program.

8. Course and program evaluation.

8.1 Describe the method (SEEQ or other) and frequency of course and instructor evaluations to be used.

Instructors will be evaluated in accordance with the University of Manitoba policy and practice. It is understood that, from time to time, the AES Diploma Advisory Committee will assess and evaluate the effectiveness and appropriateness of the AES Diploma, instructional methods, and/or individual courses, and may make recommendations for modifications to the AES Diploma or to individual courses based upon these evaluations and assessments.

8.2 Identify performance indicators the Area will use to evaluate the program.

Performance indicators include:

- 1) consistent enrollment in program registrations over the life of the program,
- 2) increase in the number of new organizations represented by students after each delivered cohort,
- 3) increase in the number of external partners expressing satisfaction with the AES Diploma after each delivered cohort, and
- 4) maintain retention at or above 50% of initial registration.

REFERENCES

- Assembly of First Nations, *First Nations Environmental Stewardship Action Plan* (2005).
<http://www.afn.ca/cmslib/general/Environmental-StewardshipAction%20Plan.pdf>
- Berkes, F. (1993). Traditional Ecological Knowledge in Perspective. In Inglis, J.T. (Ed)., *Traditional Ecological Knowledge: Concepts and Cases*. Ottawa: International Program on Traditional Ecological Knowledge and International Development Research Centre.
- Canadian Council for Human Resources in the Environment Industry (CCHREI) (2004). *2004 Environmental Labour Market (ELM) Report*.
https://www.eco.ca/pdf/elm_2004report_eng.pdf
- Canadian Council for Human Resources in the Environment Industry (CCHREI) and Aboriginal Human Resource Development Council of Canada (ARRDCC) (2002), *Building Environmental Aboriginal Human Resources (BEAHR): Moving Forward*. <http://www.beahr.com/documents/movingforward.pdf>
- ECO Canada. (2007). *Profile of Canadian Environmental Employment 2007*.
http://www.eco.ca/pdf/LMI_Industry_Final_2007_EN.pdf
- Sallenave, J. (1994). Giving Traditional Ecological Knowledge Its Rightful Place in Environmental Impact Assessment. *Northern Perspectives*, 22 (1), p. 1-7.
- Tataskweyak Cree Nation. (2002). *Keeyask Generating Station: Tataskweyak Cree Nation: Overview of Water and Land*. Unpublished report.

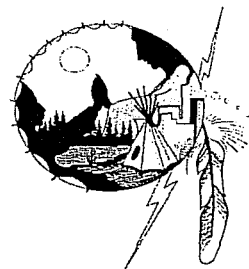
Appendix I
BEAHR Partnership Agreement



UNIVERSITY
OF MANITOBA

Extended Education

Aboriginal Focus Programs



PARTNERSHIP AGREEMENT FOR DEVELOPMENT

May 29, 2006

Ms. Carolyn Holbrow,
Manager, Training Programs
Building Environmental Aboriginal Human Resources
Suite 1450, 700 – 4th Avenue S.W.
Calgary, Alberta
T2P 3J4

Dear Ms. Holbrow:

RE: Agreement to Develop the Aboriginal Environmental Stewardship Diploma

This letter will stand as an agreement between the Aboriginal Focus Programs (AFP) and Building Environmental Aboriginal Human Resources (BEAHR) for the development of the Aboriginal Environmental Stewardship (AES) Diploma. The AES Diploma is currently being developed in partnership with the Clayton H. Riddell Faculty of Environment, Earth and Resources (the Faculty), Department of Native Studies at the University of Manitoba and AHRDA holders in Manitoba (Assembly of Manitoba Chiefs, Manitoba Keewatinook Ininew Okimowin, Manitoba Metis Federation and the Centre for Aboriginal Human Resource Development). Future partners include but are not limited to Manitoba Hydro, Manitoba Conservation, Stantec Engineering, York Factory First Nation, Split Lake First Nation, Cross Lake First Nation and Grassy Narrows First Nation.

The AES Diploma is being designed for Aboriginal learners interested in environmental studies. The program objectives include providing learners with skills and training in the current practices of environmental studies with a specific focus on Aboriginal worldviews. Learners will receive a Diploma in Aboriginal Environmental Stewardship with plans to have the degree credit hours accepted as a block transfer towards a Bachelor of Environmental Studies (B. Env. St.) from the Faculty.

.../2

.../2

As part of this development the partners have agreed to incorporate the BEAHR School and Work Experience Program (SWEP) into the proposed AES Diploma. AFP and BEAHR both agree to January 31, 2007 to commit, or not, to offering the proposed AES Diploma.

To prepare potential AES Diploma students, AFP is also planning on offering a science based Transition Year Program (TYP) during the 2006-2007 academic year. AFP and BEAHR both agree to June 30, 2006 as the date when both partners commit, or not, to offering the science based TYP.

This partnership agreement outlines the roles and responsibilities of AFP and BEAHR in the delivery of the science based TYP and development of the AES Diploma. Cooperative planning and monitoring of the science based TYP and proposed AES Diploma will continue within the framework of the following terms:

- 1) BEAHR will be responsible to ensure that the SWEP component will have sufficient work placements for AES Diploma students.
- 2) BEAHR will be responsible for the overall administration of work terms for the SWEP, however will advise AFP of any changes in the work terms in a timely fashion.
- 3) BEAHR will be responsible for the delivery of the employer and student orientation to the SWEP component of the science based TYP and the proposed AES Diploma.
- 4) In the event of any disputes occurring between employers and students during the orientation or work placements of the SWEP component of the science based TYP and the proposed AES Diploma, a dispute resolution protocol will be determined that is acceptable to both partners.
- 5) AFP will be responsible to access funding to support the delivery costs of the science based TYP.
- 6) AFP will be responsible to access funding to support the development and delivery costs of the proposed AES Diploma.
- 7) AFP will be responsible for all aspects of the administration of the science based TYP (including student/instructor recruitment, student registration and orientation and course content).
- 8) AFP and the Faculty will be responsible for all aspects of the administration of the proposed AES Diploma (including student/instructor recruitment, student registration and orientation and course content).

.../3

.../3

- 9) AFP will have primary responsibility for promotion of the proposed AES Diploma. BEAHR agrees to support the promotion of this program and has committed some financial resources to the promotion of the proposed AES Diploma (amount yet to be determined).
- 10) BEAHR and AFP will meet regularly to oversee all aspects of the development and delivery of the science based TYP and the proposed AES Diploma.

Any matters concerning the science based TYP and the proposed AES Diploma not covered in this agreement will be brought to the attention of both partners before proceeding. This agreement is in effect until terminated by either party, which can be done upon one month notice.

If you are in agreement with the terms outlined above, please sign on behalf BEAHR. We look forward to a good working relationship with your organization.


Respectfully,



Cathy Rocke, M.S.W.
 Program Director
 Aboriginal Focus Programs
 UM Downtown: Aboriginal Education Centre
 11 The Promenade
 Winnipeg, Manitoba R3B 3J1
 (204) 982-4235
 (204) 982-6290
 crocke@cc.umanitoba.ca

Agreed to on 2006/05/30

Signing Authority 
 BEAHR

May 29/06

 AFP

* SWEP (School Work Experience Program) subsequently renamed to the AWEP (Aboriginal Work Experience Program).

Appendix II
AES Diploma Course List

Core Courses	Credit Hours
NATV 1220 <i>The Native Peoples of Canada, Part 1</i> (3) ENVR 1000 <i>Environmental Science 1 – Concepts</i> (3) NATV 1240 <i>The Native Peoples of Canada, Part 2</i> (3) ENVR 2000 <i>Environmental Science 2 – Issues</i> (3) ENVR 2650 <i>Environmental and Natural Resources Policy</i> (3) NATV 2100 <i>Aboriginal Spirituality</i> (3) ENVR 3250 <i>Environmental Assessment</i> (3) NATV 3310 <i>Canadian Law and Aboriginal People</i> (3) GEOG 4260 <i>Sacred Lands and Sacred Spaces of Indigenous Peoples</i> (3)	27
Topics Courses*	
ENVR 2010 <i>Field Studies in Environment 1</i> (1.5) x 3 <ul style="list-style-type: none"> • <i>GPS Field Survey and Sampling</i> • <i>Field Readiness and Outdoor Survival</i> • <i>Wildlife Sampling, Stewardship and GIS</i> 	33
ENVR 2020 <i>Extended Field Topics in Environmental Science 1</i> (3) x 4 <ul style="list-style-type: none"> • <i>Basic Communication and Statistical Skills</i> • <i>Biological and Ecological Concepts</i> • <i>Landscape Sampling and Boreal Forest Stewardship</i> 	
ENVR 3000 <i>Multidisciplinary Topics in Environment Science 1</i> (1.5) x 6 <ul style="list-style-type: none"> • <i>Ecosystem Management Techniques</i> • <i>Biogeography</i> • <i>Concepts in Wildlife Management</i> • <i>Ecology of the Boreal Region</i> 	
ENVR 3010 <i>Field Topics in Environmental Science 1</i> (1.5) x 5 <ul style="list-style-type: none"> • <i>Water Quality Assessment</i> • <i>Issues in Sustainable Forestry</i> • <i>Parks and Protected Areas</i> • <i>Soil Characterization</i> • <i>Wildlife and/or Fisheries Techniques</i> • <i>AWEP (Aboriginal Work Experience Program)</i> 	
TOTAL DEGREE CREDIT HOURS	60

* The following topics are examples of potential courses that Aboriginal communities and students may choose.

Upon graduation, Aboriginal students will have the opportunity to apply for an \$8,000.00 wage subsidy offered BEAHR.

TOPICS COURSE OUTLINES¹

ENVR 2010 Field Studies in Environment 1 (1.5)

GPS Field Survey and Sampling

This course provides a practical introduction to the use of topographic maps, orienteering and GPS technology as currently used in resource surveys for Forestry and related industries. The course introduces core fundamental concepts of ground survey with compass and maps, GPS positioning, and the use of mapping-grade GPS field equipment. Field examples will be drawn from relevant applied sciences and industry (e.g. forestry survey preharvest assessment).

Field Readiness and Outdoor Survival

Environment studies is a broad field comprised of a variety of disciplines that often require employees to remain in remote locations for extended periods of time. This course provides students with the background and skills to plan for, and survive in, an outdoor remote setting. Students will specifically learn how to plan for field camps, prepare a survival kit, and attend to basic needs such as food, water, and shelter. Field emergency scenarios will be used to aid in the instruction and to provide practical examples.

Wildlife Sampling, Stewardship and GIS

This course introduces students to field-based concepts related to gathering and applying scientific information in wildlife conservations and habitat stewardship. Species biogeography and habitat requirements need for wildlife conservation will be explored. Practical experience with GPS-based and radio-tracking technologies will be highlighted. Students will learn how to apply field data to real-world problem solving, such as habitat suitability, population viability, and species conservation. This course will also deal with animal care ethics associated with the study of wildlife.

ENVR 2020 Extended Field Topics in Environmental Science 1 (3)

Basic Communication and Statistical Skills

An introduction to communication skills required for environmental practitioners in the preparation of technical documents. This course will also cover the use of basic statistical analysis to summarize data and information in the preparation of reports. Through practical experience and assignments students will learn literature search techniques, report writing, professional presentation skills, and data summarization skills.

Biological and Ecological Concepts

This course will introduce students to field-based concepts and sampling protocols for boreal forest landscapes and in the application of scientific information for species conservation and habitat stewardship. The course consists of two parts: the first focuses on field sampling and identification of species used as indicator species for sustainable forest management (e.g. species

¹ The course descriptions are examples of topics courses that can be delivered under these course numbers. The specific subjects of the topic courses will be determined by the Program Director in consultation with the Faculty. The advice of the AES Advisory Committee will be sought during this process.

used in Manitoba's Forest Ecosystem Classification and the Canadian Model Forest criteria and indicators); and, the second part of the course will focus on field sampling of soil and landforms as part of enduring features.

Landscape Sampling and Boreal Forest Stewardship

The course introduces students to field-based concepts related to gathering and applying scientific information in wildlife conservation and habitat stewardship. Species biogeography and habitat requirements needed for wildlife conservation will be explored. Practical experience with GPS-based and radio-tracking technologies will be highlighted. Students will learn how to apply field data to real-world problem solving, such as determination of habitat suitability, population viability, and species conservation. The course will also deal with animal care ethics associated with the study of wildlife.

ENVR 3000 Multidisciplinary Topics in Environmental Science

Ecosystem Management Techniques

This course is designed to develop an understanding of Manitoba ecosystems, strategies available for their management, and techniques used for monitoring management success.

Biogeography

This class will focus on the processes, patterns and distribution of wild plants and animals and the factors that determine these patterns, stressing the development of North American vegetation. We will study the multiple interacting physical and human factors that combine to determine the biogeographic landscape. By the end of the course, students will understand and be able to use ecological and biogeographic terminology; be able to map the distribution and describe the nature of earth's major terrestrial biomes; be able to ask biogeographical questions. The intent is to provide students with a general understanding of the historical, ecological, analytical, and conservation aspects of biogeography.

Concepts in Wildlife Management

This course will enable students to gain an understanding of the concepts that are used in the management of wildlife and their habitats. Topics are modular in their approach and based upon standard classification systems, and can be focused upon needs of individual communities and regions.

Ecology of the Boreal Region

The postglacial history of the Boreal region is introduced together with a presentation of the major processes involved in determining the structure, diversity and dynamics of plant communities in forested ecosystems. The course examines the main functional processes important for biodiversity and carbon sequestration, to highlight the major factors controlling the cycles of carbon, water and nutrients. The respective roles played by site type, disturbance regime and species ecological characteristics are analyzed. From these processes, conclusions are drawn on how best to manage forests. The emphasis of the course is on using ecological knowledge to help manage forest ecosystems by 'optimising' their functional attributes at different spatial and temporal scales.

ENVR 3010 *Field Topics in Environmental Science 1 (1.5)*

Water Quality Assessment

This field course involves a description of the regulations and legislation associated with *Manitoba's Surface Water Quality Objective* and the *Canadian Fisheries Act*. Students will obtain experience in field sampling, collection and analysis of water samples in the field. Some analyses will be conducted on collected samples in the lab on returning from the field.

Issues in Sustainable Forestry

This module will cover selected topics related to management of forest ecosystems for sustaining ecological integrity, soil productivity, water quality, wildlife habitat, biological diversity, commodity production in landscape context. Development of silvicultural prescriptions to achieve various landscape objectives, preharvest and timber cruise, growth/yield and stand thinning. The challenge of modern silvicultural to integrate diverse and often conflicting values into a system which is economically, ecologically, and socially appropriate will also be discussed.

Parks and Protected Areas

A modular, seminar-style workshop that focuses on parks, protected areas, and protected species in the Province of Manitoba.

Soil Characterization

Application of fundamental field and laboratory measurement procedures and techniques in soil science. The course will provide the student with sufficient basic information to understand soil nutrients, hydrology, structure and formation of soil horizons. The lecture and laboratory will be complimentary in presenting information on both a theoretical and practice al nature.

Wildlife and/or Fisheries Techniques

This course are designed to provide an understanding of basic field techniques that is utilized in wildlife and/or fisheries management programs as implemented by agencies responsible for the resources in question. Each course can be set up to focus on issues of concern to individual communities or regions.

Aboriginal Work Experience Program (AWEP)

The AWEP provides students with an opportunity to gain practical industry experience to compliment their environmental education. In addition to providing students with valuable work opportunities, the program also offers workshops on creating effective resumes, writing cover letters that get results, and preparing for interviews. In the event that BEAHR ceases to operate the AWEP, the Faculty will use its cooperative education program to fill the gap.

Appendix III

Support Letter – University of Manitoba Library

UNIVERSITY OF MANITOBA LIBRARIES
INTER-DEPARTMENTAL CORRESPONDENCE

DATE: Thursday, 02 August 2007
TO: Cathy Rocke, Program Director, Aboriginal Focus Program
FROM: Philip Wolfart, Acting Off-Campus and Distance Education Librarian
RE: PROPOSED NEW DIPLOMA
NAME: Aboriginal Environmental Stewardship Diploma

Thank you for informing the Libraries of the proposed introduction of the new diploma noted above.

As the diploma is based on existing courses that are supported at the undergraduate degree level, and on subjects that the Libraries' collections support in most cases at the PhD. level, the Libraries should not have any difficulty providing resources for this diploma program. Therefore, it will not be necessary to provide a detailed library statement.

cc J. Horner, Coordinator, Collections Management
L. Laliberte, Bibliographer, Environmental Sciences
J. Blanchard, Bibliographer, Native Studies

Appendix IV

AES Diploma Advisory Committee Terms of Reference

Aboriginal Environmental Stewardship Diploma Advisory Committee Terms of Reference¹

1. Preamble

The Aboriginal Environmental Stewardship Diploma Advisory Committee is the advisory group that will meet to provide guidelines and to oversee program evaluations; it recommends potential markets, advises the Program Director on marketing strategies and advises on other curriculum and instructional matters in respond to trends in those fields of practice served by the diploma. Membership is a two-year term. All members will respect the rights and dignity of all persons with whom there is contact in conducting University of Manitoba, Extended Education, Aboriginal Focus Programs business and activities, and will ensure the confidentiality of all information obtained while conducting committee business and activities.

2. Status

The Aboriginal Environmental Stewardship Diploma Advisory Committee is established by Aboriginal Focus Programs, Extended Education, University of Manitoba in consultation with its partners and stakeholders.

3. Purpose

The purpose of the Committee is to provide an advisory liaison function between Aboriginal Focus Programs, the University of Manitoba, other organizations, institutions, and the community at large. It is established:

- i) to ensure the continuous development and revision of the program; and
- ii) to advise on the development of any other programs in the area which might be undertaken by Aboriginal Focus Programs.

4. Composition

The Committee shall consist of a representative from each of the following:

- Department of Environment and Geography, Clayton H. Riddell Faculty of Environment, Earth, and Resources;
- Department of Native Studies, Faculty of Arts;
- Executive Director or designate, Office of Accessibility;
- University College of the North;
- Building Environmental Aboriginal Human Resources (BEAHR);

¹ Still to be approved by AES Advisory Committee

- Representatives from Aboriginal stakeholders representing agencies and/or communities where graduates are employed;
- Representatives from industry where students are placed under the BEAHR Aboriginal Work Experience Program (AWEP);
- Recent AES Diploma graduate;
- Current AES Diploma student, and
- Program Director from Aboriginal Focus Programs who functions as Chair.

4.1 The Area Director of Aboriginal Focus Programs is an ex-officio member of the Committee.

5. **Terms of Office**

Committee members are appointed for a period of two years.

5.1 Vacancies due to resignations will be filled by appointment by the Committee.

6. **Meetings**

The Committee will meet twice annually or at the call of the Chair or by request to the Chair by other Committee members, or in response to a request for the Diploma program made by an Aboriginal community or organization.

6.1 A simple majority of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.

6.2 The Chair of the Committee and will provide minutes and an agenda to the Committee members.

6.3 The Chair shall give at least two weeks' notice of a meeting.

7. **Functions of the Committee**

The Advisory Committee shall:

- 7.1 Advise in consultation with Aboriginal communities and students, on the topics courses chosen, course progression and specific delivery methods for each cohort.
- 7.2 Advise on other curriculum and instructional matters.
- 7.3 Recommend to AFP policies and procedures that facilitate effective and efficient program management.

- 7.4 Advise on the needs for revisions to the Program, as well as on the need for seminars/workshops, courses and conferences in the various fields.
- 7.5 Recommend potential markets and advise the Program Director on marketing strategies.
- 7.6 Bring to the attention of the Program Director those factors that are likely to affect existing or future programs including:
 - i) Trends in the environment sector affecting the lives of Aboriginal people and,
 - ii) Areas in which the expertise of the program can be of benefit to the broader community.
- 7.7 From time to time, the Committee will provide consultation to the Program Director on any evaluation of the Program.

Appendix V
Letters of Support



UNIVERSITY
OF MANITOBA

Department of Native Studies

535 Fletcher Argue Building
Winnipeg, Manitoba
Canada R3T 5V5
Telephone (204) 474-9266
Fax (204) 474-7657

June 29, 2007

Aboriginal Focus Programs
Extended Education
University of Manitoba
UM Downtown: Aboriginal Education Centre
11 The Promenade
Winnipeg, Manitoba
R3B 3J1

Attention: Cathy Rocke
Program Director

Dear Ms. Rocke,

I am delighted to provide a letter of support on behalf of the Native Studies department. The proposed Aboriginal Environmental Stewardship (AES) Diploma represents a thorough consultation process of key stakeholders and reflects the demonstrated need of target communities for holistic approach to environmental issues for Aboriginal people in Manitoba.

Native Studies has been involved in the development of the AES Diploma and is pleased to have some of its courses included in the AES Diploma and will be continue to be involved, as required.

The AES Diploma represents an important step in creating capacity with Aboriginal communities to address the environmental challenges in the future.

Respectfully,



Cathy Locke

From: Fred Shore [fshore@ms.UManitoba.CA]
Sent: June 19, 2007 10:44 AM
To: Cathy Locke; wwuttun@cc.umanitoba.ca
Subject: AES Dilloma

Cathy

I see no problems with the use of

NATV 1220, NATV 1240, NATV 2100, NATV 3310 in the AES Diploma.

Cheers Fred
Officio dormiens nunquam titillandus !!

Executive Director
Office of University Accessibility
130 Education Building, University of Manitoba
(204) 474-6084, 474-7922 Fax, 479-3061 Cell

August 14, 2007

Aboriginal Focus Programs
Extended Education
University of Manitoba
UM Downtown: Aboriginal Education Centre
11 The Promenade
Winnipeg, Manitoba
R3B 3J1

Attention: Cathy Rocke, Program Director

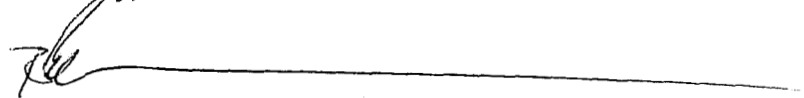
Dear Ms. Rocke,

Please accept the following as a letter of support on behalf of University College of the North (UCN). The proposed Aboriginal Environmental Stewardship (AES) Diploma represents a thorough consultation process of key stakeholders, and reflects the need of target communities for holistic approaches to environmental issues for Aboriginal people in Manitoba.

UCN was pleased to be involved in the development of the AES Diploma, and we intend to provide continued assistance as we serve on the AES Diploma Advisory Committee. Additionally, transferability of the AES Diploma is currently being explored with programming here at University College of the North.

The AES Diploma represents an important step in creating capacity within Aboriginal communities, and we are pleased to support this program as, together, we address the environmental challenges of the future.

Sincerely,



Rob Penner
Dean, Health and Applied Science
University College of the North
The Pas, Manitoba



Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9667
Fax (204) 474-7699

UNIVERSITY | Department of
OF MANITOBA | Environment and Geography

August 7, 2007

Cathy Rocke, Program Director
Aboriginal Focus Programs
University of Manitoba, Extended Education
Aboriginal Education Centre
11 The Promenade
Winnipeg, Manitoba R3B 3J1

Dear Cathy:

I am writing to provide the full support of the Department of Environment and Geography for the recently developed Aboriginal Environmental Stewardship Diploma. The Diploma will clearly contribute significantly to future educational opportunities for Aboriginal students, and will also enable Aboriginal World Views to be better incorporated into teaching at the University of Manitoba. We are particularly pleased that you have decided to utilize many courses from the Department of Environment and Geography in the Diploma program, and look forward to working with you to ensure that these courses meet your specific needs. As with similar Diploma programs from other institutions, our Department is planning to provide full transfer credit of course work toward our undergraduate degrees. As we have discussed, these transfers are best accomplished on a case-by-case basis for any students who wish to consider this option. I would be pleased to remain as your point-of-contact in our Department as further planning and development of the Aboriginal Environmental Stewardship Diploma takes place over the coming months.

I congratulate and commend you and your Committee on the development of a very innovative and novel Diploma program. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Rick Baydack
Professor and A/Head

c.c. N. Halden, Dean, CHRFEER
M. Benbow, Associate Dean, CHRFEER



UNIVERSITY
OF MANITOBA

Department of Environment
and Geography

211 Isbister Building
Winnipeg, Manitoba
Canada R3T 2N2
General Office (204) 474-9667
Fax: 474-7699

October 23, 2006

Cathy Rocke, Program Director
Aboriginal Focus Programs
University of Manitoba, Extended Education
Aboriginal Education Centre
11 The Promenade
Winnipeg, Manitoba R3B 3J1

Dear Cathy:

Further to my memo of August 7, 2007 and our recent discussions, I understand that the Senate Committee on Curriculum and Course Changes has requested clarification of statements in my memo respecting 'case-by-case' block credit transfers for Aboriginal Environmental Stewardship (AES) Diploma students who might wish to move into Degree programs in our Department. We certainly envision these transfers being completed for any Diploma student who chooses to make such an application. However, the mention of 'case-by-case' assessment is meant to indicate that each student would still need to have their remaining 30 or 60 credit hours of course work for their selected Degree program identified on the basis of specific courses completed in their AES Diploma program. For example, if a student completed their AES Diploma program with a focus on forestry, less emphasis on forestry would be required in the subsequent Degree program. Similar assessments would be completed for students with focus areas in other resource and environmental disciplines.

Another concern with the proposed AES Diploma was apparently raised with respect to the BEAHR cooperative education program offered through EcoCanada. If this program should cease to operate in future, please be advised that our Faculty provides a cooperative education program that would undoubtedly fill any gaps that might be created.

I trust that this information will be helpful in the further consideration of the AES Diploma program.. Should you require anything more, please do not hesitate to contact me.

Sincerely,

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Rick Baydack
Professor and Graduate Chair



BEAHR

Building Environmental Aboriginal
Human Resources

Développement des ressources
humaines autochtones en environnement

200 - 308 11 Avenue SE Calgary AB T2G0Y2

August 17, 2007

Aboriginal Focus Programs
Extended Education
University of Manitoba
UM Downtown: Aboriginal Education Centre
11 The Promenade
Winnipeg, Manitoba
R3B 3J1

Attention: Cathy Rocke
Program Director

Dear Ms. Rocke,

I am delighted to provide a letter of support on behalf of BEAHR. The proposed Aboriginal Environmental Stewardship (AES) Diploma represents a thorough consultation process of key stakeholders. Further, it reflects the needs of Aboriginal communities and incorporates a holistic approach to environmental issues.

BEAHR is proud to have been involved in the development of the AES Diploma and is committed to working with Aboriginal Focus Programs in the delivery of the Aboriginal Work Experience Program (AWEP).

The AES Diploma represents an important step in creating capacity and building meaningful partnerships with Aboriginal communities—a shared objective between the university and BEAHR.

Yours truly,

Carolyn Holbrow
Senior Manager, BEAHR



2007 12 07

Ms. Cathy Rocke, B.S.W., M.S.W.
Program Director
Aboriginal Focus Programs
University of Manitoba, Extended Education
UM Downtown: Aboriginal Education Centre
11 The Promenade
Winnipeg MB R3B 3J1

Dear Ms. Rocke:

I am pleased to learn that the University of Manitoba is considering the establishment of an Aboriginal Environmental Stewardship (AES) Diploma. The AES Diploma represents a practical approach to help build capacity amongst Aboriginal peoples to address environmental challenges and environmental human resource requirements.

My department of Manitoba Hydro has been undertaking extensive environmental studies in northern Manitoba as part of our assessment of future hydroelectric projects. We have been successful in achieving a high degree of Aboriginal involvement in the planning and execution of these studies. However, as part of our environmental teams, there has been a disproportionate under-representation of Aboriginal people qualified to participate in management and supervisory positions. I am hopeful initiatives such as your AES Diploma program can assist in addressing this discrepancy.

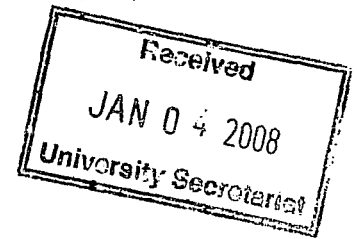
We are now nearing the end of our extensive studies for the environmental assessments, and this will result in a significant reduction in job opportunities with my department. On the other hand, Manitoba Hydro's construction and operation activities will continue to require qualified environmental practitioners. While these represent far fewer job opportunities than was available with the environmental assessment, positions with our operating departments also represent excellent, long-term career opportunities. Again, through efforts such as your AES Diploma program, I am hopeful that Aboriginal people will become qualified to fill many of these positions.



Community Employment and Training Program

Tataskweyak Cree Nation

Split Lake, Manitoba R0B1P0 Telephone: (204) 342-2951 Fax: (204) 342-2664



December 17, 2007

Aboriginal Focus Programs
Extended Education
University of Manitoba
UM Downtown: Aboriginal Education Centre
11 The Promenade
Winnipeg, Manitoba
R3B 3J1

Attention: Cathy Rocke
Program Director

Dear Ms. Rocke,

This is to confirm that the Tataskweyak Cree Nations Community Employment Training Program (CETP) is in support of the proposed Aboriginal Environmental Stewardship (AES) Diploma.

CETP provides educational services to members of Tataskweyak Cree Nation in northern Manitoba. CETP is pleased to be part of the advisory committee and looks forward to working with Aboriginal Focus Programs to achieve the program's goals and objectives.

The AES Diploma represents an important step in creating capacity with Aboriginal communities to address the environmental challenges in the future.

Yours truly,

Melvin Cook
CETP Director

Report of the Senate Committee on Curriculum and Course Changes on a Proposal from the Division of Extended Education for a Diploma in Aboriginal Environmental Stewardship

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
2. SCCCC, in the Taxonomy for Non-Degree Programs as approved by Senate on December 5, 2001, is to recommend to Senate on the establishment of Diplomas.
3. The Senate Committee on Curriculum and Course Changes considered a proposal from the Division of Extended Education for a Diploma in Aboriginal Environmental Stewardship at its meeting on October 15, 2007.

Observations

1. Aboriginal Focus Programs, Extended Education, is partnering with the Department of Environment and Geography, Clayton H. Riddell, Faculty of Environment, Earth and Resources, and the Department of Native Studies, Faculty of Arts. The external partner in the development of the diploma is BEAHR (Building Environmental Aboriginal Human Resources), a federally funded organization.
2. The program is designed for Aboriginal learners interested in environmental studies and will serve the needs of Aboriginal students to play a larger role in the environment.
3. An Advisory Committee will be set up comprised of representation from the Department of the Environment, Clayton H. Riddell Faculty of Environment, Earth and Resources; Department of Native Studies, Faculty of Arts; Office of Accessibility; BEAHR; University College of the North; Aboriginal stakeholders representing agencies and/or communities where graduates are employed; industry; recent graduate; and Aboriginal Focus Programs.
3. Applicants to the program must meet the general admission requirements of the University of Manitoba. This is the first time Aboriginal Focus Programs has come forward with a diploma requiring mathematics and science prerequisites.
4. The proposed diploma consists of 60 credit degree credit hours which will be fully transferable towards the Bachelor of Environmental Studies, in the Clayton H. Riddell Faculty of Environment, Earth and Resources. Due to the unique design of the diploma (33 credit hours of topic courses to meet both the needs of Aboriginal communities and students), credit transfers into undergraduate degrees will be best accomplished on a case-by-case basis. To be eligible for the this, the student must have (a) successfully completed the AES Diploma, (b) be admitted to the Faculty, and (c) meet the Faculty's

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

course grade, GPA, and other supplementary requirements (e.g., transfer credit time limits).

5. All courses will be offered off-campus using face-to-face delivery. The initial offering will be at the Aboriginal Education Centre located in downtown Winnipeg. Field based courses will be offered at Faculty field locations or within community.
6. As all of the courses in the proposed diploma are already offered, existing library resources are sufficient for the diploma and the Libraries have indicated their support.
7. While employment within the community may be difficult due to economic constraints, there is considerable demand outside of the community for people with these qualifications.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends THAT: Senate approves the proposal of the Division of Extended Education for a Diploma in Aboriginal Environmental Stewardship.

Respectfully submitted,

Professor J. Welsh, Chair
Senate Committee on Curriculum and Course Changes

/mb