Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, February 4, 2009
1:30 p.m.
Regrets call 474-6892

AGENDA

1.

I	CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES – FEBRUARY 2009	Page 17	
	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.		
11	MATTERS TO BE CONSIDERED IN CLOSED SESSION - none		
III	MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none		
IV	MATTERS FORWARDED FOR INFORMATION		
	1. Report of the Senate Committee on Awards	Page 18	
	2. In Memoriam Chancellor Emeritus Harry Duckworth	Page 29	
	3. <u>In Memoriam Dr. Nora Jean Lewis</u>	Page 30	
V	REPORT OF THE PRESIDENT	Page 31	
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 7, 2009		
VIII	BUSINESS ARISING FROM THE MINUTES		
IX	REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE		

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

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Report of the Senate Executive Committee

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.	a proj	rt of the Senate Committee on Admissions concerning posal from the Faculty of Law to modify the num English Language proficiency requirements	Page 43
2.	RE: P	rt of the Senate Committee on University Research roposal to Establish an Endowed in Renal Transplant	Page 49
3.		rt of the Senate Committee on University Research roposal to Establish a Chair in Watershed Science	Page 57
4.		rt of the Executive Committee of the Faculty of uate Studies [dated October 1, 2008]	Page 60
	a)	Report of the Senate Planning & Priorities Committee [dated November 24, 2008]	Page 66
5.		rt of the Executive Committee of the Faculty of uate Studies [dated October 31, 2008]	Page 67
	a)	Report of the Senate Planning & Priorities Committee [dated November 24, 2008]	Page 69
6.		osal from the Faculty Council of Graduate Studies Joint Master's Degree in Peace & Conflict Studies	Page 70
	a)	Report of the Senate Planning & Priorities Committee [dated October 20, 2008]	Page 120
	b)	Report of the Senate Committee on Academic Freedom [dated December 2, 2008]	Page 122
	c)	Observations of Senate Executive Committee [dated January 21, 2009]	Page 126

XI ADDITIONAL BUSINESS

XII ADJOURNMENT

Please call regrets to 474-6892 or meg_brolley@umanitoba.ca

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CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES

1. <u>Degrees Notwithstanding a Deficiency</u>

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

<u>Deans and Directors</u> should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

2. Report of the Senate Committee on Appeals

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

3. <u>List of Graduands</u>

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Registrar up to February 6, 2009.

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)

Observations

At its meeting of December 17, 2008, the Senate Committee on Awards approved twelve new offers, six amended offers, the withdrawal of one offer, and a recommendation from the Faculty of Law, that, effective for the 2009 – 2010 regular academic session, a weighted grade point average is to be used to assess candidates for Law student awards, as set out in Appendix A of the *Report of the Senate Committee on Awards*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve twelve new offers, six amended offers, the withdrawal of one offer, and a proposal that, effective for the 2009 - 2010 regular academic session, a weighted grade point average is to be used to assess candidates for Law student awards, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated December 17, 2008). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Philip Hultin Chair, Senate Committee on Awards

Appendix A

MEETING OF THE SENATE COMMITTEE ON AWARDS December 17, 2008

1. NEW OFFERS

Alumni Association Inc. Graduate Student Award

The Alumni Association Inc. of the University of Manitoba offers an annual scholarship, valued at \$7,500, for students who have excelled in their studies and have demonstrated leadership and/or commitment to voluntarism during the course of their academic career. One scholarship will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the second, third, or fourth year of any Doctoral program or the second year of any Masters program;
- (2) has achieved a minimum degree grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study;
- (3) has demonstrated strong leadership abilities and/or a strong commitment to community through their volunteer activities.

Candidates will be required to submit an application that will consist of: (a) a statement (maximum 500 words) describing their volunteer activities and demonstrated leadership abilities, (b) a minimum of three up to a maximum of five letters of reference (maximum 500 words each). The letters of support should address the candidate's leadership abilities and volunteer activities.

The selection committee will be named by the Dean of the Faculty of Graduate Studies (or designate) and will include one representative from the Alumni Association (staff or Board delegate).

Alumni Association Inc. Undergraduate Awards

The Alumni Association Inc. of the University of Manitoba offers two annual scholarships for students who have excelled in their studies and have demonstrated leadership and/or commitment to voluntarism during the course of their academic career. Two scholarships valued at \$3,750 each will be offered to undergraduate students who:

- (1) have successfully completed the second year of full-time study at the University (minimum of 48 credit hours), in any faculty or school;
- (2) in the next ensuing academic session, are enrolled full-time (minimum 60% course load) in the third year of study in any faculty or school;
- (3) have achieved a minimum degree grade point average of 3.0 or, as students in the Undergraduate Medical Education Program, are in good academic standing;
- (4) have demonstrated strong leadership abilities and/or a strong commitment to community through their volunteer activities.

Candidates will be required to submit an application that will consist of: (a) a statement (maximum 500 words) describing their volunteer activities and demonstrated leadership abilities, (b) a minimum of three up to a maximum of five letters of reference (maximum 500 words each). The letters of support should address the candidate's leadership abilities and volunteer activities.

The Alumni Association Inc. Undergraduate Awards are not tenable with any other scholarship or prize valued at greater than \$2,500.

The selection committee will be named by the Director of Financial Aid and Awards (or designate) and will include one representative from the Alumni Association (staff or Board delegate).

Biosystems Engineering Undergraduate Thesis Award

The Department of Biosystems Engineering offers an annual award of a certificate for the best written thesis in the course Graduation Project. The award will be offered to the student who:

- (1) has achieved a minimum degree grade point average of 3.0;
- (2) has submitted the best written thesis in the course Graduation Project (currently numbered BIOE 4240) with the conditions that the thesis must be completed independently and must consist of one of the following: (a) an experimental research project, (b) a comprehensive literature review, or (c) an engineering design project.

Theses will be graded, using a standard rubric, by a panel of three professors from the Department of Biosystems Engineering including: (a) the course instructor, (b) the student's advisor (or an alternate in the case that the student's advisor is also the course instructor), and (c) another professor selected by the course instructor. The thesis receiving the highest average score will receive the Award. In the event of a tie, the final decision will be made by the Head of the Department.

The Head of the Department of Biosystems Engineering will recommend the recipient to the selection committee.

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

Dental Image Therapy Centres Bursary

Members of the Dental Image Therapy Centres have established an endowment fund at the University of Manitoba with an initial gift of \$10,000. The available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) has successfully completed the third year of study in the Doctor of Dental Medicine (D.M.D.) program in the Faculty of Dentistry;
- in the next ensuing academic session, is enrolled full-time in the final year of study in the D.M.D. program;
- (3) has achieved a minimum degree grade point average of 2.5;
- (4) has demonstrated excellence in clinical work and patient care;
- (5) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Todd Davison Memorial Scholarship

St. Paul's College Student Council and an anonymous donor have established an endowment fund at the St. Paul's College Foundation Inc. The fund will be used to offer a scholarship in memory of Todd Davison, who died in December 2006. One scholarship, with a value of \$750, will be offered annually to an undergraduate student who:

- (1) is a member of St. Paul's College or is a student of a St. Paul's College faculty member;
- (2) has completed at least one year of full time study at the University of Manitoba;
- (3) in the next ensuing academic session, is registered full-time (minimum of 18 credit hours) in the second or third year of study in any Faculty of School at the University;
- (4) has registered for at least one course at St. Paul's College;
- (5) has achieved a minimum degree grade point average of 3.0;
- (6) is a Bison athlete or other competitive team athlete;
- (7) has demonstrated involvement in community service and/or extra-curricular activities.

Preference will be given to a student who is a member of a Bison or other competitive hockey team.

Applicants for this award will be required to provide (a) confirmation of their membership on a competitive athletic team and (b) a brief statement (maximum 500 words) describing their involvement in community service and/or extra-curricular activities.

The selection committee will consist of the Rector and the Dean of St. Paul's College, the Senior Stick of the St. Paul's Students' Association, and Mr. Adam Muzychuk (or designate).

Diane Dowling Memorial Scholarship Endowment Fund

Professor Roy Dowling has established an endowment fund at the St. Paul's College Foundation Inc. to offer a scholarship in memory of Dr. Diane Dowling. The available annual income from the fund will be used to offer one scholarship, with a minimum value of \$500, to an undergraduate student who:

- (1) is a member of St. Paul's College;
- (2) has completed two years of full-time study at the University of Manitoba with a declared major, minor, or honours program in Mathematics;
- (3) in the next ensuing academic session, is registered full-time in the third year of study with a declared major, minor, or honours program in Mathematics;
- (4) has completed a minimum of 6 credit hours of Mathematics courses, with high standing, during the previous academic year.

The selection committee will be the St. Paul's College Award Selection Committee.

Clifford H. Edwards C.M., O.M., Q.C. Memorial Bursary

Family, friends, and colleagues of Professor Clifford H. Edwards C.M., O.M., Q.C. have established an endowment fund (\$23,526) at the University of Manitoba in his memory. The available annual interest on the fund will be used to offer one bursary to a student who:

- (1) is enrolled full-time in any year of study in the Faculty of Law at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5;

(3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee shall be named by the Dean of the Faculty of Law (or designate).

Faculty of Engineering Centenary Scholarships

The Faculty of Engineering and the University of Manitoba have established an award program as part of the Faculty's centennial celebrations. The purpose of the award program is to encourage students to excel in their studies by ensuring that engineering students who achieve an average of B+ or higher will receive scholarship support. Over time, the Faculty of Engineering's goal is to be able to provide its top students with scholarship support sufficient to cover the full cost of their tuition fees (excluding ancillary and incidental fees).

The available annual interest from the fund will be used to offer scholarships to undergraduate students who:

- (1) are enrolled full-time or part-time in the second, third, or fourth year of study in the Faculty of Engineering;
- (2) have achieved a minimum degree grade point average of 3.5.

The selection committee will have the discretion to determine the number and value of scholarships offered each year based on the available funds, with the provisos that (a) the minimum scholarship value will be \$450 and (b) the combined value of the Faculty of Engineering Centenary Scholarships plus any other University of Manitoba awards (scholarships and prizes) that a recipient has received, in the academic session in which the Scholarship is tenable, is not to exceed the total amount of tuition fees (excluding ancillary and incidental fees) that he or she has paid.

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

Faculty of Engineering Centenary Awards

The Faculty of Engineering and the University of Manitoba have established an award program as part of the Faculty's centennial celebrations. The purpose of the award program is to encourage students to excel in their studies by ensuring that engineering students who achieve a grade point average in the range of C+ to B will receive scholarship support.

After the Faculty of Engineering Centenary Scholarships (Award #00000) have been offered, the balance of the available annual income from the fund will be used to offer scholarships to undergraduate students who:

- (1) are enrolled full-time or part-time in the second, third, or fourth year of study in the Faculty of Engineering;
- (2) have achieved a degree grade point average of at least 2.50 up to 3.49.

The selection committee will have the discretion to determine the number and value of individual awards offered each year based on the available funds and the recipient's degree grade point average, with the proviso that the minimum award value will be \$450. The maximum value of an individual award will be a percentage of the tuition fees (excluding ancillary and incidental fees) paid in the academic session in which the award is tenable. The maximum percentage allocation will be established following a sliding scale beginning at 1% for a degree grade point average of 2.50 up to 99% for a degree grade point average of 3.49. The combined value of the Faculty of Engineering Centenary Award plus any other University of Manitoba awards (scholarships and prizes) that a

recipient has received in the academic session in which the Award is tenable is not to exceed the total amount of tuition fees that he or she has paid.

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

Morton H. Nemy Entrance Award

An endowment fund has been established by the family of the late Dr. Morton H. Nemy (LL.D./59), with an initial gift of \$10,346. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The available annual interest will be used to offer one or more bursaries to students who:

- (1) apply to the Faculty of Law at the University of Manitoba and meet the requirements for early admission;
- (2) demonstrate both high academic achievement and the personal characteristics associated with the highest standards of the profession;
- (3) demonstrate financial need on the standard University of Manitoba bursary application form.

The Morton H. Nemy Entrance Award will normally be offered to students who are residents of the province of Manitoba.

The selection committee will have the discretion to determine the number and value of individual awards offered annually.

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

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Clayton H. Riddell Faculty of Environment, Earth, and Resources Graduate Student Teaching Award

The Clayton H. Riddell Faculty of Environment, Earth, and Resources offers an annual prize of \$500 and a plaque to recognize graduate students who have demonstrated teaching excellence. Each year, one prize will be offered to a graduate student who, in the regular and/or summer session immediately preceding the deadline for nominations:

- (1) was enrolled full- or part-time in the Faculty of Graduate Studies, in a graduate program delivered by a department in the Clayton H. Riddell Faculty of Environment, Earth, and Resources;
- (2) taught an undergraduate course as a sessional instructor;
- (3) demonstrated (i) innovation and effectiveness in pedagogical practice, (ii) commitment to personal development of professional skills and expertise, (iii) commitment to the support and advising of students, and (iv) effective assessment of student learning.

Nominations will be invited from faculty and students of the University of Manitoba. Nominations must be accompanied by a letter of recommendation (maximum 500 words) that describes/explains how the candidate has met the requirements set out in criterion (3) above and should identify the award for which they wish to nominate the candidate.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (or designate) to name the selection committee for this award.

Steel Structures Education Foundation Scholarships

Beginning in the 2008 – 2009 academic year and continuing in 2009 – 2010, Steel Structures Education Foundation (SSEF), an initiative of the Canadian Institute of Steel Construction, will provide \$3,000 annually to offer scholarships for architecture students at the University of Manitoba. The purpose of the scholarships is to support education related to the structural steel industry. The SSEF will review its commitment to the scholarships following the selection of the 2009 – 2010 recipient and may elect to renew the award for a subsequent three-year term.

One or more scholarships will be offered to students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies, in either the Master of Architecture program or in the pre-Master's program delivered by the Department of Architecture;
- (2) have achieved a minimum degree grade point average of 3.0 (or equivalent) based on the last 60 credit hours of study;
- (3) have demonstrated strengths in research (thesis, studio project, or course work) focused on the use and design of steel products, which will be determined based on a review of each candidate's portfolio.

The selection committee will have the discretion to determine the number and value of awards offered each year.

Recipients will be asked to provide the SSEF with a digital copy of their work. All copyrights will remain the property of the recipient.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Architecture (or designate) to name the selection committee for this award.

2. Amendments

Dr. Jack King Memorial Scholarship

Several amendments have been made to the terms of reference for the Dr. Jack King Memorial Scholarship.

- The opening paragraph has been revised to reflect that the donors for this award, the Northern Manitoba Dental Society, have established an endowment fund of \$22,000 to support the award. The award has been offered as an annually funded award since it was established in 1972.
- The value of the Scholarship has been amended <u>from</u>: \$500 to: the available annual income from the fund.
- Criterion (1) has been revised to clarify that the scholarship will be offered to the student who
 attains the highest *combined* standing in Periodontology (currently numbered DDSS 3220) and
 Oral Diagnosis and Radiology (currently numbered DDSS 3200).

Minister of Water Stewardship Scholarship for International Studies

At the request of the donor, a number of amendments have been made to the terms of reference for the Minister of Water Stewardship for International Scholars.

- The value of the annually funded Scholarship has been amended <u>from</u>: \$25,000 <u>to</u>: up to \$25,000.
- The following requirement, criterion (5), has been added: "[who] spends a minimum of 4 months in Israel during the first two years of the award (2008-2009 and 2009-2010) and who spends a minimum of 6 months in Israel in subsequent years that the award is offered.
- The following statement has been deleted from the terms of reference: "The award is intended to be used only for student expenses associated with research and studies while the student is residing in Israel including: travel costs, visas, text books, living expenses, course fees, research expenses and other associated expenses.

Thornton - Trump Memorial Bursary

At the request of the Faculty of Engineering, a requirement that recipients have participated in, and traveled to, an University of Manitoba Society of Automotive Engineers (UMSAE) student competition in the year the bursary is offered, has been deleted from the terms of reference for the Thornton – Trump Memorial Bursary.

University Gold Medal in Law

At the request of the Faculty of Law, the terms of reference for the University Gold Medal for Law have been amended to stipulate that the Medal will be awarded to the graduating, full-time student with the highest degree grade point average for all three years of the LL.B. program, with no required minimum grade point average. Formerly, an unweighted grade point average was used to assess candidates for this award.

University Gold Medal in Management

Several amendments have been made to the terms of reference for the University Gold Medal in Management, at the request of the I.H. Asper School of Business.

- The name of the award has been changed <u>to</u>: the University Gold Medal in Management (I.H. Asper School of Business).
- The terms have been amended to open the award to students graduating from the B.Comm. (Hons.) [Co-operative Education Option] program in addition to the B.Comm.(Hons.) program. Following from this change, a statement has been added to make clear that only one University Gold Medal in Management will be awarded annually. The recipient of the single medal may be a graduate of either the B.Comm.(Hons.) or the B.Comm.(Hons.) [Co-operative Education Option].
- A statement has been added to specify that students graduating in October, February, and May are eligible for the medal, which will be awarded each year at the spring convocation.

- The following amendments have been made to the existing selection criteria for candidates graduating from the B.Comm.(Hons.) program.
 - The academic criteria have been revised to clarify that the medal will be offered to the student who attains the highest grade point average based on the last four Fall and Winter terms, provided that the student was registered for a minimum 80% course load during each of these terms (i.e., 12 credit hours per term). Previously the terms stated that the medal was to be offered to the student with the highest cumulative grade point average based on the final two years of the program, provided that he/she had been registered for a minimum 80% course load in each of these two years. The minimum required 3.80 grade point average remains unchanged.
 - A statement has been added to clarify that Summer Session courses will not be used to calculate either the grade point average or the credit load.
- The following selection criteria have been established for candidates graduating from the B.Comm.(Hons.) [Co-operative Education Option].

For students who have completed the B.Comm.(Hons.) [Co-operative Education Option], the University Gold Medal in Business shall be awarded to the graduating student who has achieved the highest grade point average (minimum 3.80) based on the last four academic terms of the student's program, including Fall, Winter, and Summer Terms, and excluding work terms. The student must be registered in a minimum 80% course load during their last four academic terms. An 80% course load is considered to be 12 credit hours in a term.

All courses, including Letter of Permission courses, repeats, substitutions, and courses taken extra to the B.Comm.(Hons.) degree, are to be used to determine the credit load requirement, but the grade point average will be calculated on University of Manitoba courses only.

Course(s) taken during a work term will not be included in the Gold Medal GPA calculation nor in the credit load calculation.

- The tie-breaking mechanism has been amended from:
 - (1) number of "A+"s in last year;
 - (2) number of "A"s in last year;
 - (3) the overall cumulative gpa (based on University of Manitoba courses only.

<u>to</u>:

- (1) number of "A+"s in the last two Fall and Winter Terms completed by graduates of the B.Comm.(Hons.) program; or the last two academic terms completed by graduates of the B.Comm.(Hons.) [Co-operative Education Option] (including Fall, Winter, and Summer Terms and excluding work terms);
- (2) number of "A"s in the last two Fall and Winter Terms completed by graduates of the B.Comm.(Hons.) program; or the last two academic terms completed by graduates of the B.Comm.(Hons.) [Co-operative Education Option] (including Fall, Winter, and Summer Terms and excluding work terms);
- (3) the overall degree grade point average (based on University of Manitoba courses only).

University of Manitoba Alumni Association Entrance Bursary

At the request of the donor, the following amendments have been made to the terms of reference for the University of Manitoba Alumni Association Entrance Bursary.

- The name of the award has been changed to: the University of Manitoba Alumni Association Bursary.
- The number and value of bursaries offered each year has increased <u>from</u>: one valued at \$4,000 <u>to</u>: two valued at \$4,500 each. One of the two bursaries will be offered to an undergraduate student and one to a graduate student.
- Criterion (2) has been amended to open the award to in-course students and to graduate students. Formerly, the bursaries were offered only to students entering an undergraduate program. Undergraduate students who are continuing in their program must have attained a minimum degree grade point average of 2.0 and graduate students must have attained a minimum degree grade point average of 3.0 (or equivalent).
- A number of editorial changes have been made.

Amendment to the grade point average used for Law awards (Attachment I)

The Senate Committee on Awards approved a recommendation from the Faculty of Law that, effective for the 2009 – 2010 regular academic session, a weighted grade point average as calculated by the Registrar's Office (i.e., sessional or degree grade point average) will be used to assess candidates for Law student awards, as set out in Attachment I.

3. Withdrawals

Landscape Architecture Student Association Award

The terms of reference for the Landscape Architecture Student Association Award are to be withdrawn from the University's awards program, at the request of the Landscape Architecture Student Association.

Report to the Senate Committee on Awards concerning a proposal from the Faculty of Law to change the calculation of the Grade Point Average in the LL.B. program to comply with best practices across the University.

Preamble:

For at least a decade and likely much longer, the Faculty of Law has used an unweighted GPA in determining students' ranking and eligibility for certain prizes and awards. The Faculty intended that all courses should be treated alike, regardless of the credit weighting of any given course. For a number of years, and especially since the University adopted the Aurora student records management system, the Registrar's Office has expressed the hope that the Faculty of Law might someday adopt a weighted GPA calculation, in line with general practice across the University. As long as the Faculty of Law continues to use an unweighted GPA, the Registrar's Office must run a separate year end calculation of GPAs solely for the Faculty of Law during the busy May year end period.

The Associate Dean presented the following motion to Faculty Council on August 28, 2008 and the motion was passed unanimously:

It was moved by Professor Lorna Turnbull and Seconded by Professor Debra Parkes that the Faculty of Law move to a weighted GPA for transcripts and for the calculation of all prizes and awards. The question having been called, the motion was duly put and carried.

Observation:

The introduction of the Aurora system has created both the opportunity and the imperative for the Faculty of Law to bring its practice into conformity with the rest of the University. A review of the three previous years' calculations reveals that the recipients of the Gold Medal in Law would not be different if the GPA used had been the weighted one rather than the unweighted one that has been Law's standard practice. The standing of individual students in each year may be different using the proposed calculations as the use of the weighted GPA allows finer distinctions between students than the unweighted GPA which tends to result in many more students with tied GPAs. This will allow for finer distinctions between the students who end up on the Dean's List and who become eligible for our substantial Pitblado Scholarships. Currently the GPA which appears on student transcripts is the University calculated weighted GPA and it will provide transparency and consistency to students if the Faculty were to use the same GPA for the purposes of ranking and prizes.

In Memoriam Chancellor Emeritus Henry (Harry) Edmison Duckworth

Dr. Henry (Harry) Edmison Duckworth had a remarkable career as a scientist, educator, university administrator, author, and editor, and as a public servant on numerous councils, boards, advisory bodies, commissions, and international scientific organizations. He was born in Brandon in 1915, and grew up in Transcona and St. James. He died in Winnipeg on December 18, 2008 at the age of 93, following a short illness. He was a valued and engaged member of his community and university until then.

Dr. Duckworth first attended Wesley College, and subsequently received a B.Sc. in physics from the University of Manitoba in 1936, and a Ph.D. from the University of Chicago in 1942. Upon graduation, he was commissioned a Second Lieutenant in the Royal Canadian Corps of Signals, but was soon assigned to scientific war research in Ottawa.

He began his career as a professor of physics at the University of Manitoba in 1945 and continued it at Wesleyan University, in Connecticut, and then at McMaster University. In 1965 he returned to Winnipeg as Vice-President (Development), and then Vice-President (Academic) at the University of Manitoba. Six years later, he became the second President of the University of Winnipeg. Following his retirement in 1981, he continued active in academic and community affairs. In 1986 he was elected Chancellor of the University of Manitoba, and served until 1992.

Dr. Duckworth was a leading scientist and administrator, and popular teacher. His publications include the first definitive text in English on *Mass Spectroscopy* (1958, 1986 2nd ed.), a text on *Electricity and Magnetism* (1960), an autobiographical memoir, *One Version of the Facts: My Life in the Ivory Tower* (2000), and 115 scientific publications.

His scientific work was fundamental to the emerging science of nuclear physics. One of his early accomplishments was predicting, and then discovering, what turned out to be the last stable isotope, Platinum-190, an achievement that was reported on the front page of the New York Times. Many of the graduate students and researchers in Duckworth's lab went on to take up academic positions in Canadian and US universities. He also served as President of the Association of Universities and Colleges of Canada and Chair of the Association of Commonwealth Universities, all the while contributing extensively to innumerable public programs and advisory bodies, including the Science Council, Defense Research Board, National Library Board, Institute for Research on Public Policy, Canadian Environmental Advisory Council, Atomic Energy Control Board, and the Manitoba Research Council among many others.

Dr. Duckworth received many honours and awards in recognition of his outstanding achievements and service, among them Officer of the Order of Canada, Fellow of the Royal Society of Canada, a term as President of the Royal Society of Canada, the Tory Medal of the Royal Society of Canada, the Gold Medal of the Canadian Association of Physicists, the ATCO-SUN Medal of the International Union of Pure and Applied Physics, and nine honorary degrees including one from the University of Manitoba. Dr. Duckworth was also a Professor Emeritus of Physics and Astronomy, and Chancellor Emeritus of the University of Manitoba.

In Remembrance of Dr. N.J. (Nora) Lewis

It is with great sadness that we announce the passing of Dr. Nora Jean Lewis on December, 29, 2008 at the age of 56 years after a short battle with cancer. Dr. Lewis received her B.Sc. (1976) (Biology) from the University of Guelph, and an M.Sc. (1978) and Ph.D. (1982) in Applied Ethology from the same Institution. Nineteen eighty-two to 1986 she was employed as a Research Associate and Lecturer in Ethology in the Department of Animal and Poultry Science. University of Saskatchewan and 1987 to 1990 at the University of Guelph. She returned to school and graduated with a DVM (1994) from the University of Guelph and practiced as a licensed Veterinarian in Ontario until her appointment as Assistant Professor (Ethology) (60%) and Associate University Veterinarian (40%), Department of Animal Science, University of Manitoba. She was promoted to Associate Professor (Ethology) in 2001 and Acting University Veterinarian in 2003. Nora was instrumental in establishing the Animal Care and Use Program in the Office of Research Services and was appointed as its first Director (2005), and Assistant to the Vice-President (Research). In her role as Director of Animal Care and Use Program, Dr. Lewis provided direction to the program and assisted the University Community in moving toward a more centralized approach to animal care and use. Under her leadership the University expanded its Animal Care and Use Program to include two clinical Veterinarians, two Animal Health Technicians, one education co-ordinator and one Administrative Assistant. She worked tirelessly for the benefit of research animals and raised the standard of the Animal Care and Use Program at the University of Manitoba to be in exemplary compliance with the Canadian Council of Animal Care.

As the Associate Professor in Ethology, Dr. Lewis dedicated herself to teaching and research on animal behaviour and welfare. She taught a fourth year course in Animal Behaviour and a graduate course, but also gave special lectures in Zoology and twice a year in Animal Care Refresher courses and new Faculty Orientation Sessions - "Ethics for using animals in research". Her research focused on transportation of early weaned Piglets; use of electrolytes to encourage early feed consumption in weaned piglets; the effect of adding antibiotics on water consumption in early weaned piglets; sow gestation housing; longevity of sows; welfare of laying hens in traditional vs. enriched cages. As well Dr. Lewis was part of a nationally recognized collaboration group studying the aspects of handling and transportation as they affect welfare and meat quality in market hogs.

Dr. Lewis was highly respected by all in the University Community for her teaching, research, service and administration. She was a committed and dedicated colleague who will be greatly missed by all.

PRESIDENT'S REPORT: February 4, 2009

I. GENERAL

The format of this report is evolving, with the intention of giving Senate less detailed reading but more significance. The current version is a step along the way.

The end of the fall term, the Christmas hiatus and the beginning of the winter term came and went quickly and without significant incident. The severity of winter has imposed a burden on our staff, but the campus roads and paths were clear when activities resumed, and beautifully white — especially when seen from indoors!

At the beginning of the winter term Joanne Keselman assumed her new responsibilities as Interim Provost and Vice-President (Academic), Digvir Jayas assumed his new responsibilities as Acting Vice-President (Research) and Robert Kerr assumed his new responsibilities as Special Advisor to the President. Search processes for full term appointments to the Provost and Vice-President (Research) processes have begun.

Our ongoing interactions with government concerning the annual funding review (informal discussions, plus a formal submission to Commissioner Ben Levin) continue. The global economic slowdown has an impact on our pension investments, our endowment investments and the revenues available to government as they consider allocations for 2009-10. The budget process will be an important learning experience for the new configuration of the President's Executive Team, especially the new President.

The second Town Hall meeting was held, this one on the Bannatyne Campus, with a large turnout (including Minister McGifford), good engagement during the question period and email inquiries afterward. These will be held each year. In addition, I have been begun a series of what I expect to be regular visits to faculties.

II. ACADEMIC MATTERS

Staff Distinctions

- Rick Holley (food science) has been named to a Canadian Food Inspection Agency (CFIA) external advisory panel. Among the panel's first duties will be recommending improvements to CFIA's listeria prevention rules.
- Kirk Warren's (Art) work for the Winnipeg Trails Association/Sagimay Trail illustrated icon (mosquito!) was accepted into the Society of Illustrators Los Angeles (SILA) "Illustration West 47". It will be exhibited online for two years and will be part of a group show at Gallery Nucleus in LA next March.
- Frank Hawthorne (geological sciences) was inducted as a Foreign Member of the Russian Academy of Sciences. There are currently three Canadians who are

Foreign Members of the Russian Academy of Sciences (the other two are resident in Ontario).

- Örjan Sandred (Music) lectured at Harvard University's Composers' Colloquium and was the only Canadian composer invited to speak at the Colloquium.
- Lesley Degner and Maureen Heaman (Nursing) were awarded the Canadian Nurses Association's (CNA) CAN @100 Centennial Award. The Centennial Awards are a one-time award created to celebrate 100 exceptional registered nurses whose personal and professional contributions have made an outstanding and significant impact on the nursing profession.
- Kristine Petrasko (Pharmacy) was named the 2008 Wyeth Apothecary Award Winner for Manitoba. As the award winner, Kristine was granted the opportunity to give \$1000 to a disease-based charity/organization. The award funds will be allocated towards the Lung Association of Manitoba which will be used to enable a 4th year student to take the Asthma Tree program.
- Erwin Huebner (biological sciences) received the Career Achievement Award from the Canadian Council of Biology Chairs at their meeting in Toronto in November, recognizing his significant contributions to the field of biology.
- The Pro Humanitate Literary Award was granted to Kendra Nixon (Social Work), along with three co-authors, for an article on child protection policy and intimate partner violence, entitled: Do Good Intentions Beget Good Policy? A Review of Child Protection Policies to Address Intimate Partner Violence.

Student Honours

- Architecture student Matthew McFetrick's project The City, Space and Consciousness has been nominated by the jury of the Archiprix International, World's Best Graduation Projects for an award. The winners of the award will be announced at the Award ceremony in Montevideo, Uruguay on April 3, 2009.
- Joel Letkemann and Gillian Brennen, both M2 architecture students working with Professor Jae Sung Chon, had their project selected as one of the eight finalists at the 2008, 26th Space Prize for International Students of Architectural Design. Projects were juried by Japanese architect Ryue Nishizawa. Their team project will go into the second round to determine the prizes and ranks.
- Students Neal Russell Rohne and Leslie J. Sabiston (Arts) and Adrian Brydon, Rebecca Clarke, Victoria Fisher, Allison McKay, Elaine McLeod, Vaunda Pangman, Tracey Parenteau, and Erica Ross (Social Work) received the Business Council of Manitoba Aboriginal Education Award for 2008-2009.

This distinction is earned by students who demonstrate both leadership and academic achievement.

- Student Kaeleigh Schroeder (sociology) received the Mathematics of Information Technology and Complex Systems (MITACS) internship scholarship to develop the project "Clarifying the Concept and Measurement of School Climate". Kaeleigh is the first social science student to receive the award in Western Canada.
- Education student Cristin Crate received the Foundation Award, and student
 Jerilyn Ducharme received the Office of the Federal Interlocutor award from the
 Helen Betty Osborne Memorial Foundation. In addition Helen Betty Osborne
 Memorial Foundation Awards were given to four Aboriginal Social Work
 students, namely: Melanie Boulette, Tracey Parenteau, Nadine PerraultMcLeod, and Linda Dettanikkeaze-Patterson.
- A team of third-year Law students, Andrew Buck and Kelsey Desjardine, won second place at the American Bar Association Negotiation Competition Regional Finals in Omaha, Nebraska. Judges awarded Andrew and Kelsey an unprecedented perfect score for their work in the preliminary rounds of the competition. Based on exemplary performance during the competition, the University of Manitoba team will be advancing to the National Finals held in Boston in February of 2009. By most accounts the University of Manitoba team will be tough to beat.
- Pharmacy graduate student Dana Turcotte was awarded a National Multiple Sclerosis Travel Scholarship offered through the END Multiple Sclerosis program to present the results of her efforts in evaluating the effects of immunomodulatory treatment in relapsing remitting Multiple Sclerosis.
- Chad Smith (Elizabeth Hill Counselling Centre, Social Work) received the Lambda Foundation's Les McAfee Memorial Award for his thesis entitled: *Making Sense of the Senseless: The Experience of Being Gay Bashed.*

New Initiatives/Special Events

- Sue Clayton has been appointed as Community Liaison Coordinator in the Faculty of agricultural and Food Sciences. She will be focusing on student recruitment activities, and working with schools and industry partners to promote agricultural and food sciences.
- The Manitoba Court of Appeal relocated to Robson Hall's Moot Courtroom for an historic event. For only the second time in Canadian legal history, a real Court of Appeal case was heard at a law school. This event gave our students the chance to observe the mechanics of a Court of Appeal session, and student

questions were fielded by counsel and judiciary after the session closed. This event is symbolic of the Manitoba judiciary's commitment to legal education, and a strengthening of the relationship between the bar, the bench, and legal educators.

- The Faculty of Law launched a pilot program to test software that facilitates electronic examination administration. This system allows students to write examinations on their personal laptops, using a secure and tamper-proof interface. For the duration of the exam, student laptops are locked by the *ExamSoft* software and limit system operation to exam writing functions only. Once the exam is finished, all information is transmitted to the professor(s) for (anonymous) marking, at which time the student's computer is restored to full functionality. Approximately 100 students participated in the pilot program, and over 200 exams were collected electronically. This initiative has the potential to add value to the academic program, and simplify exam administration for faculty and staff.
- To kick off the celebration of the Faculty of Medicine's 125th anniversary, a health care forum was held with over 100 faculty, alumni and guests attending. The Faculty's strategic resource plan, *Our Medical School: Imagine Its Potential* was presented. A book about the Faculty entitled *Voices*, was published and distributed. The evening featured a sold out, gala celebration with 500 attendees. In response to the forum and strategic plan, the first meeting of the Faculty's Provincial Optimization Committee was held December 5th, with representation from regional health authorities to work toward enhancing our ability to educate outside the metropolitan Winnipeg area.
- On November 7, over 310 students and teachers from 86 high schools across
 Manitoba spent their day sampling career options at the 8th annual Pfizer
 Canada Discovery Day in Health Sciences. Offered by The Canadian Medical
 Hall of Fame in partnership with the faculty of medicine, this year featured a
 record number of participants from Aboriginal schools and for the first time,
 francophone youth learning about health-related career opportunities in their
 first language.
- A day long consultation session in November, with broad representation from the Faculty of Medicine's faculty and heads of clinical and basic science departments, medical students and residents, Deans of Medicine, and the College of Physicians and Surgeons of Manitoba resulted in a first draft of a professionalism charter to serve as a guide to professional conduct in the Faculty of Medicine. Keynote speaker was alumnus, Dr. Danny Klass, College of Physicians and Surgeons of Ontario.
- The "Child and Family Services Education and Training Strategy Committee" was formed, under the leadership of Harvy Frankel (Social Work) to address the

gaps in Child Welfare and Indigenous education for social work students. This Steering Committee is composed of 40+ members representing the University, the Faculty, provincial and federal government departments, and each of the Provincial Authorities on behalf of the Child Welfare social service agencies.

 An Aboriginal Student Advisor / Counsellor position (full-time) was created within the Inner City Social Work Program to specifically address the requirements of the growing Indigenous student population.

III. RESEARCH MATTERS

- Dr. Harvey Chochinov, Distinguished Professor and Canada Research Chair in Palliative Care received the O. Harold Warwick Prize on November 4 at a special event held at CancerCare Manitoba. The prize, which is part of the National Cancer Institute of Canada's and Canadian Cancer Society's annual awards of excellence in cancer research program, is given to a scientist whose research has had a major impact on cancer control in Canada. Dr. Chochinov received a personal award of \$2,000. The prize also comes with \$20,000 for his University of Manitoba research program.
- Dr. Diana Brydon, English, Film and Theatre, was inducted as a Fellow of the Royal Society of Canada (RSC) on November 15. Dr. Brydon is a Canada Research Chair in Globalization and Cultural Studies. This brings the University of Manitoba total to 39 RSC Fellows.
- Mr. Raed Joundi received a 2009 Rhodes Scholarship. Mr. Joundi graduated from the University of Manitoba in 2007 with a Bachelor of Science degree and is currently pursuing a medical degree at Queen's University.
- Three University of Manitoba researchers were honoured at the Arthritis Society's 60th Anniversary: Dr. Hani El-Gabalawy, Rheumatology Research Chair, Dr. Fletcher Baragar, Rheumatologist, and Dr. Kiem Oen, Pediatric Rheumatologist for making significant contributions to patient care, education and research.
- The Institute of Cardiovascular Sciences at the St. Boniface General Hospital Research Centre held their annual Awards Days in November, during which they gave honours to 11 international members of the cardiovascular research community. A recognition luncheon was hosted by the Vice-President (Research) at the University Club for the award recipients.
- As a prelude to the Canada Foundation for Innovation (CFI) Board of Directors meeting, held in Winnipeg on November 18, the President and Vice-Presidents of CFI toured two laboratories at the Bannatyne Campus to see how their

investments aid our researchers. The delegates were given a tour of the Manitoba Centre for Proteomics and Systems Biology by Dr. John Wilkins. They also enjoyed a close-up look at Dr. Keith Fowke's Viral Immunology laboratory. After the tours, a reception was held for the delegates to afford them time to speak to the research community at the Bannatyne Campus. In the evening, CFI hosted a formal banquet of over 200 people, recognizing the CFI-funded research in the Province of Manitoba.

- In November, the Advanced Foods and Materials Network (AFMNet) launched their "Verna J. Kirkness Be a Food Researcher for a Week" program, an Aboriginal (Métis, First Nations and Inuit) Youth in Science Initiative. The launch took place at the Richardson Centre for Functional Foods and Nutraceuticals and was a great success, with a performance by the Loud Sounding Thunder Drumming Group and a speech from program namesake Dr. Verna J. Kirkness. Dr. Kirkness received an honorary degree from the University of Manitoba at Spring Convocation. AFMNet is one of the Networks of Centres of Excellence; the University of Manitoba has eight researchers affiliated with AFMNet.
- The Canada Foundation for Innovation, through its Leaders Opportunity Fund, awarded nine projects a total of \$2,091,296. The projected focused on topics from sea ice to songbirds to obesity. A press conference was held in early January with Minister of State for Science and Technology, Dr. Gary Goodyear, announcing this funding. Following the news conference, a tour of a CFI-LOF funded protein x-ray diffraction laboratory in the Department of Microbiology was conducted with Dr. Goodyear, M.P. for Winnipeg South Rod Bruinooge, and Dr. Eliot Phillipson, President and CEO of CFI.

IV. ADMINISTRATIVE MATTERS

- The Province of Manitoba announced the allocation of \$40 million in new funding to assist universities with deferred maintenance projects over the 2008/09 and 2009/10 fiscal years. Of this amount, \$26 million will be provided to the University of Manitoba to address its most pressing deferred maintenance requirements.
- The first meeting of the President's Budget Advisory Committee took place on January 14, 2009. Deans and Directors will present their 2008-2009 to 2010-2011 Strategic Resource Plans to the President and Vice-Presidents from January 20 to February 5, 2009. The President and Vice-Presidents will present their priorities for their respective units to the Budget Advisory Committee in mid March. The University of Manitoba has advised the Council on Post-Secondary Education (COPSE) that it requires a base grant increase of 10.9 % to maintain steady state operations. As this level of grant increase is unlikely, work continues on the development of possible solutions to address any resultant

shortfall. The final operating budget recommendations will be brought forward to the Board of Governors in May 2009 subject to the timing of the 2009-2010 COPSE grant announcement.

- Campus development continues with the construction of the Welcome Centre
 which is tentatively marked for occupancy by mid April 2009. Phase III of the
 Buller Building redevelopment project continues. The Immunology floor in the
 Apotex centre is scheduled for completion by late January. The Pedestrian
 walkway redevelopment project is temporarily stalled due to cold weather.
- Negotiations are ongoing for the construction of the stadium and multi-sport complex at the Fort Garry Campus which will house the Blue Bombers and Bisons as well as a new active living centre for students and the community.
- Work continues behind the scenes on the advancement of Project Domino which
 in these early stages includes the design of a new residence and
 renovations/upgrades to the Pharmacy building.
- Amendments were made to the pension plan which provides a deferral option to staff members reaching age 69. The Staff Benefits Committee continues to examine options for dealing with the pension plan funding issues. The impact of the markets combined with the increasing longevity of university employees have created challenges for many university pension plans.
- The University once again hosted "Take our Kids to Work Day" on November 5, 2008 with fifty-two grade nine students participating. The program was developed and facilitated by a university-wide committee led by David Ness, Coordinator, Career Services. The program included a morning career expo, four separate one-hour activity sessions and an action packed lunch hour program. Participating students also had the option of shadowing a University of Manitoba host for a portion of the day. Activity options were facilitated by staff from several units including Recreation Services, Biological Sciences, Aboriginal House, Animal Science, Clayton H. Riddell Faculty of the Environment and the Library.
- Unified messaging is now available to the University at large. This allows users to view their voice mail messages on their email client.
- A two-year designated airline agreement has been signed with Air Canada, providing discounted fares. Savings for the current year, which are passed along to the unit in the form of discounted airfare, is in excess of \$500,000.
- The University tested its new Emergency Notification System on November 5, 2008 with successful results. More than 5,000 students and staff have signed up for the service.

- The University of Manitoba Sustainable Development Program received an honourable mention for the 2008 Manitoba Excellence in Sustainability Awards in the category of Institution or Organization. A plaque was presented at the 2008 Awards reception on November 27, 2008.
- Edna Fedya Restaurant (operated by Stella's Café) opened at Smartpark on December 2, 2008. It is open to the public from 8:00 AM 5:00 PM on weekends and 8:00 AM 3:00 PM weekdays.

V. EXTERNAL MATTERS

Office of the VP External

• The first President's Town Hall was held on Wednesday, December 3, 2008 Robert B. Schultz Lecture Theatre at St John's College and was well-attended. A second Town Hall was held on Thursday, January 15, 2009 on the Bannatyne campus at 11:30 AM. The Town Halls are open forum Q&A periods with the president and the executive team.

Alumni Affairs

- Ottawa Alumni Event November 20, 2008. More than 200 alumni and friends gathered in Ottawa to meet David Barnard, President and Vice-Chancellor, University of Manitoba. Thank you to all of the deans and university representatives who supported this event.
- President's Holiday Reception December 8, 2008. Maureen Rodrigue, President, Alumni Association Inc., hosted a reception at Alumni House for more than 80 people (staff, board, friends and family).
- Dean's Session December 9, 2008. Julie Mikuska, Executive Director Alumni Association and Director, Alumni Affairs and Jana Thorsteinson, Assistant Executive Director, met with several deans to discuss how we can better work together, solicit their input and ideas, and present to them the Association's plans for 2009.
- Kuala Lumpur Alumni Event February 13, 2009. David Morphy, Vice-Provost (Student Affairs) and Peter Dueck, Executive Director, Enrolment Services, will be in Malaysia for recruitment fair and will host an alumni event on our behalf while they are there.
- On Manitoba The December 2008 issue featured graduates Arni Thorsteinson and Susan Glass. 111,307 magazines were mailed out to alumni in December.
- External Relations Alumni Engagement Survey (to launch Jan. 13, 2009). Using the Alumni FYI e-newsletter, External Relations will send a survey to alumni on

January 13, 2009, to gauge their relationship/level of involvement with the University of Manitoba (as volunteers or donors). This group is comprised of more than 30,000 e-mail addresses. Previous notice of the survey was facilitated through an ad in the December 2008 issue of *On Manitoba* and the December Alumni FYI.

Public Affairs

- The "U of More" campaign, which is an extension of the "It's My Future" campaign, was launched in November, via the University of Manitoba website. Winnipeg transit bus backs, billboards around the city, and local radio ads. The campaign is aimed primarily at potential students with a theme that capitalizes on the University of Manitoba's stature as a major Canadian university and the premier post-secondary institution in the province. A new micro-site for prospective students was launched, featuring student bloggers, webisodes and video content, alumni profiles and a faculty news feed. The site refreshed and enhanced the original itsmyfuture.ca site from 2007, incorporating a bolder representation of the university's strengths and attributes – premised on the concept that our size is our greatest strength, allowing us to offer our students more. For students this can mean: more academic programs, more resources and support, more communities on campus, more timeslots for courses. At the broader institutional level it means: more research opportunities, more discoveries and innovation, more exciting expansions to campus, more community spirit.
- On January 6, Public Affairs hosted Victor Dwyer, a reporter from Maclean's magazine who is updating the University of Manitoba entry in the Maclean's Guide to Canadian Universities, due to be published in February. Mr. Dwyer interviewed a number of students and professors, as well as David Barnard, President and Vice-Chancellor.

Government Relations Office

- On December 3, 2008, David Barnard, President and Vice-chancellor held a holiday reception at his residence for members of the Legislative Assembly. The event was well attended.
- On December 5, 2008, the GRO arranged for David Witty to be one of the cospeakers of the City of Winnipeg's Leadership Breakfast speaker series which was held at City Hall. Dr. Witty spoke about downtown housing. More than 40 individuals attended including members of municipal government, and representatives from organizations including Destination Winnipeg and Downtown Winnipeg BIZ The event was such a success that the City has requested that the university participate in future sessions.

 On December 9, 2008 the Honourable Jim Rondeau, the provincial Minister of Science, Technology, Energy and Mines, attended the University of Manitoba for a tour of the Faculty of Nursing.

Development & Advancement Services

- Total funds raised as of January 9, 2009: \$36,509,372.13.
- Planned Giving has realized \$9,412,621.03 in gifts for the 2008-09 fiscal year. In addition, Planned Giving can confirm an additional \$12,422,647.99 in future gifts.
- Due to the turbulent economy, we have seen a decrease in gifts of securities in 2008. In December 2007 we had received 21 gifts of securities and in December 2008 we received a total of 8 gifts. To date, we have received 43 gifts of securities in 2008/2009, totaling \$8,287,399.80. The value of these securities is due to an estate gift valued at \$6,256,058.09.
- Overall, the number of gifts has also dropped significantly. At this time in 2007, we had received 10,091 gifts, and to date in 2008/2009 we have received 7,320 gifts. While the total dollars raised for 2008/2009 is significantly higher compared to 2007/2008, it is concerning that the number of donors has decreased.

External Relations (Bannatyne Campus)

- The Faculty of Medicine announced on Nov. 18, 2008 a \$2.5 million gift by Dr. George Yee (MD/60) to establish the George & Fay Yee Centre for Healthcare Innovation and the George & Fay Yee Fellowship in Health Service Design and Quality Improvement. The George & Fay Yee Centre for Healthcare Innovation (CHI) will serve as a nucleus for inter-disciplinary study, teaching and research, bringing together healthcare expertise from the faculties of Medicine, Nursing, Pharmacy and School of Medical Rehabilitation; experts in quality improvement from the I. H. Asper School of Business; systems and process design engineers from the Faculty of Engineering; computer and measurement scientists from the Faculty of Science; and health informatics experts.
- Another research chair will be established at the Faculty of Medicine after GlaxoSmithKline Inc announced on Nov. 19, 2008 a \$1 million investment partnership to establish an endowment for a University of Manitoba research chair in the immunobiology of infectious disease. The creation of this Chair, with the support of the Province of Manitoba, is part of the GlaxoSmithKline Pathfinders Fund for Leaders in Canadian Health Science Research.
- The Faculty of Dentistry held its 50 Year Finale a gala celebrating the close of the Faculty's 50th anniversary year on Nov. 22, 2008 at The Fairmont. Proceeds from the event will support the Drive for Top Five, the Faculty of Dentistry's

long term strategy to become one of the top five dental schools in North America.

• On Jan. 16, 2009 the Faculty of Dentistry will announce a renewed partnership with Variety, the Children's Charity of Manitoba to provide dental care to children in Manitoba through the Variety Children's Dental Outreach Program and the new Variety Children's Cavity Prevention Project.

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 Archie McNicol 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. David Barnard, Chair
Senate Executive Committee
Terms of Reference:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

/mb

Report to the Senate Committee on Admissions concerning a proposal from the Faculty of Law to increase the minimum English Language proficiency test scores, when required, for admission into the LL.B. program and to accept only the internet-based TOEFL, International English Language Testing System (IELTS), Canadian Test of English for Scholars and Trainees (CanTEST), and the Canadian Academic English Language (CAEL) Assessment tests for those applicants whose primary language is not English.

Preamble:

- The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm
- 2. The Senate Committee on Admissions met on December 16, 2008 to consider this submission from the Faculty of Law. At the August 28, 2008 meeting of Law Faculty Council, a motion was passed to increase the English Proficiency for all applicants to the Faculty for whom English is not their primary language.

Observations:

- 1. The study of law is dependent on a high mastery of the language of the jurisdiction (in Canada English, and in some parts of the country, French) as the primary tool of law is language. For most students admitted to the Faculty of Law this is not a concern as they arrive at the Faculty with a previous degree (studied in English). For some students, especially internationally trained lawyers, this is not the case and some measure of English proficiency is applied to their applications. These applicants attend the University of Manitoba in order to take a limited number of courses prescribed for them by the National Committee on Accreditation of the Federation of Law Societies of Canada. They do not earn a University of Manitoba degree, but they do attend classes with LL.B. law students. The numbers of such applicants has been increasing over the past few vears both in Manitoba and across the country. The Faculty proposes to implement these new standards to assist in ensuring the success of all students admitted and to allow for a more quantitative assessment of the growing numbers of applicants whose applications are otherwise not easily compared. coming as they do from lawyers educated in law schools all around the world, in common law, civil law and Islamic jurisdictions.
- 2. A review of the number of applications received by the LL.B. program (in all categories of admission) at the University of Manitoba to which the English Proficiency requirements apply, shows that with current standards admitted students do not demonstrate a strong record of success.

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

Academic Year	# of Applications where English Proficiency Test was required / # admitted	Results (if known)
2008-2009	13 applications 2 admitted	
2007-2008	5 applications 0 admitted	
2006-2007	4 applications 3 admitted	2 withdrawals 1 complete
2005-2006	2 applications 2 admitted	1 failure 1 withdrawal
2004-2005	2 applications 2 admitted	1 complete 1 withdrawal

In summary, 26 applications required demonstration in English Proficiency; 9 were admitted with 2 completions, 4 withdrawals and 1 failure, to date.

- 3. Across the country, law schools are receiving increasing numbers of applications from internationally trained lawyers who are seeking a Canadian accreditation of their professional qualifications. The number of applications from individuals applying to the Faculty of Law at the University of Manitoba that would require proof of English proficiency will continue to increase as the Faculty works with the Law Society of Manitoba on initiatives to create fair access to the profession within the province.
- 4. Currently, for admission to the LL.B. program, or admission as a Special Student to take LL.B. courses, the Faculty of Law adheres to the University of Manitoba's general policy for undergraduate admissions for English Language Proficiency (see Appendix I). For admission to the LL.M. (Masters in Law) program, a higher standard of English Proficiency set out by Graduate Studies is applicable.

In comparison to other institutions (where the LL.B. is offered) across the country there is a difference in the level of English Proficiency required. The minimum TOEFL scores for undergraduate admission and LL.B. admission are presented below:

INSTITUTION	Undergraduate TOEFL minimums	LL.B. TOEFL minimums
University of Manitoba	Computer 213 Paper: 550 iBT: 801	same
	Computer: 220	Computer: 250
York University	Paper: 560	Paper: 600
TOIR Offiversity	iBT: 83	iBT: 100
	Computer: 233	Computer: 250
University of Victoria	Paper: 575	Paper:600
Offiversity of victoria	iBT: 90	iBT: 100 with no less than 25 in
		each section
	Computer: n/a	Computer: 250
University of British	Paper: n/a	Paper: 600
Columbia	iBT: 86	iBT: n/a

INSTITUTION	Undergraduate TOEFL minimums	LL.B. TOEFL minimums
University of Saskatchewan	Computer: 213 Paper: 550 iBT: 80	Same
University of Alberta	Computer: 237 Paper: 580 iBT: 86	Same
Queens University	Computer: 237 Paper: 580 iBT: 88	Computer: 250 Paper: 600 iBT: 100
University of Ottawa	Engineering & Science Computer: 213 Paper: 550 iBT: 79-80 Arts, Social Sciences Computer: 237 Paper: 580 iBT: 92-93	Computer: 250 Paper: 600 iBT: 100

The above table is a sampling of minimum TOEFL scores required by various institutions across the country for admission to undergraduate programs and the minimums (if different) for admission to the LL.B. program. In comparison with the University of Manitoba's English Language proficiency standards, several of the institutions require higher minimum scores overall for admission to undergraduate programs than the University of Manitoba. All of the LL.B. programs, except Saskatchewan, also require higher scores than the University of Manitoba. Admission to the LL.M. program at the University of Manitoba requires the minimum TOEFL scores of 250 (computer), 600 (paper) or 100 (iBT). It should be noted that the minimum TOEFL scores required for the LL.M. program at the University of Manitoba are the minimum scores to apply to LL.B. programs at other institutions.

5. In reviewing similar programs for professionals not seeking a degree from the University of Manitoba, the Faculty of Law is proposing to adopt the English proficiency standards of the International Dentistry Degree Program (IDDP) which are comparable to the standards already in place for the LL.M. The IDDP program is similar to the National Committee on Accreditation (NCA) category of admission at the Faculty of Law offered to international trained lawyers seeking to gain credentials equivalent to a Canadian law graduate enabling them to commence articles and ultimately be called to the Bar and practice law in Canada.

The IDDP Program currently accepts two tests to demonstrate proof of English Proficiency:

a. **Internet Based TOEFL (iBT)** with a minimum score of 100 with no less than 24 on each section

b. **International English Language Testing System (IELTS)** with a minimum of 7.0 on the Academic model with no less than 7.0 on each section.

In addition to the above two tests and minimum scores, on the recommendation of the English Language Centre at the University of Manitoba, the Faculty of Law proposes to also accept the Canadian Test of English for Scholars and Trainees (CanTEST) with a minimum score of 5.0 in all four skill areas and the Canadian Academic English Language (CAEL) Assessment with a minimum score of 80 with no subtest below 80.

6. The University of Manitoba English proficiency requirements allow the requirement to be waived under certain circumstances (see Appendix II).

Recommendation:

The Senate Committee on Admissions recommends to Senate that, effective for the fall 2009 term, the following English language proficiency standards will be required of all applicants for LL.B. courses:

Students whose primary language is not English, or whose education has not been conducted in English, and who do not qualify for a waiver under the University of Manitoba's English language proficiency regulations (as noted in Appendix II), will be required to demonstrate proficiency in the use of the English language through one of the following options:

- a. Achievement of an overall minimum score of 100, with no section lower than 24 on the Internet-based Test of English of English as a Foreign Language (iBT)
- b. Achievement of a minimum score of 7.0 on the Academic model with no less than 7.0 on each section in the International English Language Testing System (IELTS)*
- c. Achievement of a minimum score of 5.0 in all four skill areas in the Canadian Test of English for Scholars and Trainees (CanTEST)
- d. Achievement of a minimum score of 80 with no subtest below 80 on the Canadian Academic English Language Assessment (CAEL)

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

APPENDIX I

Applicants to the LL.B. program (degree-seeking or special students) whose primary language is not English are required to demonstrate their proficiency in the English language through any one of the following tests as detailed in the University of Manitoba's English Language Proficiency Requirements.

1. a) *Paper-Based TOEFL* (Test of English as a Foreign Language)
Achieve a minimum score of 550 with no less than 50 (unscaled) in each component.

OR

- b) *Computer-Based TOEFL* (Test of English as a Foreign Language) Achieve a minimum score of 213 with no less than 17 in each component. **OR**
- c) *Internet-Based TOEFL* (Test of English as a Foreign Language)
 Achieve a minimum score of 80 with no less than 19 on each of component.
- 2. Achieve minimum scores of 4.5 in Reading, 4.5 in Listening, and 4.0 in Writing on the *CanTEST* (Canadian Test of English for Scholars and Trainees).
- 3. Achieve a minimum score of 6.5 based upon the Academic Module on the *IELTS* (International English Language Testing System).
- 4. Achieve a minimum score of 80 on the *MELAB* (Michigan English Language Assessment Battery) offered by the University of Michigan.
- 5. Achieve a minimum grade of C in the *University of Cambridge Certificate of Proficiency in English*.
- 6. Achieve a score of 60 or more in the *CAEL* (Canadian Academic English Language Assessment).
- 7. Achieve a minimum of 65% in the Direct-Entry English Program (also known as Academic English Program for University and College Entrance or **AEPUCE**), as taught by the English Language Centre of the University of Manitoba.

(www.umanitoba.ca/student/admissions/international/english/waiver_criteria.shtml)

APPENDIX II

The University of Manitoba's English language proficiency requirements allow for waiver of the requirement under any of the following conditions:

- 1. Ten consecutive years of residency in Canada that may include years of study in Canada. The period of residency will be the time lapsed between the "Landed On" date on the "Record of Landing" document and July 1 of the year of application.
- 2. Successful completion of a three year secondary school program in (a) Canada, or a three year post-secondary education in Canada, or any combination of three successful years of secondary and post-secondary education in Canada, Successful completion of secondary studies equates to meeting the entrance requirements of the University of Manitoba. Secondary education must include Senior 4 (or Grade 12) where appropriate.

or

- Graduation from a Manitoba high school, with five credits at the Senior (b) Four level, which include two credits of English at the 40S level with an average grade of 75%.
- Achieved a grade of four or greater on the International Baccalaureate Higher 3. Level English course, or a grade of four or greater on the Advanced Placement English examination (Language Composition; Literature and Composition).
- Verify conditions equivalent to 1 or 2 listed above in a country where English is 4. the primary language.
- Or on the recommendation of an Admissions Officer of the University of 5. Manitoba, the applicant will write an English language waiver test at the English Language Centre.

(www.umanitoba.ca/student/admissions/international/english/waiver criteria.shtml)



UNIVERSITY OF MANITOBA

OFFICE OF THE VICE-PRESIDENT (RESEARCH)

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Jame Wilme

MEMORANDUM

TO:

Mr. Jeff Leclerc, University Secretary

FROM:

Joanne C. Keselman, Vice-President (Research)

and Chair, Senate Committee on University Research

DATE:

December 23, 2008

SUBJECT:

Proposal to establish an Endowed Research Chair in Renal Transplant

Attached please find a proposal to establish an Endowed Research Chair in Renal Transplant. The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on Chairs and Professorships,

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.

Community of the Genale Executive Committee:
The Senate Executive Committee contenses
the report to Senate.

PROPOSAL TO ESTABLISH AN ENDOWED RESEARCH CHAIR IN RENAL TRANSPLANT AT THE UNIVERSITY OF MANITOBA

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs at the University of Manitoba, the following is presented:

TYPE OF APPOINTMENT: Chair

NAME OF CHAIR: Endowed Research Chair in Renal Transplant

PURPOSE AND OBJECTIVES OF CHAIR:

The University of Manitoba's Endowed Research Chair in Renal Transplant will provide leadership, scholarship, and mentorship in kidney transplantation at the University of Manitoba. The specific objectives include:

- o To promote a program in translational research in renal transplantation.
- O To create the opportunity to recruit/retain an experienced leader with demonstrated expertise in renal transplantation and a track record in related research. The support of an endowed chair would afford such an individual with the time and necessary support to fully devote his/her efforts to achieve the proscribed objectives.
- o Enhance the competitiveness of the University of Manitoba Department of Internal Medicine at national and international peer reviewed funding agencies such as CIHR, NIH and the Kidney Foundation of Canada in the area of transplantation immunology.
- o The establishment and sustenance of critical intramural and extramural links and collaborations that serve to promote research at the University of Manitoba.
- o The provision of mentorship and opportunities for young investigators embarking on careers focused on nephrology and translational research in transplantation.
- o The pursuit of research topics that will lead to cures or improved health for individuals with end-stage renal disease, and to ensure that high quality, timely care is available for Manitobans.

RELATIONSHIP TO THE PROPOSING UNIT: (Section of Nephrology, Department of Internal Medicine, Faculty of Medicine):

The Faculty of Medicine and the Department of Internal Medicine at the University of Manitoba have a major academic commitment to achieving the highest level of excellence in transplantation research. The Department of Internal Medicine at the University of Manitoba is in an ideal position to become a world leader in developing novel non-invasive biomarkers of acute and chronic allograft rejection as well as to

develop novel therapeutic strategies to tailor immunosuppression to the alloimmune response. Moreover, there exists within the Faculty of Medicine a number of excellent opportunities for state-of-the-art collaborative research between basic and clinical investigators focused on inflammatory and immune mediated diseases. The proposed Chair would serve to enhance research activity in renal transplantation and, in doing so, the overall research profile of the Department of Internal Medicine and the Faculty of Medicine.

The Chair will support an individual Clinician-Scientist by providing salary support and operating funds to pursue independent research in renal transplantation. This support will allow the recipient to maximize his/her research activity and effectiveness, as well as lead research activity in the Faculty in this strategically important area. Excellence of the candidate will be the first priority.

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

Interest accrued for the initial endowment of \$3,000,000

FUNDING METHOD:

The Department of Internal Medicine members have contributed \$1,000,000 towards the endowed chair in recognition of their commitment to support academic research in the Department. In addition, there have been additional commitments of \$500,000 from the Department of Internal Medicine, \$250,000 from the Transplant Manitoba Adult Kidney Program Trust Funds, \$100,000 from the Manitoba Branch of the Kidney Foundation of Canada and \$1,150,000 from a number of corporate and private donors. This brings the current total commitment to \$3,000,000. It is anticipated that funding of the Chair will be from the interest accrued on this endowment.

The revenue generated from this fund will support a portion of salary for the appointee as well as an appropriate level of unrestricted research support for the Chair in the form of operating funds. In addition, opportunities to leverage these funds will be explored through programs offered by CIHR.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR:

In accordance with the Procedures and Mechanisms for establishing Chairs at the University of Manitoba, individuals appointed to the Endowed Research Chair in Renal Transplant shall have the following qualifications:

- Canadian citizen or permanent resident.
- MD
- Royal College certified in Internal Medicine or equivalent
- Holding a current academic appointment at the rank of Professor.
- History of excellence in research as evidenced by a strong publication record in high impact journals and acquisition of national or international peer reviewed grants and contracts.

- History of mentoring junior colleagues and investigators.
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

TERM OF APPOINTMENT:

- o The initial term of the appointment will be for five years, and on the recommendation of the Department Head of Internal Medicine.
- o The incumbent will provide a brief annual progress report. At year two, there will be a performance review by the Department of Internal Medicine Research and Faculty Development Review Committee.
- O The renewal of the appointment for an additional term(s) will be subject to a successful review of the incumbent's performance within the context of the Faculty of Medicine's research strategy; such a review to be carried out during the fourth year of the term. The review will be performed by the Department of Internal Medicine Research and Faculty Development Review Committee.

A successful performance review will provide evidence of the following:

- Personal research productivity in the form of external grants, presentations, and peer-reviewed publications. Funding from one or more national agencies would be expected along with additional funding from local sources.
- Evidence of mentoring including having one or more full-time research trainees or supervison of clinical fellows in their research year.
- Evidence of publication in the range of 3-5 publications/year with 1 or more in a high impact journal.
- Evidence of linkages, collaboration and multi-disciplinary research within the University and between the University and other research institutions.

PREAMBLE:

Nephrology is a branch of internal medicine, specializing in diseases of the kidney. These diseases include polycystic kidney disease, diabetes, autoimmune diseases like Lupus, and renal vascular disease, all of which can lead to kidney failure. While kidney failure can be supported with dialysis the optimal treatment for people with kidney failure is transplantation, which not only improves the quality of life but significantly increases a person's life expectancy no matter the age of the patient at the time of transplant. However, for those who are fortunate enough to receive a kidney transplant, the immune response to the graft – "rejection" – is the major threat to the long-term survival of the kidney transplant. For example even a single rejection episode reduces the mean graft survival to only 7 years compared to over 13 years for those individuals who remain rejection free.

Since the Transplant Manitoba Adult Kidney Program in the Section of Nephrology was launched by the Department of Internal Medicine in 1969, the University of Manitoba has become a major international influence in kidney transplantation. Our clinical scientists were the first to describe subtle ("subclinical") forms of rejection that can be damaging to the structure and function of the transplant. Moreover the University of Manitoba is a leading centre in the development of novel non-invasive diagnostic tests to detect subclinical rejection and early forms of tissue injury that can lead to transplant failure. Currently these subclinical rejections can only be detected by an invasive kidney biopsy.

The Section of Nephrology is committed to nurturing a staff of superb clinician and research scientists who will give Manitobans state-of-the-art care and maintain its leadership role in kidney transplant research.

The Transplant Manitoba Adult Kidney Program has 5 full-time clinician scientists, and 10 research and support staff. Our researchers interact with a diverse set of collaborators from Immunology, Physics, Bioinformatics, Pathology and Physiology. The staff provides direct care to in-family donors and patients at clinics as well as through pre-transplant evaluation in the clinical transplant laboratory. Launched in 1986, the post-graduate Fellowship Program in Nephrology has been repeatedly accredited for its comprehensive general, and transplant, nephrology training program. To date, we have trained 25 clinical nephrologists as well as research fellows from both Canada and Europe.

Research conducted at the University of Manitoba is helping us discover the immune mediators of kidney transplant rejection and how to improve survival of the transplants and the overall lives of our patients. For example, funded by operating grants from the Canadian Institutes of Health Research:

- We are exploring new methods of diagnosing transplant rejection. Working jointly with the National Research Council Institute for Biodiagnostics in Winnipeg, we are developing magnetic resonance spectroscopy (MRS) of urine samples to detect early inflammation in the graft. This work has led to the Transplant Manitoba Adult Kidney Program acting as a core lab in a multi-centre NIH (US National Institutes of Health) sponsored kidney transplant study (DeKAF).
- Our researchers, as founding members of the Manitoba Centre for Proteomics and Systems Biology, are using state-of-the-art proteomic research tools to identify unique proteins involved in kidney rejection. Once these proteins are identified this body of work will provide the pharmaceutical industry with novel targets in the design of new immunosuppressive therapies to prevent and treat transplant rejection as well as providing biomarkers to monitor transplants for early signs of rejection. This work has led to the Transplant Manitoba Adult Kidney Program acting as a core lab in another multi-centre NIH (US National Institutes of Health) sponsored kidney transplant study (CTOT).

• We were the first transplant program in Canada to establish the routine use of flow cytometry-based cross-matching in pre-transplant donor-recipient assessment in order to prevent the early loss of the kidney transplant to antibody mediated rejection. Indeed, since its implementation in 2000 our program has not lost a graft to antibody-mediated rejection. With the institution of the technology, we are saving Manitobans \$1 million/yr in health care costs as transplants are functioning that would otherwise have been rejected and required that individuals return to the more expense dialysis therapy – dialysis cost \$70,000/yr more than a transplant. Moreover, with this assessment tool we are now able to transplant high risk recipients – that is individuals who without this technology would not be transplanted – which will lead to a further cost savings to Manitobans. Recognition of the research done in this area has resulted in group members being asked to participate in consensus forum's at the US based NIH and publish "White Papers" outlining minimal practice guidelines for both US and Canadian transplant programs.

In addition,

- Dr. David Rush, Professor and Head of the Section of Nephrology, has established one of the world's foremost centres for the study of subclinical kidney inflammation through the use of protocol biopsies post-transplant. Moreover, he pioneered the clinical trials demonstrating that the treatment of subclinical rejection improved kidney transplant outcome. This body of work has been highlighted internationally and provides the foundation for his current studies to development non-invasive diagnostics using urine Magnetic Resonance Spectroscopy. Furthermore the Canadian Society of Transplantation awarded Dr. Rush the Lifetime Achievement Award in 2008, its highest award for scientific achievement.
- Dr. Peter Nickerson, Professor, is one of the few transplant nephrologists in Canada trained in both Clinical and Laboratory Medicine. He is Medical Director of the Transplant Immunology Laboratory, and has been on the Boards of the Canadian Council for Donation and Transplantation, the United Network for Organ Sharing (the US National organization responsible for organ procurement and allocation) and is the Past President of the American Society of Histocompatibility and Immunogenetics. In recognition of his expertise he has recently been recruited to be the CBS Executive Medical Director of Transplantation for their newly created Division in Organ, Tissue Donation and Transplantation whose mandate is to establish National programs in support of transplantation in Canada. His research program is devoted to the identification of the inflammatory programs causing renal transplant rejection through the use of state-of-the-art proteomic approaches. The cutting edge nature of the Manitoba Centre for Proteomics and Systems Biology, for which Dr. Nickerson is a founding member along with 4 other research scientists, has recently been nationally recognized by an infrastructure grant for \$3 million from the Canadian Foundation for Innovation (CFI). The CFI funding developed 10,000 square ft of

new laboratory space which houses the latest in proteomic equipment for the Centre. Insights gained through this research program are providing the knowledge from which novel therapeutic and diagnostic tools can be developed for kidney transplant patients.

- Dr. Martin Karpinski, Assistant Professor, has been a key player in the development of the flow-based cross-match in pretransplant assessment to prevent graft loss to antibody-mediated rejection. Currently, he is leading our group's research efforts to optimize access to and safety of living kidney donor transplants.
- Dr. Leroy Storsley, Assistant Professor, is working with Dr. Karpinski in the area of living kidney donation.
- Dr. Julie Ho, Assistant Professor, our latest recruit, completed her research fellowship in the Manitoba Centre for Proteomics and Systems Biology and is establishing a research program defining the biology of acute renal injury.

In the last 17 years the University of Manitoba has developed one of the best translational research programs in clinical Transplant Nephrology in North America, and has attracted more than \$10 million from granting agencies and contract research with industry. Our research findings have appeared in the New England Journal of Medicine, Kidney International, Journal of the American Society of Nephrology, American Journal of Transplantation, and other influential academic journals, as well as in the international media.

Despite our success, the Transplant Manitoba Adult Kidney Program in the Section of Nephrology lacks core funding to recruit and support highly trained specialty scientists who are needed to help continue the growth of our research program. As more of our researchers treat patients in clinics and hospitals, we have fewer doctors with the time to conduct research. Our challenge is to recruit and retain top-qualified transplant nephrologists, and to maintain the quality of our programs against the pressures of an increasing clinical workload.

An Endowed Research Chair in Renal Transplant, held by a world-class researcher, will attract other superior faculty members and graduate students who wish to be part of the chair holder's dynamic research group. The Chair would place the University of Manitoba at the centre of leading-edge research in transplant nephrology.

Creating a chair will also help leverage other research funding from granting agencies. This funding will play a central role in the development of the Faculty by permitting the University to retain a top researcher who will further build on the established top-quality program in Transplant Nephrology research.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with section 2.2 of University Policy on Chairs and Professorships
- 2) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with 2.3 of University Policy on Chairs and Professorships.
- 3) The Chair holder will have an appointment in the Department of Internal Medicine and some restricted clinical activity to ensure a clinical profile. Cross appointment to an appropriate basic science department may also be considered. The Chair holder will participate in an appropriate amount of teaching activity, including undergraduate and post-graduate medical trainees and graduate students, where appropriate.
- 4) The role of the Chair will be to contribute significantly to the body of research and scholarship in the Department of Internal Medicine, Accordingly, the appointment of the Chair will be made on the recommendation of the Department of Internal Medicine and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs.
- 5) It is understood that the Chair would be structured with a five year maximum term with an option of renewal subject to satisfactory performance of the incumbent, but also with the understanding that the research focus could be changed at such intervals according to the changing needs of the Department of Internal Medicine as determined by the Head, Department of Internal Medicine and subject to approval by the University of Manitoba.





Received

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University Secretariat

UNIVERSITY
OF MANITOBA

OFFICE OF THE VICE-PRESIDENT (RESEARCH)

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MEMORANDUM

TO:

Mr. Jeff Leclerc, University Secretary

FROM:

Joanne C. Keselman, Vice-President (Research)

and Chair, Senate Committee on University Research

DATE:

December 23, 2008

SUBJECT:

Proposal to establish a Research Chair in Watershed Science

Attached please find a proposal to establish a Research Chair in Watershed Science. The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on Chairs and Professorships,

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.

Proposal to establish a Research Chair in Watershed Science

Background

In the spring of 2008, the Province of Manitoba announced funding for the establishment of a research chair in water quality at the University of Manitoba. The creation of such a chair had earlier been recommended by the Lake Winnipeg Stewardship Board. The provincial funding was provided with the goal of further developing watershed science at the University and, in so doing, generating new knowledge to assist in the restoration of the health of Lake Winnipeg.

Name of the Proposed Chair

Research Chair in Watershed Science

Purpose and Objectives of the Proposed Chair

The Research Chair in Watershed Science will provide scientific leadership and coordination of activities to improve water quality in all water bodies in Manitoba, including Manitoba's large lakes, i.e., Lake Winnipeg and Lake Manitoba. The Research Chair will also play a leadership role in the planned development of a Watershed Research Institute at the University of Manitoba. This institute is intended to serve as a focal point for the University's considerable research expertise in water, in particular, research focused on Lake Winnipeg and her watershed. The overall objective of the planned institute is to generate and communicate knowledge that will help ensure the sustainable development of Lake Winnipeg. In carrying out its activities, the institute will work collaboratively with key stakeholders (government departments, NGOs, boards/councils, research consortiums, etc.). The urgent need to establish such an institute was identified in the recent report of the Manitoba Clean Environment Commission.

Relationship to the Proposing Unit

Given the multi-disciplinary nature of watershed science, the proposed chair will not, a priori, be 'assigned' to a given academic unit. Rather, this chair initiative is seen as university-wide in nature, with the departmental affiliation of the chair holder ultimately determined by his/her particular academic/research expertise.

The University has comprehensive expertise in the water area, with researchers examining water from virtually every angle -- from floods and storms, to droughts and sea ice. The bulk of the University's research effort in this area is currently concentrated in the faculties of agricultural and food sciences; engineering; environment, earth and resources; and science. Each of these units have established considerable research infrastructure to support this work. Current areas of emphasis include: aquatic ecosystems; water policy and protection; nutrient leaching and pollution; climate change, water infrastructure and prairie droughts. Further, much of this work is focused on Manitoba's large lakes and their watershed.

Funding Method

The Province of Manitoba has committed \$1.25 million of support over five years, through the Manitoba Research and Innovation Fund, to support the proposed research chair.

Academic Qualifications of the Chair

The academic qualifications of the Chair include:

- national/international recognition in the field of watershed science, as evidenced by a strong publication in high impact journals and the acquisition of national or international peer-reviewed grants and contracts;
- demonstrated teaching excellence, including trainee supervision;
- a record of successfully coordinating researchers and building productive research teams from a variety of institutions and/or organizations; and
- a demonstrated ability to communicate science to a range of stakeholders and the public, clearly and effectively.

The selection and appointment of the Chair will be conducted in accordance with University policy on Chairs and Professorships.

Term of Appointment

The term of the appointment will be for five years.

October 1, 2008

Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes in Excess of Nine Credit Hours

Preamble

- The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
- 2. In October 2007, the Faculty of Graduate Studies approved a process of Streamlining Course Introductions, Modifications, & Deletions which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
- 3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Depts. of History and Psychology.

Observations

- The Department of History proposes the introduction of two courses: HIST 7XXX Social History of Health and Disease in Modern Canada (6) and HIST 7YYY History of Health and Disease (6) which respond to an area of student interest and provide pedagogical support to students.
- 2. The Department of Psychology proposes the deletion of six courses: PSYC 7870 Psychopathology (3), PSYC 8070 Profession of Clinical Psychology (3), PSYC 8170 Community Psychology (3), PSYC 8180 Community Psychology 2 (3), PSYC 8410 Verbal Psychotherapy (3), and PSYC 8420 Quantitative Methods in Psychology (3).

The Department of Psychology proposes the introduction of twenty-three courses: PSYC 7XXA Clinical Research Design (3), PSYC 7XXB Readings in Autism Spectrum Disorders (3), PSYC 7XXC Cross-cultural Social Psychology (3), PSYC 7XXD Theories of Close Relationships (3), PSYC 7XXE Self-regulation and Health (3), PSYC 7XXF Social Psychology and Health (3), PSYC 7XXG Quantitative Methods in Psychology 1 (3); PSYC 7XXH Quantitative Methods in Psychology 2 (3), PSYC 7XXI Autism Practicum 1 (3), PSYC 7XXJ Autism Practicum 2 (3), PSYC 7XXK Developmental Disabilities Practicum 1 (3), PSYC 7XXLDevelopmental Disabilities Practicum 2 (3), PSYC 7XXM Case Conceptualization and Communication 1 (0), PSYC 7XXN Case Conceptualization and Communication 2 (0), PSYC 7XXO Bases of Behaviour 1 (3), PSYC 7XXP Bases of Behaviour 2 (3), PSYC 7XXQ Ethics and Professional Issues in Clinical Psychology (3), PSYC 7XXR Foundations of Evidence-Based Treatment (3), PSYC 7XXS Psychopathology and Diagnosis (3), PSYC 8XXA Case Conceptualization and Communication 3 (3), PSYC 8XXB Clinical Supervision in Psychology (3), PSYC 8XXC Social and Community Intervention (3), and PSYC 8XXD Program Evaluation and Consultation (3).

The Department of Psychology proposes the modification of eight courses: PSYC 7380 Advanced Research Design (3), PSYC 7390 Scaling (3), PSYC 7400 Measurement and Scaling Theory (3), PSYC 7410 Advanced Psychometric Theory (3), PSYC 7420 Multivariate Methods in Psychology (3), PSYC 7800 Seminar in Quantitative Methods in Psychology 1 (3), PSYC 7810 Seminar in Quantitative Methods in Psychology 2 (3), and PSYC 8370 Logic of Research Design (3).

Please see Attach. 1 for an explanation of the large net credit hour change.

Recommendations

The Faculty of Graduate Studies recommends THAT: the course changes from the units listed below be approved by Senate:

Department of History
Department of Psychology

Respectfully submitted,

Dean J. Doering, Chair Graduate Studies Faculty Council

History

Course introductions:

HIST 7XXX Social History of Health and Disease in Modern Canada (6) +6
This course explores the history of health and health care in Canada, with a focus on the late 19th and 20th century. Topics will include colonization, infectious disease, and Aboriginal health; the evolution of medical and nursing professions and the modern hospital; mental health; cancer; alternative therapies; childbirth; and old age. Analytical categories of gender, race, ethnicity, class, and sexuality will run throughout the material.

HIST 7YYY History of Health and Disease (6)

An introduction to principal issues and approaches in the history of health and disease. It is not meant to be a strictly chronological survey. Topics and themes may include the development of nursing and medical professions; the transformation of the hospital; mental health; alternative therapies; colonization, infectious disease and aboriginal health; and health and the state.

Page 2 of 6

Psychology

Course deletions:

PSYC 7870 Psychopathology (3)	-3
PSYC 8070 Profession of Clinical Psychology (3)	-3
PSYC 8170 Community Psychology (3)	-3
PSYC 8180 Community Psychology 2 (3)	-3
PSYC 8410 Verbal Psychotherapy (3)	-3
PSYC 8420 Quantitative Methods in Psychology (3)	-3

Course introductions:

PSYC 7XXA Clinical Research Design (3)

+3

This course addresses issues of research design relevant to clinical research. Topics include reliability and validity of measurement, correlational, quasi-experimental, and experimental designs, clinical significance, and power analysis. Students complete a research proposal relevant to their thesis interests.

PSYC 7XXB Readings in Autism Spectrum Disorders (3)

+3

Students will read recent research in Autism Spectrum Disorders, acquire skills to critically evaluate empirical evidence, and examine implications for practice. Among the topics covered will be assessment, diagnosis, epidemiology, and applied behaviour analysis early intervention. Prerequisite: permission of instructor.

PSYC 7XXC Cross-cultural Social Psychology (3)

+3

Cross-cultural psychology is the critical and comparative study of the linkages between cultural norms and thoughts, feeling and behaviour. This course focuses on Cross-cultural Social Psychology. Therefore, the assigned readings deal with topics that Social Psychology in general examines.

PSYC 7XXD Theories of Close Relationships (3)

+3

Students will be exposed to the theories that apply to the initiation, development, maintenance, and dissolution of relationships. The primary focus will be on evolutionary theory, attachment styles, communal and exchange relationships, equity theory, interdependence theory and the investment model, attributional theories, and theories of love.

PSYC 7XXE Self-regulation and Health (3)

+3

This course examines how self-regulatory processes such as goal-setting and self-awareness can affect behaviours that promote or undermine human health. A wide range of health-related behaviours is considered such as smoking, exercise, safe-sex practices, and eating.

PSYC 7XXF Social Psychology and Health (3)

+3

This course considers health from a social psychological perspective. Weekly readings and discussion will focus on social cognitive processes and social influence processes that may mediate between stress and illness or may direct people's judgments of their health and choices Page 3 of 6

of health-related behaviours.

PSYC 7XXG Quantitative Methods in Psychology 1 (3)

+3

An introduction to descriptive and inferential statistics as it relates to the analysis of psychological data. Topics such as shapes of distributions, measures of central tendency and variability, hypothesis testing, and interval estimation, single and multifactor analyses, classical and robust methods of analysis will be discussed.

PSYC 7XXH Quantitative Methods in Psychology 2 (3)

+3

Applied statistics for psychologists, with a focus on regression analysis, linear models, and generalized linear models. Emphasis will be placed on the application of statistical methods and computer software in psychological research. Not to be held with the former PSYC.8420 (17.842). Prerequisite: PSYC.7XXG or permission of instructor.

PSYC 7XXI Autism Practicum 1 (3)

+3

Graduate students will be taught to provide applied behaviour analysis training for children with autism. Students will be taught many of the skills expected of tutors and senior tutors in the St. Amant Applied Behaviour Analysis Program for Children with Autism. Prerequisite: permission of instructor.

PSYC 7XXJ Autism Practicum 2 (3)

+3

Graduate students will learn to supervise tutors and parents providing applied behaviour analysis training for children with autism. Students will be taught many of the skills expected of a clinical consultant in the St. Amant Applied Behaviour Analysis Program for Children with Autism. Prerequisite: PSYC.7XXI and permission of instructor.

PSYC 7XXK Developmental Disabilities Practicum 1 (3)

+3

Students will work closely with behaviour analysts in the Psychology Department at St. Amant to assess problems, design and execute appropriate interventions, and conduct follow-ups for persons with developmental disabilities. Prerequisite: permission of instructor.

PSYC 7XXL Developmental Disabilities Practicum 2 (3)

+3

Graduate students will work closely with behaviour analysts in the Psychology Department at St. Amant in the provision of applied behaviour analysis consultation services for front line staff caring for persons with developmental disabilities. Prerequisite: PSYC.7XXK and permission of instructor.

PSYC 7XXM Case Conceptualization and Communication 1 (0)

+(

In this course students will be exposed to the theory and practice of case conceptualization and communication. Students are required to be present for presentations of clinical cases and participate in discussions of them. Grading is Pass/Fail. Prerequisite: permission of instructor.

PSYC 7XXN Case Conceptualization and Communication 2 (0)

+(

In this course students will be exposed to the theory and practice of case conceptualization and communication. Students are required to be present for presentations of clinical cases and participate in discussions of them. Grading is Pass/Fail. Prerequisite: permission of instructor.

PSYC 7XXO Bases of Behaviour 1 (3)

+3..

This course will provide students with broad and general knowledge of theory and research in social/multicultural bases of behaviour, lifespan development, and individual differences

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(including personality and diversity). Preference given to clinical students. If space permits, nonclinical psychology students may enroll. Prerequisite: permission of instructor.

PSYC 7XXP Bases of Behaviour 2 (3)

+3

This course will provide students with broad and general knowledge of theory and research in biological, and cognitive/affective bases of behaviour, as well as the history and systems of psychology. Preference given to clinical students. If space permits, non-clinical psychology students may enroll. Prerequisite: permission of instructor.

PSYC 7XXQ Ethics and Professional Issues in Clinical Psychology (3) +3
Study of professional issues in clinical psychology. Historical development and present status of clinical psychology; what defines a profession; ethics codes, standards of practice, and legal requirements; training, internships, and accreditation; professional organizations, registration, and advocacy; employment in public and private sectors. Grading is Pass/Fail. Prerequisite; permission of instructor. Not to be held with the former PSYC. 8070 (017.807).

PSYC 7XXR Foundations of Evidence-Based Treatment (3)

+3

This course is designed to provide students with both a knowledge/evidence base for the foundations of psychotherapy and practical skills that will prepare them for more advanced learning via supervised work with clients. Prerequisite: permission of instructor. Not to be held with the former PSYC.8410 (017.841).

PSYC 7XXS Psychopathology and Diagnosis (3)

+3

Advanced study of abnormal behaviour, diagnostic approaches, and related research. Prerequisite: permission of instructor. Not to be held with the former PSYC.7870 (017.787).

PSYC 8XXA Case Conceptualization and Communication 3 (3)

+3

In this course students will learn the theory and practice of case conceptualization and communication. Students will prepare and present clinical cases using well-defined models of treatment and case formulation strategies. Prerequisite: permission of instructor.

PSYC 8XXB Clinical Supervision in Psychology (3)

+3

This course will review the major models, ethical issues, and recommended strategies and practices of clinical supervision. Learning modalities will include discussion of readings, role-playing, and supervised supervision of student clinicians. Pass/Fail course. Prerequisite: permission of instructor.

PSYC 8XXC Social and Community Intervention (3)

+3

A general introduction to community psychology and community mental health. Historical, conceptual, and philosophical underpinnings of community psychology and community mental health; community assessment and intervention; alternative approaches to contemporary social problems; understanding social policy and the role of the public sector; community research methods. Prerequisite: permission of instructor. Not to be held with the former PSYC.8170 (017.817).

PSYC 8XXD Program Evaluation and Consultation (3)

+3

An overview of program evaluation and consultation as major areas of applied psychological practice; analysis of contemporary social and health problems; development, implementation, and evaluation of human service programs; understanding human service organizations; the role of consultant and common types of consultation; ethical issues in program evaluation and

Page 5 of 6

consultation. Prerequisite: permission of instructor. Not to be held with the former PSYC.8180 (017.818).

Course modifications:

PSYC 7380 Advanced Research Design (3)

The use of randomized subjects, block, factorial, latin square, and repeated measures designs in psychological research is discussed. Ancillary topics considered are unbalanced designs, multiple linear regression, magnitude estimation and simultaneous inference. Students will also use statistical packages to analyze data from psychological experiments. Prerequisite: PSYC.7XXG or permission of instructor.

PSYC 7390 Scaling (3)

Methods and theory of scaling. Scaling models and issues in current psychological research. Prerequisite: PSYC.7XXG or permission of instructor.

PSYC 7400 Measurement and Scaling Theory (3)

Discussion of measurement theory, data theory, and scaling models. Prerequisite: PSYC.7390 (or 017.739) or permission of instructor.

PSYC 7410 Advanced Psychometric Theory(3)

Current theory and research in psychometrics. Prerequisite: PSYC:7400 (017.740) or permission of instructor.

PSYC 7420 Multivariate Methods in Psychology (3)

Designing and analyzing behavioural science experiments containing multiple dependent (criterion) and independent (predictor) variables is discussed. The use of statistical packages is illustrated. Prerequisite: PSYC.7XXG or permission of instructor.

PSYC 7800 Seminar in Quantitative Methods in Psychology 1 (3)

Special topics and recent advances in the design and analysis of behavioural science data will be discussed. Prerequisite: PSYC.7XXG or permission of instructor.

PSYC 7810 Seminar in Quantitative Methods in Psychology 2 (3)

An extension of the material covered in PSYC.7800 (or 017.780) with particular emphasis on quantitative techniques typically employed in such areas as discrimination learning, personality, etc. Prerequisite: PSYC.7XXG or permission of instructor.

PSYC 8370 Logic of Research Design (3)

A survey of nonstatistical issues in research design, focusing on precise formulation of research questions and implication for research design. Design problems from various psychological areas are solved by students in the laboratory the purpose being to strengthen critical ability and to identify commonalities across areas in methodological approach. Broader philosophical issues relevant to research design, such as the meaning of causality, are also addressed. Prerequisite: PSYC.7XXG or permission of instructor.

NET CHANGE IN CREDIT HOURS

+45

Report of the Senate Planning and Priorities Committee on Graduate Changes with Potential Resource Implications or Course Changes Beyond Nine Credit Hours

Preamble

- 1. SPPC has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine credit hours.
- 2. The committee reviewed a proposal from the Faculty of Graduate Studies to introduce a net change of +12 credit hours in the Department of History and +45 credit hours in the Department of Psychology.

Observations

- 1. The Department of History proposes the introduction of two six-credit hour courses which can be offered within the current resources in the department.
- 2. The Department of Psychology proposes the deletion of six three-credit hour courses, the introduction of twenty-one three-credit hour courses and two zero credit hour courses, and the modification of eight three-credit hour courses for a net change of 45 credit hours.
- 3. The Psychology graduate programs have recently undergone review by both the Faculty of Graduate Studies and outside accrediting agencies. The changes proposed by the department are in response to the reviews and as a response to the matter of logistics.
- 4. The Department of Psychology is introducing a number of courses which have been offered in the past under topics course numbers. The favourable enrolments in these offerings has led the Department to introduce these topics as formalized courses.
- 5. The Department of Psychology has indicated that there will be no additional resource implications to these course changes.

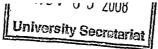
Recommendation

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the course changes from the Departments of History and Psychology as contained in the Faculty of Graduate Studies Executive Committee Report [dated October 1, 2008].

Respectfully submitted,

Norm Hunter, Chair Senate Planning and Priorities Committee



Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes in Excess of Nine Credit Hours

Preamble

- 1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
- 2. In October 2007, the Faculty of Graduate Studies approved a process of Streamlining Course Introductions, Modifications, & Deletions which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
- 3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Dept. of Microbiology.

Observations

The Dept. of Microbiology proposes the introduction of four courses, MBIO.7040
Graduate Microbiology (3), MBIO.7060 Microbial Interactions (3), MBIO.7050
Environmental Microbiology (3) and MBIO.7180 Bioprocessing (3) to require a core course to provide a solid understanding of fundamental areas in Microbiology, draw on the expertise of some instructors, or cover recent developments in the field.

Recommendations

The Executive Committee recommends THAT: the course changes from the unit listed below be approved by FGS Senate:

Dept. of Microbiology

Respectfully submitted,

Dean J. Doering, Chair Graduate Studies Faculty Council

Page 1 of 2

Microbiology

Course introductions:

MBIO.7040 Graduate Microbiology (3)

+3

Topics and current developments in the field of microbiology will be covered. A combined discussion, seminar and written exam format may be used. Inquire at the department for availability.

MBIO.7060 Microbial Interactions (3)

+3

Topics and current developments in the field of microbial interactions will be covered. A combined discussion, seminar and written exam format may be used. Inquire at the department for availability.

MBIO.7050 Environmental Microbiology (3)

+3

Topics and current developments in the field of environmental microbiology will be covered. A combined lecture, discussion, assignment and seminar format may be used. Inquire at the department for availability.

MBIO.7180 Bioprocessing (3)

+3

This course allows students with a background in either biological sciences or engineering to gain an understanding of biochemical engineering processes used to enable important chemical conversions by biological systems. Topics include bioprocessing for production of biofuels, bioplastics, and biopharmaceuticals, upstream processing technologies, fermentation and bioreactor systems, and downstream processing for product recovery. These will be related to present or potential industrial applications. This course is also offered in the Department of Biosystems Engineering as BIOE.7180. MBIO cannot be held with BIOE.7180.

NET CHANGE IN CREDIT HOURS:

+12

Report of the Senate Planning and Priorities Committee on Graduate Changes with Potential Resource Implications or Course Changes Beyond Nine Credit Hours

Preamble

- 1. SPPC has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine credit hours.
- 2. The committee reviewed a proposal from the Faculty of Graduate Studies to introduce a net change of +12 credit hours in the Department of Microbiology.

Observations

- 1. The Department of Microbiology underwent a significant program revision several years ago wherein the graduate course credit hour requirement was decreased to six credit hours for Masters students and twelve credit hours for doctoral students. This change resulted in a reduction of the total number of graduate courses taught by the department..
- 2. At this time, the Department is proposing the introduction of four courses which will serve to create a commonality of courses for students in the Microbiology graduate programs.
- 3. The Department of Microbiology has indicated that these course introductions will have no additional resource implications.

Recommendation

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the course changes from the Department of Microbiology as contained in the Faculty of Graduate Studies Executive Committee Report [dated October 31, 2008].

Respectfully submitted,

Norm Hunter, Chair Senate Planning and Priorities Committee

/mb

PROPOSAL:

Joint M.A. Program in Peace and Conflict Studies

October 12, 2007

TO:

FACULTY OF GRADUATE STUDIES

FROM:

JOINT MASTER'S DISCIPLINE PROGRAM IN PEACE AND CONFLICT STUDIES

- Dr. Sean Byrne, Committee Chair, Professor of Peace and Conflict Studies Director, Ph.D. Program in Peace and Conflict Studies, University of Manitoba Director, Mauro Centre for Peace and Justice at St. Paul's College
- Dr. Denis Bracken, Rector, St. Paul's College, Associate Professor, Faculty of Social Work, University of Manitoba
- Dr. Bernie Dronzek, Associate Dean Emeritus Department of Agriculture, University of Manitoba
- Dr. Sandra Kirby, Professor of Sociology and Associate Vice-President Academic, University of Winnipeg
- Dr. Dan Lenoski, Associate Professor, Department of English, St. Paul's College, University of Manitoba
- Dr. Dean Peachey, Adjunct Professor, University of Winnipeg Professor of Conflict Resolution Studies and Dean, Menno Simons College at the University of Winnipeg
- Dr. Brian Rice, Associate Professor, Education, University of Winnipeg
- Dr. Jessica Senehi, Assistant Professor, Peace and Conflict Studies, University of Manitoba, Associate Director, Mauro Centre for Peace and Justice, St. Paul's College
- Dr. Anna Snyder, Adjunct Associate Professor, University of Winnipeg Associate Professor of Conflict Resolution Studies Menno Simons College at the University of Winnipeg
- **Dr. John Stapleton**, Professor and Dean Emeritus of Education, University of Manitoba Rector, St. Paul's College
- **Dr. Claudia Wright**, Professor of Political Studies and Associate Vice-President Academic Emeritus, University of Winnipeg

EXECUTIVE SUMMARY

The M.A. Program in Peace and Conflict Studies will encompass the analysis and resolution of social conflicts; peace research that examines the structural roots of social conflicts, divisions, and inequalities; and strategies for building community and promoting social justice. The M.A. Program will consist of 18 credit hours and a thesis or 30 credit hours of course work, and a final comprehensive examination. Ten new three-credit hour courses are proposed. Proficiency in a second language will be a requirement. Twelve to fifteen students will be admitted into the M.A. Program per academic year to a projected maximum of 50 students in the Program at any one time. Students admitted to the Program will meet the admission requirements of the Faculty of Graduate Studies, University of Manitoba. These will include the attainment of a recognized four-year bachelor's degree, which will have been earned from among several related and relevant disciplines.

We have consulted with persons from both partnering institutions in the development of this proposal. Importantly, we have provided for institutionalizing a collaborative model for directing this Program in the form of a Joint Discipline Committee for the Master's Program in Peace and Conflict Studies of the University of Manitoba (the Mauro Centre for Peace and Justice, St. Paul's College) and University of Winnipeg (and its associated colleges and centres). This Committee will be chaired by the Director of the Arthur V. Mauro Centre for Peace and Justice at St. Paul's College, and will consist of the Director and Associate Director of the Centre, the Rector of St. Paul's College, and one other representative from the University of Manitoba as well as the Associate Vice President Research and Graduate Studies of the University of Winnipeg (or delegate), and three representatives from the University of Winnipeg. The Joint Master's Discipline Committee in Peace and Conflict Studies (JDC) of the University of Manitoba and University of Winnipeg will perform the functions of a department on such matters as student admission; approval of programs, composition of examination committees, and monitoring of student progress; and appointment of faculty associates. The Chair of the JDC will report to the Dean of Graduate Studies.

Concerning resources, the Program will have a core faculty of seven full-time faculty members including the four positions requested to support this program. There will be sixteen faculty associates of the Program approved by the *JDC* of the University of Manitoba and University of Winnipeg to work in the Program. The Program administration will be located in the newly renovated Arthur V. Mauro Centre for Peace and Justice in St. Paul's College. The proposal requests financial support from COPSE to appoint an administrative assistant and the four core faculty members noted above.

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III

PROPOSAL:

M.A. Program in Peace and Conflict Studies Arthur V. Mauro Centre for Peace and Justice at St. Paul's College University of Manitoba

A. PROGRAM DESCRIPTION

1. Introduction: Rationale, objectives, and features

I. Rationale

Increasingly, conflict is being defined along religious, economic, gender, and ethnic lines. Throughout the world, violence and human rights abuses abound. Yet, there is a universal desire globally to solve basic human needs such as human security, identity, and recognition. Indeed, individuals are working to alleviate sexism, celebrating multiculturalism, reclaiming neighborhoods, demanding social justice, providing prenatal care, including elders in community, and finding nonmilitaristic solutions to global problems to build lasting peace. Now, more than ever, we need to choose a new path of interdependent unity and partnership to move from a culture of violence and destruction to one of peace and collaborative problem-solving. The world is getting smaller, and increasingly, people from different backgrounds are coming together in communities and in the workplace. Global dangers such as global warming or nuclear war require multinational cooperation. Where peace accords have been signed, the critical work of reconciliation, healing, and peace-building remain. At no time has the need to resolve conflict peacefully while promoting justice and reconciliation been greater. In this nuclear age, the future of the world could well depend upon the ability to meet this need. The interdisciplinary study of peace and conflict has emerged in recent decades to bring people of diverse theoretical and experiential backgrounds together to (a) research these complex social problems in a systematic way, and also (b) develop and promote strategies, policies, and skill sets for addressing these issues.

The M.A. Program in Peace and Conflict Studies brings together in partnership diverse educational resources in Winnipeg and is offered jointly by the University of Winnipeg and the University of Manitoba. At the University of Manitoba, the M.A. Program will be academically located within the Faculty of Graduate Studies, and will be housed within the Mauro Centre for Peace and Justice at St. Paul's College. At the University of Winnipeg, the M.A. Program will involve the College of Arts and Sciences and the Global College, as well as the Conflict Resolution Program of Menno Simons College (Canadian Mennonite University), which is the home to the University of Winnipeg's undergraduate program in peace and conflict studies. For the purpose of simplicity, within this document: the partners in the Joint M.A. Program will be referred to as the University of Manitoba and the University of Winnipeg; members of the Joint Discipline Committee and members involved in student supervision, direction and assessment (advisory committees and examining

committees etc) are faculty members or adjunct faculty members of the University of Manitoba or the University of Winnipeg.

The University of Manitoba's 2003 strategic plan Building for a Bright Future places emphasis on research and graduate education that makes a difference to the province, the nation, and the world. Both the Strategic Plan and the Academic Plan of The University of Winnipeg include a clear commitment to the internationalization of the undergraduate and graduate curriculum. The Global College serves as a dynamic catalyst for new ideas, critical thinking, and open discourse on issues of global significance affecting our local and global communities 1 With the increasing significance of international governmental and nongovernmental organizations, nations will need to provide qualified personnel to maintain a significant national presence and influence in the world. Increasingly, persons in Manitoba, North America, and throughout the world are seeking to supplement their current expertise—reflected in bachelor's level study in their chosen discipline or profession—with master's level studies in the area of violence prevention, the analysis and resolution of conflicts, and peace-building. At the University of Winnipeg, Menno Simons College of Canadian Mennonite University, has offered the world's largest undergraduate program in conflict resolution and has made a significant impact on the field of peace and conflict studies locally, nationally, and globally. Given the high level of institutional and community resources for this area of study, the University of Manitoba and the University of Winnipeg are uniquely poised to be an international leader in this area.

This proposal seeks to address these global and local needs with the establishment of an interdisciplinary M.A. Program in Peace and Conflict Studies at the University of Manitoba (the Mauro Centre for Peace and Justice, St. Paul's College) and the University of Winnipeg (Faculty of Arts, and its associated Colleges and Centres)—the sixth M.A. Program in this subject area in Canada. The purpose of this interdisciplinary graduate degree is to provide an opportunity for students to pursue higher education, research, and practice in conflict analysis and resolution. The master's degree will build on the firm foundation of knowledge and skills developed during bachelor's studies from one of a variety of disciplines providing a pipeline of qualified graduates for our masters program.

II. Objectives

Specific objectives of the interdisciplinary M.A. Program in Peace and Conflict Studies are to:

- a) prepare students to apply analytical and theoretical models and conflict resolution processes to the analysis of, and intervention in, diverse conflict contexts;
- b) provide graduate students with the theoretical perspectives, substantive knowledge, and practical skills required by the needs of society;

¹ The information with regards to the Global College is based on materials distributed in public documents.

- c) promote interdisciplinary research and education in the area of Peace and Conflict Studies;
- facilitate and encourage the involvement of leaders in the peace and conflict community and at the University of Manitoba and the University of Winnipeg to be educators, researchers, practitioners, and decisionmakers;
- e) meet the demand from students, faculty, and peace and conflict organizations for an interdisciplinary M.A. Program in Peace and Conflict Studies;
 - f) ensure that bachelor's graduates can continue their graduate education in Peace and Conflict Studies without leaving Manitoba; and
 - g) create opportunities for greater interaction among students and faculty from different disciplinary backgrounds.

III. Research priorities

(see Appendix K).

The M.A. Program in Peace and Conflict Studies will be housed in the Arthur V. Mauro Centre for Peace and Justice. An important mission of the Centre is research in the area of Peace and Conflict Studies. Currently, there are three full-time core faculty associated with the Centre: Dr. Sean Byrne, Dr. John Perry, and Dr. Jessica Senehi, and an additional twenty-nine University of Manitoba faculty who are faculty associates of the Ph.D. program in Peace and Conflict Studies In addition, there are sixteen full time faculty associated with the University of Winnipeg who would be affiliated with the proposed M.A. program in Peace and Conflict Studies: Dr. Larry Chartrand, Dr. John Derksen, Dr. Lois Edmund, Dr. Neil Funk-Unrau, Dr. Parvin Ghorayshi, Dr. Judith Harris, Dr. Peter Ives, Dr. Rick McCutcheon, Dr. Joseph Nnadi, Dr. Dean Peachey, Dr. Paul Redekop, Dr. Mavis Reimer, Dr. Brian Rice, Dr. Anna Snyder, Dr. Eliakim Sabanda, and Dr. Albert Welter

The research priorities will include but will not be limited to the analysis and resolution of protracted ethnopolitical conflicts; the role of storytelling and cultural production in conflict and peace; indigenous approaches to peacemaking; gender, conflict and peacebuilding; peace education; children and war; restorative and social justice; and, human rights and human security.

Further, the University of Manitoba and the University of Winnipeg and their affiliated colleges and centres will highlight and market (internally and externally) the research of faculty associates in other units of both universities who are doing research in this area. It is expected that in the future these affiliated units will support additional researchers with grant sponsorship or other funding. Master's students will both benefit from and contribute to these research contexts. Faculty will mentor master's students regarding conference participation, publishing their work, and gaining grant support for their master's research.

Moreover, interdisciplinary programs offer opportunities for faculty members and students to participate in collaborative research and practice. Collaborative and interdisciplinary research projects are receiving increased attention and funding from national organizations such as SSHRC. The proposed interdisciplinary M.A. Program would provide a context for University of Manitoba and University of Winnipeg faculty and graduate students to work collaboratively, thereby increasing funding opportunities. Inter-institutional collaborations and international collaborations are also important, not only for increasing funding opportunities, but also for building the international reputation of the Universities. For example, the Mauro Centre's 2004-2007 North American HRSDC student mobility grant in Peace and Conflict Studies provided opportunities for University of Manitoba students to become immersed in the field.

The Joint M.A. Program in Peace and Conflict Studies will form an integral component of an academic enterprise that will be unparalleled in North America. Winnipeg and Washington DC will be the only cities to offer a progression of Bachelors-Masters-Doctoral programs in the rapidly growing field of peace and conflict studies. The current proposal builds upon the following extraordinary combination of resources:

- The University of Manitoba, through the coordination of the endowed Arthur V. Mauro Centre for Peace and Justice offers the only PhD program in peace and conflict studies in Canada;
- The University of Winnipeg, through the coordination of its affiliated Menno Simons College offers the largest undergraduate program in terms of number of courses, number of full-time faculty members, and number of graduating students in Canada; and,
- The University of Manitoba and the University of Winnipeg are bringing international focus and resources to Winnipeg.

IV. Similar programs

Increasingly, higher education institutions throughout the world are establishing institutes and degree programs in Peace and Conflict Studies at the undergraduate and graduate levels. Currently, there are 53 M.A. programs in this field in the world (see Table 1). In Canada, there are four undergraduate programs and five masters programs (see Table 2).

Table 1 M.A. programs in Peace and Conflict Studies worldwide

Academic Institution	Program
Alice-Salomon University of Applied Sciences (Germany)	M.A. in Intercultural Management
American University (U.S.)	M.A. in International Peace and Conflict Resolution

Antioch University (U.S.)	M.A. in Conflict Resolution
Arcadia University (U.S.)	M.A. in Peace Studies
Associated Mennonite Biblical Seminary (U.S.)	M.A. in Peace Studies
Bancaja International Centre for Peace and Development (Spain)	M.A. in Peace & Development Studies
Bar Ilan University (Israel)	M.A. in Conflict Management and Negotiation
Brandeis University (U.S.)	M.A. in Coexistence and Conflict
Brexgata University Academy (Belgium)	M.A. in Organizational Leadership and Change Management
California State University Dominguez Hills (U.S.)	Negotiation & Conflict Management Option
Central European University (Hungary)	M.A. in Human Rights
Columbia College of South Carolina (U.S.)	M.A. in Human Behaviour & Conflict Management
Coventry University (U.K.)	M.A. in Peace & Reconciliation Studies
Dallas Baptist University (U.S.)	M.A. in Organizational Management
Duquesne University, (U.S.)	M.A. in Conflict Resolution and Peace Studies
Eastern Mennonite University (U.S.)	M.A. in Conflict Transformation
European Peace University (Austria)	M.A. in Peace and Conflict Studies
Fresno Pacific University (U.S.)	M.A. in Peacemaking and Conflict Studies
George Mason University (U.S.)	M.S. in Conflict Analysis and Resolution
Goteburg University (Sweden)	M.A. in Peace and Conflict Studies
George Washington University (U.S.)	M.A. Internationalist Program in Peace Corps
Kennesaw State University (U.S.)	M.A. in Conflict Management
Kings College (London)	M.A. in International Conflict Studies M.A. in International Peace & Security
Lancaster University (U.K.)	M.A. in Conflict Resolution M.A. in Peace Studies
Landegg International University (Switzerland)	M.A. in Conflict Resolution M.A. in Consultation & Conflict Resolution

Lesley University (U.S.)	M.A. in Intercultural Relations
Nova Southeastern University (U.S.)	M.S. in Conflict Analysis and Resolution
Pepperdine University (U.S.)	M.A. in Dispute Resolution
Portland State University (M.A.)	M.A./M.S. in Conflict Resolution
Réseau Universitaire Transmanche (U.K.)	M.A. in Conflict, Peace & Identity
School for International Training (U.S.)	M.A. in Conflict Transformation
Teachers College, Columbia University, (U.S.)	M.A. in Conflict Resolution
Tokyo University of Foreign Studies (Japan)	M.A. in Peace & Conflict Studies
Trinity College Dublin (Ireland)	M.Phil. in International Peace Studies M.Phil. in Reconciliation Studies
Umea University (Sweden)	M.A. in Peace & Conflict Studies
University of Baltimore (U.S.)	M.A. in Negotiations and Conflict Management
University of Bradford, England (U.K.)	M.A. in Peace Studies M.A. in Conflict Resolution
University of Colorado-Denver (U.S.)	M.A. in Conflict Resolution
University of Essex (U.K)	M.A. in International Peacekeeping
University of Lancaster (U.K.)	M.A. in Conflict Analysis & Resolution
University of Limerick (Ireland)	M.A. in Peace and Development Studies
University of London (U.K.)	M.A. in Violence, Conflict & Development
University of Massachusetts-Boston (U.S.)	M.A. in Dispute Resolution
University of Missouri-Columbia	LL.M in Dispute Resolution
University of Natal (South Africa)	M.A in Conflict Resolution & Peace Studies
University of New England (Australia)	M.A. in Peace and Community Studies
University of North Carolina- Greensboro (U.S.)	M.A. in Conflict Resolution
University of Notre Dame (U.S.)	M.A. in Peace Studies
University of Oslo (Norway)	M.A. in Theory & Practice of Human Rights

	r
University of San Diego (U.S.)	M.A. in Peace and Justice Studies
University of South Australia (Australia)	M.A. in Conflict Management
University of Sunderland (U.K.)	M.A. in Peace, Conflict & Justice
University of Sydney (Australia)	M.A. in Peace & Conflict Studies
University of Hawai'i-Manoa (U.S.)	M.A. in Peace Studies
University of Tromso (Norway)	M.A. in Peace and Conflict Transformation
University of Ulster (U.K.)	M.A in Peace and Conflict Studies
Uppsala University (Sweden)	M.A. in Peace and Conflict Research
University of Wales Swansea (U.K.)	M.A. in War & Society
Wayne State University (U.S.)	M.A. in Dispute Resolution
Woodbury College (U.S.)	M.A. in Mediation & Applied Conflict Studies

 Table 2 Canadian degree programs in Peace and Conflict Studies

Academic Institution	Program
Conrad Grebel at the University of Waterloo	B.A. in Peace and Conflict Studies
McMaster University	B.A. in Peace Studies
Menno Simons College at the University of Winnipeg	B.A. in Conflict Resolution Studies
Mount Saint Vincent University	B.A. in Peace and Conflict Studies
Royal Roads University	M.A. in Conflict Analysis and Management; M.A. in Human Security and Peacebuilding
St. Paul University jointly with the University of Ottawa	M.A. in Conflict Studies
University of Victoria	M.A. in Conflict Resolution
Carleton University	M.A. in International Affairs, Conflict Analysis stream

V. Novel and innovative features

a) Contribution to the field of Peace and Conflict Studies

The degree itself is innovative and would allow the University of Manitoba and the University of Winnipeg to contribute in a significant way to this emerging and increasingly valued field. This would be the sixth M.A. of its kind in Canada.

In 1957, Kenneth Boulding and others, to provide a rigorous international and interdisciplinary approach to conflict resolution, established the Journal of Conflict Resolution at the University of Michigan.² In 1963, in Oslo, Johan Galtung established the Journal of Peace Research and broadened the focus of the field to encompass not only nuclear deterrence, but also issues of structural violence, development, and social justice.3 In 1965, the International Peace Research Association was formed, bringing together international scholars from diverse disciplines that share a preoccupation with goals of peace, justice, respect for diversity, and the need for sustained environmental viability. In 1984, the U.S. Institute of Peace was established in the United States to support scholarship in Peace and Conflict Studies, and in 1985, the Canadian government established the Canadian Institute for International Peace and Security. An increasing number of journals have been dedicated to Peace and Conflict Studies. Professional associations have also been developed in Canada and the U.S. to help people find constructive ways through conflict by encouraging the use of peaceful processes in everyday life. Conflict Resolution Network Canada and The Association for Conflict Resolution (ACR) are professional organizations dedicated to enhancing the practice and public understanding of conflict resolution and peace-building.

More recently, undergraduate and graduate programs have sprung up in universities in North America, Europe, Southeast Asia, and the Middle East in response to student demands to understand better the analysis and resolution of conflicts. ⁵ In 1973, the Department of Peace Studies at the University of

⁵ See Louis Kriesberg's "The Development of the Conflict Resolution Field" (in *Peacemaking in International Conflict*, edited by William Zartman and Lewis Rasmussen; Washington, D.C.: U.S. Institute of Peace, 1997); Sean Byrne, Dennis Sandole, Ingrid Sandole-Starsote, and Jessica Senehi (Eds) *Handbook in Conflict Analysis and Resolution* (Oxford: Routledge, 2008).

² For reviews of the development of the field, see David Barash and Charles Webel's *Peace and Conflict Studies* (Thousand Oaks, Calif.: Sage, 2002); and Charles Webel and Johan Galtung (Eds.) *Handbook in Peace and Conflict Studies*, (Oxford: Routledge, 2007).

³ See Johan Galtung's *Peace: Research, Education, Action* (Copenhagen: Christian Ejlers, 1975), *Peace and Social Structure* (Copenhagen: Christian Ejlers, 1975), and "Twenty-five Years of Peace Research: Ten Challenges and Some Responses" (*Journal of Peace Research*, Vol. 22, No. 2, pp. 45-61, 1985). See also: Kenneth Boulding's "Twelve Friendly Quarrels with Johan Galtung" (*Journal of Peace Research*, Vol. 14, No. 1, pp. 75-86, 1977) and Johan Galtung's "Only One Friendly Quarrel with Kenneth Boulding" (*Journal of Peace Research*, vol. 24, No. 2, pp. 199-203, 1987).

⁴ See, for example: African Journal on Conflict Resolution, Conflict Resolution Quarterly, Conciliation Quarterly, Cooperation and Conflict, Journal of Conflict Studies, Journal of Environment and Development, Journal of Ethnic Tensions, Journal of Peace Education, Journal of Peace Psychology, International Journal of Conflict Management, International Journal of Peace Studies, International Journal on World Peace, International Peacekeeping, International Negotiations, Negotiation Journal, Peace and Change, Peace and Conflict Management, Peace and Conflict Studies, Peace Review, Security Dialogue.

Bradford awarded graduate degrees in Peace Studies. In 1984, UNESCO established the European Peace University in Austria. In 1987, the Institute for Conflict Analysis and Resolution (ICAR) at George Mason University began offering a M.A. program in Conflict Resolution. ⁶

Academic programs in the field of Peace and Conflict Studies teach students the analytical, theoretical, and practical skills necessary to analyze and design appropriate interventions in protracted conflicts.⁷ Faculty and students discuss human needs, minority rights, human security, human rights, violence prevention, restorative justice, cultural and gender identities, environmental sustainability, appropriate technologies for development, and peace education. Social conflicts in a variety of domains and at different levels are examined, including, among others, international war, ethnic and intercultural conflicts, community conflicts, environmental conflict, and conflict in businesses, health care institutions, and schools. The field examines both direct and structural violence that encompasses war, genocide, hate crimes, family violence, and violence against children. Social cleavages such as those along class, race, religious, ethnic, or linguistic divides are also studied. The goal is to identify, analyze, and promote diverse nonviolent approaches for addressing these social divisions in ways that are sustainable, meet the needs of all parties, and attend to social justice. The assumption of the field of Peace and Conflict Studies is that although conflicts differ and each conflict has unique aspects, there are common theoretical ideas for understanding and responding to conflicts at different levels and in different contexts.

Clearly, Peace and Conflict Studies is an important emerging area of study. There is a large demand for study in this area both in Canada and internationally, especially from countries in which where there has been protracted social conflicts in recent decades. The University of Manitoba and the University of Winnipeg has the opportunity to be lead institutions in facilitating this emergence. It is likely that within the next few years a number of master's programs in this field will be introduced at other Canadian universities. The University of Manitoba and the University of Winnipeg have a short window to be the sixth program.

⁶ From 1986-1995, Professors Louis Kriesberg and Neil Katz directed the interdisciplinary Program on the Analysis and Resolution of Conflicts (PARC) at the Maxwell School, Syracuse University. PARC is dedicated to advancing knowledge about social conflicts through theory building, research, and practice. PARC faculty associates work regularly with PARC on interdisciplinary research projects, and teaching graduate level courses in conflict resolution and peace studies.

⁷ See Louis Kriesberg's "The Growth of the Conflict Resolution Field" (in *Turbulent Peace: The Challenges of Managing International Conflict*, edited by Chester Crocker, Fen Osler Hampson, and Pamela Aall; Washington, D.C.: United States Institute of Peace Press, 2001); see Brian Polkinghorn and Robert La Chance's "A Comprehensive Overview and Analysis of Graduate Conflict Resolution Program Trends in the United States" (The National Conference on Current Trends in Conflict Resolution in Higher Education; Greenbelt, Maryland, November 11, 2003).

b) The structured interdisciplinary approach

The interdisciplinary approach will be innovative in several ways:

First, the interdisciplinary approach will be relatively distinctive within the University of Manitoba and the University of Winnipeg. It will be congruent with a growing interest by academic institutions, foundations, research granting agencies, and accreditation bodies in the development of interdisciplinary collaboration both for producing knowledge and for efficiently providing diverse educational options for students.

Second, the M.A. Program will present a body of core courses in Peace and Conflict Studies while at the same time working with colleagues interested in the field in other departments and faculties who may wish to supervise an M.A. thesis (see *Appendix K*). Students would have the opportunity to focus on a particular body of theory or substantive topic, depending on the focus of their research. While the other master's programs hire faculty from diverse disciplinary backgrounds, the curriculum is completely located within the distinct partnership between both units.

Third, we have provided for institutionalizing a collaborative model for directing this Program in the form of a Joint Discipline Committee (JDC) of the University of Manitoba and the University of Winnipeg. The Program will be administered by the JDC. This committee will initially be chaired by the Director of the Arthur V. Mauro Centre for Peace and Justice at St. Paul's College, and will consist of the Director and Associate Director of the Centre, the Rector of St. Paul's College, the Associate Vice President Research and Graduate Studies of the University of Winnipeg (or delegate), and one other representative from the University of Manitoba as well as the Associate Vice President Research and Graduate Studies of the University of Winnipeg (or delegate), and three representatives from the University of Winnipeg. The JDC will perform the functions of a department on such matters as student admission, approval of programs, composition of examination and theses committees, and student progress; and appointment of faculty associates. The Chair (rotating) of the JDC will report to the Dean of Graduate Studies. Concerning resources, the Program will have a core staff of seven full-time faculty members. A structured interdisciplinary Program will promote the University of Manitoba and the University of Winnipeg's international reputation in this field, as well as in multiple disciplinary fields, such as political studies, native studies, or sociology, where people are focusing on this area. Consequently, it will enhance the University of Manitoba and the University of Winnipeg's visibility and marketability.

c) The Program will value both theory and practice

The core curriculum of the M.A. Program will emphasize both theory and practice. One course, "Dispute Systems Design," will be available to students as a Special Topics course to allow for the opportunity for reflective practice and

conflict resolution processes. An important mission of the M.A. Program will be to continue collaborations and relationships the Mauro Centre made through the 2003-2007 HRSDC North American Peace and Conflict Studies student mobility grant with community organizations, such as Mediation Services, Welcome Place, and Econet, which will provide students with added opportunities for extracurricular training and practice in their Practicum course.

d) <u>International student and faculty exchanges</u>

The M.A. Program will provide the structure for a number of international student and faculty exchanges. So far, an agreement has been made between the Mauro Centre and the Truman Research Institute at the Hebrew University of Jerusalem. In addition, the Mauro Centre's HRSDC Canada-European Union (EU) Peace and Conflict Studies student mobility grant (2007-2011) will provide opportunities for interested M.A. students to study at our partnering EU programs in Peace and Conflict Studies. Cross-institutional collaboration has also been initiated with universities in Turkey, Costa Rica, Ireland, Norway, the U.K., and the U.S. It is expected that the Mauro Centre and the Global College will promote opportunities for students to interface with leaders in the field (both academics and professionals) through the sponsorship of visiting lecturers, conferences, as well as the establishment of other programmatic activities such as study abroad.

2. Context: The ability to offer an M.A. Program in Peace and Conflict Studies at the University of Manitoba and the University of Winnipeg

I. Response to needs in Manitoba, Canada, and/or globally

The University of Manitoba and the University of Winnipeg will be one of six Canadian universities to offer a Master's degree in Peace and Conflict Studies, and the Program will be consistent with Canada's historic international leadership in promoting a global civic society. Canada is renowned for the peaceful processes used to maintain relations with Québec and to create Nunavut. Lester B. Pearson won the Nobel Peace Prize in 1957 for his innovative proposal to send U.N. peacekeepers to the Suez Canal. Establishing a joint master's program between the University of Manitoba and the University of Winnipeg would reinforce Canada's commitment to international peacemaking. Canada is culturally diverse, and its efforts to value a "cultural mosaic" can serve as a model to other nations. In addition, Canadians have been playing an important leadership role in international governmental and nongovernmental organizations. This M.A. Program will prepare individuals to work on problems of international significance, and also to work effectively in diverse cultural settings and with colleagues from diverse cultural backgrounds.

It is anticipated that graduates from this program will make an important contribution to a wide variety of organizations, institutions, and government departments, and to society as a whole. Persons who have done advanced study in the Peace and Conflict Studies field can bring their perspective to a range of professional

settings. These include not-for-profit and advocacy organizations at the community, national, and international levels; businesses (e.g., handling cross-cultural training, setting up programs to prevent violence in the workplace, or acting as an ombudsperson); institutions such as hospitals, and corporations; and governmental agencies and departments.

Currently, positions in international nongovernmental organizations are increasing dramatically, creating a new class of international workers and administrators. For Canada, having representatives in these organizations will be critical to the nation's presence and influence in the international arena. These international nongovernmental organizations (INGOS) work toward a variety of purposes—for example—administering aid and setting up local and state governmental infrastructures. Also, increasingly, military personnel are working in new capacities in international settings, for which new knowledge and skills are needed. This master's program will be attractive to those persons—in Canada, the U.S., developing countries, and throughout the world—seeking work or already working at the transnational level.

The combination of research, practice and course work experiences will provide unique opportunities for graduates wishing to work in both the professional, teaching, and research domains.

II. Strengths of the Program

First, this proposed M.A. Program in Peace and Conflict Studies would expand the University of Manitoba and the University of Winnipeg's involvement in this dynamic field, which has a broad professional academic base locally, nationally, and internationally. At the present time, 7 of the 20 faculties at the University of Manitoba offer some instruction in Peace and Conflict Studies; about 36 faculty members across various departments at the University of Manitoba have a specific interest in some aspect of the field. These relationships will evolve and depend on the interests of students admitted to the master's program. Many faculty members also play a significant role at the local, national, and global levels. In addition, a national survey of academics in the field of American graduate institutions found that academics in the United States from a variety of disciplines are teaching Peace and Conflict Studies.

Second, the proposed Program would be the sixth M.A. Program in Peace and Conflict Studies in Canada. A number of other Canadian universities and colleges offer courses, workshops, and seminars; however, there are only five master's degrees

⁸ The seven faculties are: Arts, Education, Environment, Human Ecology (Family Social Sciences), Law, Management, and Social Work. The faculty members are listed in Appendix I and K of this document. Research Assistant Michael Caliguiri at St. Paul's College collected these data in 2002 by means of a systematic assessment of the nature and scope of Peace and Conflict Studies content in courses offered at the University of Manitoba and other universities.

⁹ William Warters conducted a Delphi Study of Programs in the Conflict Resolution Field in 1996 while at the Department of Conflict Analysis and Resolution, Nova Southeastern University. He found that different models are used at different programs.

currently awarded. The University of Manitoba and the University of Winnipeg would join the ranks of the U.S., European, Australian, and Middle Eastern universities, which offer master's degrees in Peace and Conflict Studies; it would therefore play a leading role in the development of the field. In addition, a cadre of students will be graduated from the Program as effective leaders in the community, and they will expand and develop the field.

Third, the Mauro Centre's Director's eight years of experience and Associate Director's four years of experience in building the Ph.D. and M.S. Programs in Conflict Analysis and Resolution at Nova Southeastern University will be valuable for curriculum development.

Finally, St. Paul's College has demonstrated its commitment to the Mauro Centre's development of masters and doctoral programs in Peace and Conflict Studies by dedicating the College's capital campaign to the Centre; the resources of the Mauro Corporation are behind this venture as well.

III. Concentration or specialization

The proposed M.A. Program in Peace and Conflict Studies will analyze not only the deep causes of conflict and violence across socio-economic, cultural, political, and environmental dimensions, but also how diverse peace tools can manage and prevent them. Analysis and practice in the field of Peace and Conflict Studies seeks to uncover "the relationships between inequality, injustice and power asymmetry on the one hand and violence on the other" and "provide various strategies for achieving peace." Peace and Conflict Studies is relevant to improvement in human well-being and the future survival of humanity (what Johan Galtung calls "positive peace"), for it encompasses a variety of themes ranging from peace pedagogies, environmental policies, cultural norms, development practice, inter-religious dialogue, nonviolence, human rights and human security, social justice, and indigenous peacemaking among others. A Peace and Conflict Studies perspective, therefore, seeks to broaden our concerns beyond peacemaking (i.e., conflict resolution and conflict management) to include peacekeeping, and peacebuilding. It is anticipated that the topics covered in the proposed Peace and Conflict Studies courses will include, among others, theories about conflict, culture, power, identity, violence, as well as peacemaking, international human rights and human security, indigenous peacemaking, global peace-building and social justice, environmental conflict resolution, peace education, ethnic conflict resolution, and dialogue, reconciliation, and forgiveness.

a) Faculty experience in graduate teaching and thesis supervision

The Director of the Mauro Centre, Dr. Sean Byrne, has ten years experience of teaching at the master's and doctoral levels, and has supervised thirteen master's and seventeen doctoral students. The Associate Director of the Mauro Centre, Dr. Jessica Senehi, has seven years experience teaching at the Master's and Ph.D. levels, and has supervised twelve doctoral students. For

¹⁰ See Ho-won Jeong's Peace and Conflict Studies: An Introduction (Burlington, Vt.: Ashgate, 2000, p.1).

those faculty from the University of Winnipeg who have expressed interest in being part of the *JDC*, and have only worked with undergraduate students, the Program would provide an opportunity to work with master's students. The faculty members of the Program will have published a number of scholarly books and articles in professional journals.

b) Collaboration among existing programs at the University of Manitoba and the University of Winnipeg

Because the proposed Program is interdisciplinary in nature, some existing resources of the University of Manitoba and the University of Winnipeg will be used in delivering this program (see *Appendix A*).

The proposed interdisciplinary graduate degree program does not overlap or duplicate any existing graduate degree program at the University of Manitoba and the University of Winnipeg. The proposed program would contribute to the provincial goals to strengthen relationships among Manitoba universities and between post-secondary education and government, business, and community groups. This program will encourage the development of a network of faculty at our universities, which will serve to foster future research and practice. The program will require a minimum of four faculty to deliver the core courses given the increased demands for supervision, research, and the intensity of graduate teaching. It is also important to note its regional and national importance. The emerging field of peace and conflict studies is at the forefront of responding to human needs around the world. By its sheer location in interdisciplinary perspectives it will require the broad intellectual views located within the faculties of the associated,/affiliated universities. The program would support the recently established Ph.D. program in Peace and Conflict Studies housed in the Mauro Centre at the University of Manitoba, and the large undergraduate program in conflict resolution at Menno Simons College through the University of Winnipeg. The unique contribution of the Program will lie in the opportunity that it will provide students to explore and apply a Peace and Conflict Studies perspective throughout their course work, research, and practice.

The interdisciplinary nature of the proposed Program is congruent with the University of Manitoba's publicly stated commitment to develop more multiand interdisciplinary research and programs (in "The Roblin Commission"
submission, for example). This goal was reiterated by the University of
Manitoba's Task Force on Strategic Planning which noted that "As department
complements shrink, and as interdisciplinary approaches to problem-solving
gain ascendancy in many fields of study, we can expect to receive applications
from individuals who seek to be appointed or affiliated with people from more
than one department or faculty."11

¹¹ See University of Manitoba Task Force on Strategic Planning's "Building on Strengths: Final Report of the Task Force on Strategic Planning," (University of Manitoba, p. 66, 1998).

IV. How the proposed program complements and strengthens other programs at the University of Manitoba and the University of Winnipeg

Students enrolled in bachelor's degree programs that wish to acquire additional knowledge in Peace and Conflict Studies will be able to pursue studies in this academic area at the master's level. The Program will complement other programs that are more clinical in nature (such as Social Work, and Human Ecology) by providing additional theoretical perspectives as well as suggesting additional contexts within which these clinical skills can be applied. The University of Winnipeg's Masters Degree Program in Marriage and Family Therapy along with the associated clinical Aurora Center offer many additional opportunities to students of the program.

V. Enhancing cooperation among Manitoba's universities

This proposed Program would contribute to the University of Manitoba's goals to strengthen relationships with other Manitoba universities and with government, business, and community groups. This Program will encourage the development of a network of faculty at the universities, which will serve to foster future research and practice.

VI. Enhancing the University of Manitoba and the University of Winnipeg's national and international reputations

The proposed M.A. Program in Peace and Conflict Studies addresses many of the central themes in the mission of the University of Manitoba and the University of Winnipeg. The Universities have committed themselves to maintaining and strengthening their commitment to peace and justice issues and to international faculty and student exchange. The quality and reputation of the Universities are built on the quality of their students and research. Thus, the establishment of this M.A. Program would allow the University of Manitoba and the University of Winnipeg to contribute to the emerging discipline of Peace and Conflict Studies.

The University of Manitoba and the University of Winnipeg would also become known as one of six Canadian Universities to offer an M.A. in Peace and Conflict Studies. Students from bachelors' programs in Canada (Conrad Grebel College, University of Waterloo, and Menno Simons College through the University of Winnipeg, and McMaster University) and the United States (e.g., American University, Smith College, Kent State University, Colegate University, Syracuse University, University of San Diego, George Mason University, and the University of Notre Dame) would be attracted to the M.A. Program at the University of Manitoba and the University of Winnipeg. With the evolving public perspective on peace and conflict issues, students with bachelors' degrees in related and relevant areas in Canada and overseas will also pursue advanced training in Peace and Conflict Studies. With the rapid expansion and development of this field, masters degrees at other universities in North America and overseas will undoubtedly be implemented in the very near future (for example, two new masters programs include one in Conflict

Resolution at the Salisbury University, and one in Peace and Conflict Transformation at the University of Tromso).

As a direct result of the inaugural Sol Kanee lecture, delivered in 2002 by His Royal Highness, Prince El Hassan bin Talal of the Hashemite Kingdom of Jordan, the Mauro Centre is working to partner with Prince Hassan to bring students from Jordan to study at the University of Manitoba. As well, other projects are underway to establish links with universities in the Middle East. Faculty also have working relationships with colleagues from Kenya, Nigeria, Rwanda, Ethiopia, and Sri Lanka, with whom we are developing joint research and outreach. The University of Winnipeg will prove to be an important working partner through its association with the United Nations University for Peace in Costa Rica and other University of Winnipeg partners in Australia, Azerbaijan, Brazil, China, Egypt, France, Germany, Japan, Mexico, Poland, Scotland, South Korea, Turkey and the USA.

3. Program specifics

The *JDC* will be responsible for all matters relating to curriculum and student standing. This includes, for example, academic advising, examination committee structure, and reviewing student progress. This work will be conducted in accordance with the Faculty of Graduate Studies regulations at the University of Manitoba.

I. Program Description

a) Admission requirements

It is the goal of the Master's Program in Peace and Conflict Studies to provide a rigorous M.A. program. The significance of research in peace and conflict studies and of intervention for conflict resolution and peace-building demands a high-standard of commitment, scholarship, and professionalism.

Criteria for admission to the M.A. Program in Peace and Conflict Studies follow Faculty of Graduate Studies regulations supplemented with *Joint Master's Program (JMP)* Graduate Program Committee regulations. Specifically, students must normally possess:

- 1. A high academic standing in previous university work with a minimum grade point average of 3.0 or the equivalent based on the last 60 credit hours or two full years or equivalent of university study from an institution recognized by the Faculty of Graduate Studies, University of Manitoba;
- 2. A four-year honour's or four-year baccalaureate degree, either:
 - a. earned in peace and conflict studies, conflict analysis and resolution, conflict transformation, or peace studies; or
 - b. earned in another related discipline or profession, such as social work, education, or sociology, among others. In this instance, applicants as part of their program requirements may be required to take additional courses.

3. Proficiency in the English language at levels required by the Faculty of Graduate Studies.

Application

Each application for admission to the M.A. Program in Peace and Conflict Studies must include:

- 1. A completed Faculty of Graduate Studies application form
- 2. Evidence of appropriate research capability
- 3. Any additional information including awards, scholarships, abilities, or authorships
- 4. Three reference letters from individuals who are familiar with the applicants' academic abilities and potential. It is recommended that where appropriate one of those letters be from the student's Bachelor's thesis or major paper advisor indicating that the applicant has demonstrated suitability and preparation for M.A. studies.
- 5. A curriculum vitae.

Completed applications must be forwarded to the Arthur V. Mauro Centre for Peace and Justice, Room 252, St. Paul's College, no later than January 15 to be considered for admission for the next academic year.

- b) Content to be taught in the Program
 - i) Overview

The proposed Program consists of a thesis and six core courses (18 credits) or a comprehensive exam and ten core courses (30 credits) taught by faculty of the University of Manitoba and the University of Winnipeg. The Program will emphasize the following substantive areas, among others: the historical and contemporary understandings of conflict, violence, and peace; practical and analytical skills in conflict intervention; peacemaking, and peacebuilding, and the role of creativity in conflict and peace (see *Appendix B*).

Students must successfully complete a program of courses approved by the *JDC* Graduate Program Committee. The requirements for the M.A. in Peace and Conflict Studies shall include a minimum of 18 credit hours and a thesis, which must include at least 6 credit hours at the 700 level with the balance of the coursework at the 300 level or above, or a minimum of 30 credit hours of course work and a comprehensive examination. The minimum credit hours must include at least 12 credit hours at the 700 level or above with the balance of coursework at the 300 level or above. More courses may be required where specific deficiencies in a student's background have been identified.

The *JDC* will examine a student's proposed coursework, and approve examination committee members. The *JDC* must approve all students' academic programs. This is normally done on the recommendation from the student's advisor following consultation with the student.

ii) Courses

The following advanced courses would be taken by students admitted into the M.A. program in Peace and Conflict Studies:

Thesis Route:

The program shall include 18 credit hours of coursework; 12 in the core, 3 in methods, 3 in an elective, and a thesis. A minimum of 12 credits of 700 level core courses must be in the student's program area and must include the program core coursework common to all students in the program:

*170.701: Interpersonal Communication, Problem-Solving, and Trust-Building

*170.702: Theories of Conflict and Conflict Resolution

170.XXX: International Human Rights and Human Security

170.XXX: Peacebuilding and Social Justice

**170.XXX: Research Methods

170.XXX: PCS Elective

·Thesis

Comprehensive Examination Route:

-1. The program shall include 30 credit-hours of coursework: 12-in-the core, 3 in Practicum, 3 in Methods, and 12 in electives; and a comprehensive examination. A minimum of 12 credits of 700 level core courses must be in the student's program area and must include the program core coursework common to all students in the program:

*170.701: Interpersonal Communication, Problem-Solving, and Trust-Building

*170.702: Theories of Conflict and Conflict Resolution

170.XXX: International Human Rights and Human Security

170.XXX: Peacebuilding, and Social Justice

***170.XXX: Practicum

170.XXX: Research Methods

170.XXX: PCS Elective

170.XXX: PCS Elective

170.XXX: PCS Elective

170.XXX: PCS Elective

Comprehensive Examination

2. A minimum of 12 credit hours must be taken from among the following three credit elective courses. The 12 credit hours of elective courses can be taken from courses offered at the 300 or 700 levels with the approval of the *JDC*. Possible courses include:

*170.706: Ethnic Conflict Analysis and Resolution

*170.707: Storytelling: Identity, Power, and Transformation

170.XXX: Dispute Systems Design

170.XXX: Gender, Conflict and Peacemaking

170.XXX: Indigenous Approaches to Peacemaking

170.XXX: Restorative and Social Justice

170.XXX: Peace Education

170.XXX: Special Topics 1 – E.g., Children and War

170.XXX: Special Topics 2 - Independent Study

*These courses have already been approved as part of the Ph.D. program in Peace and Conflict Studies (see Appendix B).

**Research methods course can be taken from a number of approved methods courses at the University of Winnipeg and University of Manitoba (see Appendix A).

*** Under direction of the course Professor, students will spend at least 160 hours working on a project involving the study and/or resolution of conflict. Students will be expected to mesh theory and practice through observation and experience. The course includes a comprehensive report analyzing the individual's experience. For example, the Practicum-course will-afford students professional field training experiences in supervised local and global institutions working with aboriginal issues, human rights, health and the environment among others. A major part of the process of searching for solutions involves thinking and analysis prior to action. Students will develop projects that take the knowledge generated in the classroom and field research and apply it to a real setting.

In special cases other courses may be substituted as approved by the student's Advisory Committee and the Chair of the *JDC* Graduate Program Committee and finally by Graduate Studies adjudication and approval. The student seeking transfer of M.A. credits must provide course outlines, syllabi, and transcripts. On the recommendation of the Advisory Committee and with the approval of the *JDC* and the Faculty of Graduate Studies, transfer credits from other approved institutions must not exceed 50% of the minimum credit hours of coursework required for the program.

c) Student advising

At the time of admission, each student will be assigned an advisor in consultation with the *JDC*. The advisor's primary responsibilities are to guide the student through the program of studies and in preparation for the Thesis or the final Comprehensive Examination. The student's advisor, and the *JDC* must approve the program of studies and any subsequent changes to the program of the student.

The Director of the M.A. Program is responsible for signing all documents that the *JDC* must approve, such as registration and program of study forms. It is recommended that each student meet with their faculty advisor each semester to discuss courses, concerns, etc. It is presumed, however, that students may also want to consult with the Director of the M.A. program about any matter related to their progress in the Program.

Faculty of Graduate Studies regulations specify that the student must normally be present during the annual review, must have the opportunity to read the Committee's report, comment on its contents, and then sign the report, testifying that these rights were duly extended.

d) Language reading requirements

Students are required to demonstrate reading competence in a non-English language prior to the final examination (see *Appendix H*). An examining committee will be struck as required.

e) Residence requirements: full-time and part-time status, and timetable

The Faculty of Graduate Studies considers a student to be full-time if s/he identifies her/himself as such and the *JDC* certifies at registration that the student's program for the registration period is that of a full-time student. Students can take the proposed M.A. Program on a full-time or part-time basis (see *The Faculty of Graduate Studies Academic Guidelines*).

f) Final Comprehensive Examination

The *JDC* expects that full-time M.A. students will normally have successfully completed the thesis or the final comprehensive examination within two years following admission to the Program. The comprehensive examination in the M.A. Program will conform to existing Faculty of Graduate Studies requirements (see *Appendix H*).

g) Thesis regulations

Once the 18 credits of course-work have been successfully completed, the student is ready to proceed to the stage of research and major thesis writing. The general regulations of the Faculty of Graduate Studies for writing a thesis proposal and a thesis will apply (see Appendix G).

h.) Ability to transfer courses to the Program

The *JDC* will consider on a case-by-case basis the appropriateness of transferring credits for previous master's-level course work in the field to the M.A. Program in Peace and Conflict Studies.

IL. Credential

Graduates will be granted a Master's of Arts in Peace and Conflict Studies.

a) Rationale for the name

The proposed Program is designed to be interdisciplinary in nature. It is most appropriate that a universally recognized designation (i.e., M.A.) be used so that the degree is recognized across a number of disciplines, and is congruent with the name of the Ph.D. program in Peace and Conflict Studies.

- b) Name of the credential elsewhere See Table 1 on *Page 4*.
- c) Agencies, groups, institutions, and individuals consulted in the development of the program and its name

A number of agencies, groups and institutions were consulted regarding the development of the M.A. Program (see *Appendix I*).

4. Projections and implementation

L Sample Program listing

Table 3 Sample Degree Plan: 18 and 30 credits hours

	Fall (September)	Winter (January)		
Year 1	170.701: Interpersonal Communication, Problem-Solving and Trust-Building	170.XXX: International Human Rights and Human Security 170.XXX: PCS Elective		
	170.702: Theories of Conflict and Conflict Resolution 170.XXX: Research Methods	Thesis Proposal Thesis		
	170.XXX: Peace-building, and Social Justice	Non-Thesis Track 170.XXX: PCS Elective		
	Non-Thesis Track 170.XXX: PCS Elective	170.XXX: PCS Elective		
Year 2	170.XXX: Special Topics in Peace and Conflict Studies			

	Or 170.XXX: PCS Elective			• .	
·	170.XXX: PCS Practicum		•		
	Final Comprehensive Examination				

Assuming the student is prepared to devote the summer months to full-time study, a suggested schedule for completing the Program might be as follows:

Year 1	Select an Advisor
•	Complete 18 credit hours of course work
	Complete second language requirement
	Prepare for and defend thesis
Year 2	Complete 12 credit hours of course work
	Begin preparations for final comprehensive examination

II. Estimated enrolment

This Program is expected to attract students interested in this field and in pursuing an interdisciplinary master's degree in Peace and Conflict Studies. Forecasted enrolment for the M.A. Program in Peace and Conflict Studies is an intake of fifteen full-time students in the first year, fifteen students in year 2, and year 3, fifteen students in year 4 and year 5; with a projected maximum of 50 students in the Program at any one time. Undergraduate students who are members of the University of Manitoba or the University of Winnipeg are from other disciplines as well as diverse disciplines in Canada, the United States, and overseas would be the primary clientele. Students' research and practice interests will be an important factor in their admission, and students will not be admitted for the Thesis track unless there are qualified faculty members who are interested in working with that particular student.

Military personnel need to be trained in this field to be able to use the skills, theoretical lenses, and processes of conflict resolution in the post-conflict peace-building phase. The Canadian Forces Peace Support Training Centre and the Lester Pearson Canadian International Peacekeeping Training Centre provide some training in this field. An M.A. Program in Peace and Conflict Studies at the University of Manitoba and the University of Winnipeg would draw military personnel into the Program.

a) Labour market information

Future job forecast appears promising given the increasing emphasis put on interdisciplinary research in the social sciences. The proposed M.A. Program in Peace and Conflict Studies will prepare its graduates for several kinds of career

paths. For instance, they may pursue positions in governmental organizations, international governmental organizations (e.g., the United Nations High Commission for Refugees), and international nongovernmental organizations (INGOs) such as Amnesty International, International Alert, Friends of the Earth, Red Cross, and Red Crescent. They may hold positions as researchers and policymakers on issues of international peacekeeping, intergroup conflict resolution, human rights, social justice, economic and social development, and other social problems, or design and/or implement programs/curricula addressing peace education, violence prevention, and/or peer mediation. They may choose to be trainers, consultants, or other kind of third-party interveners for individuals. organizations (including, for example, not-for-profit organizations, non-governmental organizations [NGOs], INGOs, as well as businesses, hospitals, police departments, prison settings, etc.), communities, or national governments. There are also public intellectuals of various kinds for whom this course of study would be especially appropriate: for example, journalists, legislators, clergy, community organizers, directors of public institutions, and others whose work will shape and influence social thought and actions.

III. Distance education

There is no intent to offer courses through distance education at this time although it is anticipated that alternative means of course delivery may be available in the future.

IV. Schedule for implementation

It is intended that the Program will commence September 2008.

B. HUMAN RESOURCES

There is a wealth of resources available within the University of Manitoba and University of Winnipeg directly related to the study of Peace and Conflict Studies. The research conducted by St. Paul's College found that 7 out of 20 faculties offered some instruction in Peace and Conflict Studies, and that a total of approximately 43 courses and seminars focused on Peace and Conflict Studies. The University of Winnipeg information will follow. In terms of research, 8 Research centres and institutes conduct research in various areas of Peace and Conflict Studies. There exists tremendous expertise in terms of human resources and in the delivery of programs which focus on Peace and Conflict Studies within a particular unit's disciplines. The proposed comprehensive Program in Peace and Conflict Studies will tap into the rich pool of resources in the universities and the community

¹² The Centres and Institutes include Centre for Aging, Centre for Defence and Security Studies, Centre for Higher Education Research and Development, International Centre for Students, Mauro Centre for Peace and Justice, National Resources Institute, Office of the Ombudsman, and Research and Education for Solutions to Violence and Abuse.

1. Faculty

Professor Sean Byrne is Director of the Mauro Centre and is a tenured professor of Peace and Conflict Studies and Assistant Professor Jessica Senehi has a tenure-track appointment in Peace and Conflict Studies, and as Associate Director of the Mauro Centre. Assistant Professor John Perry has a five-year renewable contingent appointment within St. Paul's College. Moreover, there are twenty-nine faculty associates of the Ph.D. program at the University of Manitoba. In addition, there are sixteen faculty at the University of Winnipeg and its associated/affiliated colleges who are doing academic work in the Peace and Conflict Studies field who will co-teach the program, act as advisors, and serve on master's thesis committees. Of course, only those who are qualified to serve on committees as detailed in the Proposal and consistent with Graduate Studies' policy will be able to serve on Master's committees. To operate effectively, the M.A. Program in Peace and Conflict Studies requires four full-time-equivalent faculty members.

Four full-time-equivalent faculty members are needed to:

- (1) ensure that teaching and supervisory requirements and ratios are met;
- (2) ensure that faculty from a variety of backgrounds and range of specializations contribute to the development of the interdisciplinary M.A. program; and
- (3) enrich the Ph.D. program in Peace and Conflict Studies.

Moreover, the faculty affiliated with the Program play a significant role in the community and professional organizations. They serve in executive positions at the local, regional, national, and international level in Peace and Conflict Studies organizations and educational institutions such as Mediation Services, Conflict Resolution Network Canada, Association for Conflict Resolution (ACR), the National Coalition for Peacemaking and Conflict Resolution (NCPCR), and the Peace Studies section of the International Studies Association in the U.S. These connections with the community and professional organizations, combined with faculty experience in research and on thesis committees, will provide students in the interdisciplinary M.A. Program in Peace and Conflict Studies with excellent support systems and opportunities. In addition, many faculty from other departments are interested in serving on thesis committees in order to help supplement experience in graduate student supervision and to enrich the interdisciplinary aspects of the Program.

Faculty are also engaged in a substantial amount of Peace and Conflict Studies research, the results of which have been presented in a wide variety of refereed media ranging from journals to books. Research has been published in scholarly Canadian, American, and international journals (see curriculum vitae, *Appendix K*). The faculty will undertake various roles in the M.A. Program in Peace and Conflict Studies—advising students, sitting on major project committees, and teaching courses. Each faculty member has the ability to be a major project advisor, major project committee member, and course instructor.

2. Support staff

To operate effectively, the M.A. Program in Peace and Conflict Studies requires one full-time-equivalent support staff member based in the Mauro Centre who will assist in processing admissions documentation; maintaining the Program's academic files and records; scheduling and preparing minutes of administration (JDC) meetings; coordinating course listings, and overseeing the preparation of catalogs, handbooks, and other publications related to the Program; gathering and compiling information for special academic reports; interpreting departmental policies and regulations; and developing and implementing Program systems and operating procedures.

3. Faculty and community resources

The aforementioned faculty external to the University of Manitoba and the University of Winnipeg who were consulted about the development of the Program will serve as external examiners for the University of Manitoba and the University of Winnipeg. In addition, the M.A. Program will have a close working relationship with Gregory Barrett and the Director of Mediation Services, Winnipeg; Mediation Services will provide students with added opportunities for extracurricular training and practice.

C. PHYSICAL RESOURCES

The interdisciplinary M.A. Program in Peace and Conflict Studies provides the opportunity to increase collaborative research and consultative interaction with other faculties. In addition to the intellectual stimulation, this interaction increases the sharing of space, equipment, libraries, and other facilities.

1. Space

The University of Manitoba has renovated a space of 1,580 sq. ft. in St. Paul's College to house the Arthur V. Mauro Centre for Peace and Justice. The new Centre opened in April 2004. In addition, St. Paul's College offers students study carrels, a computer lab, and access to a library. The University of Winnipeg is currently acquiring and refurbishing existing space and is actively seeking accommodations for this program.

2. Teaching equipment

The Program will use already existing resources that are available at St. Paul's College, University of Manitoba, and the University of Winnipeg.

3. Research equipment

Students will use research equipment that will be available to all students in the Arthur V. Mauro Centre for Peace and Justice and St. Paul's College, University of Manitoba and the University of Winnipeg.

4. Computer resources

Students will utilize computer resources that are available to all students in the Arthur V. Mauro Centre for Peace and Justice as well as in other locations around the University of Manitoba as well as at the University of Winnipeg (see *Appendix D*). Computer resources are adequate to support the M.A. Program.

5. Library resources

The library is viewed as an important learning centre for this Program, since students will be using the library resources. *Appendix B* contains the Faculty of Graduate Studies Proposal for Course Changes and New Courses for each of the new courses that will form the core of the Peace and Conflict Studies M.A. Program. These documents include topical outlines with selected references in the form of books and journal articles. This bibliography was presented to the Director of Libraries at the University of Manitoba and the University of Winnipeg who recently completed resource implication statements (see *Appendix E*). St. Paul's College has allocated \$30,000 to the University of Manitoba library to build the Peace and Conflict Studies collection.

D. FINANCIAL RESOURCES

1. Delivery costs

I. Human resources

a) Faculty

We are requesting approximately \$350,000 per year of funding from the Council On Post Secondary Education (COPSE) to support four full-time faculty members to assist in building the new M.A. Program. Two persons will be located at the University of Manitoba and two at the University of Winnipeg. Four new members will contribute to the University of Manitoba and the University of Winnipeg, their centres and affiliated colleges in a number of ways: research, teaching, advising etc.

The four new positions are needed in order to carry out the basic functions of the program in a manner that maintains program integrity as well as for course delivery of the core program. These people must be specialists in the area of Peace and Conflict Studies. Please note that all faculty noted so far are available on an occasional basis because they hold full time appointments in their respective universities. The new positions are also needed to deliver the more general aspects of the program such as graduate supervision, advising, thesis direction, promotion and maintenance of the program's academic profile within the community, research, and scholarly public education.

b) Support staff

We are requesting approximately \$50,000 per year of funding from COPSE to support one full-time support staff person to handle the administrative duties associated with the M.A. Program as described in Section B.2 above of this document.

II. Physical resources

a) Space

The University of Manitoba has supported the renovation of the space in St. Paul's College that houses the Centre. In addition, the College will provide study carrels, computer access, and develop the Peace and Conflict Studies collection in the St. Paul's College Library. The University of Winnipeg is currently acquiring and refurbishing existing space and is actively seeking accommodations for this program.

b) Teaching equipment

The M.A. Program will use already existing resources available at St. Paul's College, University of Manitoba, and at the University of Winnipeg.

c) Research equipment

Students will have access to computer resources available to all students in the Mauro Centre and St. Paul's College, University of Manitoba, as well as at the University of Winnipeg (see *Appendix D*).

d) Library resources

St. Paul's College raised some funds for library resources, and is working with the Director of Libraries to develop the collection related to Peace and Conflict Studies. For example, for the academic year 2004-2005, the Board of Governors of St. Paul's College allocated \$15,000 toward developing the Library's Peace and Conflict Studies collection. Another \$15,000 was allocated for the academic year 2005-2006 to build the Peace and Conflict Studies collection. In addition, the Emma Shay Memorial Book Fund, dedicated by Dr. Thomas Shay, a senior scholar in Anthropology, and managed by the College's Foundation, will cover the \$214 per year fee to service the Peace and Conflict Studies journal collection.

III. Costs associated with research not covered above

Grant awards will cover any additional resources needed for research.

2. Student support

Students can apply for a variety of fellowships, bursaries, or other awards from the University of Manitoba as well as the Social Science and Humanities Research Council (SSHRC), the Rotary Foundation, Pierre Trudeau Scholarship, and other sources. St. Paul's College has committed itself to raise six million dollars for the following graduate awards for which students can apply: The Monsignor Normand J. Chartrand P.A., J.C.L. Scholarship, the Prince El Hassan bin Talal Graduate Fellowship in Peace and Justice Studies, the Lloyd Axworthy Graduate Fellowship in Peace and Justice, the Rabbi Michael Melchior Graduate Fellowship in Peace and Justice, Cardinal Theodore E. McCarrick Graduate Fellowship in Peace and Justice, and the Chief Oren Lyons Graduate Fellowship in Peace and Justice. Immigrants, refugees, visible minorities, aboriginal people, and those with disabilities are eligible for Scholarships and Awards such as the AGF Life Skills Scholarship, the C.D. Howe Scholarship, and the Rixon Rafter and Judge Brian Stevenson Scholarship Fund among others. There is support for students available through The University of Winnipeg such as Dr. Douglas W. Leatherdale Global Citizen Internships and the Sir Gordon Wu International Scholarships.

3. Identification of new financial resources

Funds will be requested from COPSE for four faculty members, and one staff member, equipment, office supplies, postage and communications, and donations to books and journals to support the administrative aspect of the new Program. In addition, the Board of Governors of St. Paul's College approved \$30,000 for library acquisition of books in the field to support the Program. St. Paul's College is committed to fundraising for the Mauro Centre.

4. Financial proposal

The Program is requesting support from COPSE to hire four faculty members, and one staff member to support the administrative aspect of the new Program. We estimate the program will require the following as overhead for four new faculty members and an administrative person.

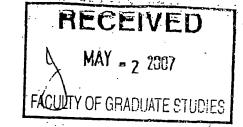
Budget for the Proposed MA program by the Mauro Centre

DELIVERY COSTS (Program Expenditures)

Human Resources	YEAR 1	YEAR 2	YEAR 3
Staff 4.0 FTE (1 Assoc./3 Assist.)	\$280,000	\$280,000	\$280,000
Support Staff 1.0 FTE (Admin Asst.1)	\$50,000	\$50,000	\$50,000
Sub Total Human Resources	\$330,000	\$330,000	\$330,000

Physical Resources	YEAR 1	YEAR 2	YEAR 3
Office Supplies	\$20,000	\$20,000	\$20,000
Sub Total Physical Resources	\$20,000	\$20,000	\$20,000
TOTAL PROGRAM EXPENSES	\$350,000	\$350,000	\$350,000





Arthur V. Mauro Centre for Peace and Justice at St. Paul's College

> University of Manitoba 252-70 Dysart Road Winnipeg, Manitoba R₃T 2M6 Canada

Tel: 204.474.6052 Fax: 204.474.8828 umanitoba.ca/mauro_centre

Date: April 21, 2007

To: Dr. Jay Doering, Dean, and

Dr. Thomas Hassard Associate Dean, Faculty of Graduate Studies

From: Dr. Sean Byrne, Director, Mauro Centre, Committee Chair, Joint Master's Discipline Program In Peace and Conflict Studies

(Members: Dr. Bernie Dronzek, Associate Dean Emeritus, Department of Agriculture, University of Manitoba; Dr. Denis Bracken, Rector Elect, t. Paul's College, University of Manitoba; Dr. Dan Lenoski, Acting Rector, St. Paul's College, University of Manitoba; Dr. Dean Peachey, Dean, Menno Simons College (MSC); Dr. Brian Rice, Education, University of Winnipeg; Dr. Jessica Senehi, Associate Director, Mauro Centre; Dr. Anna Snyder MSC; Dr. John Stapleton, Dean Emeritus of Education, University of Manitoba; and, Dr. Claudia Wright, Acting Vice-President (Research and Graduate Studies), University of Winnipeg)

Re: Report of External Reviewers in regards to the Proposed M.A. Program in Peace and Conflict Studies

Thank you for sending the report prepared by the external reviewers of the proposed M.A. Program in Peace and Conflict Studies. We are pleased that the external reviewers were enthusiastic about the establishment of this program and/its potential for success, especially as the reviewers are so well established in this field. Importantly, we want to thank the Faculty of Graduate Studies, and the more than 24 persons who visited with the reviewers when they were at the University of Manitoba.

This letter contains our response to some of the issues raised by the reviewers.

(1) Resources (See page 4, last paragraph; page 5, first and second paragraphs, and page 10, third paragraph): "The creation of four new tenure track positions allocated across the two universities seems crucial to handling the growing instructional course load for a considerable enlarged graduate student base." "The assignment of an administrative assistant to what until now has been a decidedly "short-staffed" program is also imperative." "Clear delineation of incentives for both faculty and departments on both campuses to participate in teaching, thesis direction and mentoring in the program."

This concern has been duly noted. We recognize that the requested support from the provincial Council on Post Secondary Education is necessary to fund the four tenure track and administration positions to ensure a quality program. This point might be more appropriately addressed by the Faculty of Graduate Studies and the Office of the President. Moreover, the JDC M.A. Graduate Program Committee and PACS would have the responsibility of drawing up the teaching, administrative, and thesis supervision loads for all core faculty members in the M.A. and Ph.D. programs in Peace and Conflict Studies.

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(2) Faculty Recruitment (See page 4, fourth paragraph; page 10, third paragraph): "Consideration should be given to recruiting for faculty capabilities in both qualitative and quantitative methodologies." "Serious consideration should be given in the new recruitment phase to hiring faculty specializing in the complexities of a region such as Africa and/or the Middle East."

We note the recommendations. However, the approval of the proposed M.A. Program should not be contingent on this issue. This point might be more appropriately addressed by the Vice President (Academic) and Provost.

(3) Re: Accommodation of practicum placements in Winnipeg and Manitoba institutions, and simulations (See page 5, third paragraph, and page 15, first paragraph).

We understand the reviewers' rationale that students should have the opportunity to apply their theoretical and substance knowledge in applied settings. Students should study the theory, methods, and ethical perspectives of the field and apply this knowledge in laboratory simulations and workshops, and practicums. Reflexive praxis must take theory seriously and good theory must find strong support in practice.

Simulations are built into most of the courses in the M.A. curriculum. We have revised the proposal (See pages 18-19) to indicate the inclusion of a Practicum course in the curriculum as part of the Comprehensive Examination route. The Practicum course will afford students professional field training experiences in local and global institutions working with aboriginal issues, human rights, health and the environment, for example. A major part of the process of searching for solutions involves thinking and analysis prior to action. Students will develop projects that take the knowledge generated in the classroom and field research and apply it to a real setting.

(4) <u>Graduate Certificates</u> (See page 7, first paragraph) "One way of further enhancing the student appeal is to offer graduate certificates in conflict resolution and peacemaking to students currently enrolled in other disciplinary Masters program."

We note the recommendation. For example, this summer Dr. Jessica Senehi is offering two courses as part of a Summer Institute in Storytelling for Peace and Renewing Community (SPARC) through summer Sessions that has attracted over 50 students mainly from the Faculty of Education.

(5) Recommendations 5–8: to establish internal and external "visiting faculty" positions in the Mauro Centre; to create possible future "chaired" faculty positions and expanded student financial assistance through endowments; to encourage formal student exchange and joint faculty research undertakings with similar academic programs in Canada and abroad; and to provide opportunities for grant development to support such exchanges and student involvement in research (See page 14)

Dr. Arthur Mauro recently gave another sizable gift to the Mauro Centre to be endowed for graduate student scholarships. The other points are excellent ideas, and we will give serious consideration to their implementation. However, it is our view that the approval of the program should not be contingent on these recommendations.

In light of the reviewers' positive report, we are making some modest changes to the proposal. We recommend that the proposed M.A. Program in Peace and Conflict Studies be approved by the Faculty of Graduate Studies.

Dr. Daniel Lenoski, Acting Rector, St. Paul's College

Changes received by PDS Dune 107. All

ASSESSMENT OF THE PROPOSED JOINT MASTERS PROGRAM IN PEACE AND CONFLICT STUDIES BETWEEN THE UNIVERSITY OF MANITOBA AND THE UNIVERSITY OF WINNIPEG

March 2007

Prepared by Frederic S. Pearson, Ph.D.

Center for Peace and Conflict Studies and

Department of Political Science

Wayne State University

And

Jean-Guy Vaillancourt, Ph. D.

Department of Sociology

Universitet de Montreal

Introduction

We were invited to the University of Manitoba to evaluate the proposed Joint Masters

Degree (M.A.) in Peace and Conflict Studies involving the University of Manitoba, and
specifically its Arthur V. Mauro Centre fo: Peace and Justice in the St. Paul's College,
and the University of Winnipeg, including its Menno Simons College. We spent two full
days, March 12 and 13, 2007, meeting some two dozen administrators, faculty and

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members of various boards and committees involved in the program in order to obtain their views about the academic, scientific and community merit and relevance of the proposed graduate program.

What follows is a detailed report of our conclusions and observations on several key questions and points, along with some constructive proposals, short appendices containing our relevant biographies, and a list of contacts during our stay that included basically all those on our schedule. We wish to thank those who participated and particularly those who worked so hard to make our visit enjoyable, enlightening and fruitful.

I. Advantages and concerns about establishing a joint M.A. program in Peace and Conflict Studies at the University of Manitoba and the University of Winnipeg

Advantages: The program is unique in the sense that it joins two universities bringing diverse strengths and attraction for students, both with important connections in the Province of Manitoba and the urban life of the City of Winnipeg. This inter-campus partnership also features a structure constituting a bridge between a vibrant undergraduate program in Peace and Conflict Studies located at the Menno Simons College of the University of Winnipeg, and a relatively new and thriving Ph.D. program on the subject at the University of Manitoba. Thus, in Winnipeg there will be an interuniversity and interdisciplinary three-level sequence of sound academic programs that will reinforce and feed each other. Undergraduate students will have options to proceed to the Masters; M.A. students can consider going forward to the Ph.D.; and advanced

graduate students will be available to help staff and teach courses at the undergraduate level, constituting an unusually comprehensive strength.

The M.A. program will be the fifth created in Canada, and it is well situated to be distinguished for certain attractive features. It is located in a city renowned in Canada and abroad for its "centrality" in both geographical and sociological terms. Winnipeg and Manitoba constitute a richly diverse environment allowing for significant outreach and involvement on peace and conflict related issues such as aboriginal and ethnic studies, religious philosophies and ecumenism (all Abrahamic and major Eastern religions well represented), immigrant absorption and integration, human rights (e.g., the Canadian Museum of Human Rights), ecology (e.g., International Institute for Sustainable Development), as well as issues related to gender, women, children, and healthcare.

The subject matter and structure of the program are also truly interdisciplinary, with strength in the social, cultural, and historical/political dimensions. The precedent of the undergraduate and Ph.D. programs means there is an established set of relations and interconnectedness between the disciplines and schools (including law, social work and education at U. of Manitoba), as well as between various actors involved who originate from the participating campuses, colleges and centers as well as the community. An enthusiastic and influential community advisory board supports the program. Thus both diversity and consensus among the actors are very strong at this point, and there seems to be little or no reluctance to forge ahead. In fact we did not hear any objections to the

program among those we met at all university levels; everyone seemed to realize the joint advantages for all those involved.

The Mauro Centre also constitutes a great asset in coordinating this program, in that it has established growing recognition and good connections and visibility across the campuses and the community. It is important to have a "locus" for a far-reaching degree program involving so many partners, and bringing an interdisciplinary and consultative team approach is precisely what centers and institutes are meant to do. There is both a strong peace and justice tradition among the participating schools and colleges, and a spirit of ecumenism in bringing people together in a clearly secular non-confessional format.

Concerns: Joint programs require sustained careful management and cooperation.

The program planners have given much thought and preparation to this need, and the form of the coordinating committee, involving both campuses, is highly appropriate.

There is some precedent for the cooperative format in existing joint programs in History and Public Administration. The Mauro Centre's role will be pivotal in maintaining close collaborative relations and sustaining the involvement of all units. Smooth coordination of the program requires grassroots and administrative participation at all levels.

The sharing of resources and the reward and incentive structure for instructors and administration are keys to success. For example, the creation of four new tenure track positions allocated across the two universities seems crucial both to handling the growing instructional course load for a considerably enlarged graduate student base, and to keep each participant feeling valued and supported. Consideration should be given to recruiting for faculty capabilities in both qualitative and quantitative methodologies and

to setting up a system of internal "visiting faculty" allowing time to be bought out on a rotating basis with adjunct replacements assigned to cooperating departments on both campuses.

Retention of the program's dynamic and experienced leadership is also imperative; thus we were heartened to learn of the decision to place Dr. Senehi in a "tenure-track" appointment; she needs to be freed from some of the heavy administrative load that inevitably accompanied the design and implementation of Ph.D. and Mauro community initiatives during the past three years in order to fully utilize her ability and round out the program's intellectual, instructional and research strength. Thus the assignment of an administrative assistant to what until now has been a decidedly "short- staffed" program is also imperative.

Another of our concerns is the need to more fully develop and integrate a "theory-to-practice" emphasis by instituting a formal internship or practicum dimension to the curriculum for students. This should not pose any difficulty since Peace and Conflict Studies is an applied domain offering many exciting possibilities for mutually beneficial cooperation and employment development in both city and province in view of existing mediation services, service agencies, "first nations" and religious based organizations. Placement abroad also seems feasible under programs now being developed.

It would be desirable as well to expand the potential for scholarship and financial support for students, both from abroad and across Canada. A combination of concerted fundraising and public support should be feasible in this increasingly recognized field of study in view of the dedication of the community advisory board and St. Paul's College

Foundation already in place, and in the joint leverage capacity of the two universities.

Serious fundraising emphasis should be afforded to the new program by university development staff.

II. Student recruitment potential and anticipated demand for graduates of the program

Recruitment: Recruitment potential is greatly enhanced by the large number of undergraduates in the program at Menno Simons College. Many of these motivated and well-prepared students, along with those in core disciplines at both universities, should be interested in continuing in the M.A. program close at hand before going on to a Ph.D. or to careers that are becoming more diversified and numerous. Student demand from around Canada, from the U.S. and other countries also should be significant; there already are international students in the Ph.D. program.

This program is also highly relevant to the concerns of the Canadian "first nations."

Hence there should be a growing interest among students in culturally appropriate forms of conflict management and alternative dispute resolution (ADR).

Student appeal, as well as the potential for faculty exchanges, also will be enhanced by the welcome global emphasis being developed at the University of Winnipeg under President Axworthy. This involves an emerging Global College program and connections to important countries, particularly in the hemisphere, such as Costa Rica.

One way of further enhancing the student appeal is to offer graduate certificates in conflict resolution and peacemaking to students currently enrolled in other disciplinary Masters program. This could be an attractive and useful credential for those in such fields as political studies, anthropology, sociology, social work, law and education.

Graduate certificates would embody a set of credit hours below the level required for the full M.A.

Careers and Job Openings: While there are no employment guarantees for M.A. graduates in any field, the prospects for Peace and Conflict Studies graduates look quite promising. It can be anticipated that many students will already be working in agencies concerned with social relations, and will be seeking advancement through graduate training. An interesting sub-set of such students might be recruited from the ranks of Canada's military, with its frequent involvement and challenges in international peacekeeping assignments. Recruitment emphasis, therefore, might usefully be marketed to the military training college at Kingston, as well as to NATO and United Nations institutes.

Increasingly international agreements and organizations require conflict resolution and peacemaking skills. This ranges from the mediation, arbitration, or community dispute settlement requirements of regimes such as the North American Free Trade Association and the Great Lakes treaty system, to the needs of relief agencies operating in zones of conflict such as Africa.

As noted, students also will have the option of obtaining the Ph.D. and going on to academic or public service careers. The program will appeal to those involved or

interested in certain specialized fields of study such as corrections and law enforcement; mediation; federal, provincial, or metropolitan government; journalism and media; healthcare; clergy and public or religious education; and human resource administration. Peace and conflict studies is a fast growing field, locally, nationally, and internationally, and the breadth of curricular programs available to students in this joint initiative should qualify them well to take advantage of emerging opportunities.

III. Comparison to other relevant programs in North America and elsewhere

The reviewers are familiar with the design of graduate programs in this field. Dr. Pearson was on the planning committee for the M.A. in Dispute Resolution at Wayne State University, which laid emphasis on devising conflict management approaches in pluralistic democratic societies. He also served in 2000 as conflict resolution consultant to the U.S. Commission on National Security, 21st Century. Dr. Vaillancourt has published on peace movements with a major focus on religion, violence, and the natural environment. He has served on the Board of the International Institute for Peace and Security in Ottawa and was one of the founders of the Burg Schlaining Peace University in Austria on behalf of UNESCO.

The proposed program compares very favorably with existing masters level peace and conflict related programs in Canada, the U.S. and Europe. Often the focus of such programs is either on the conceptual and technical aspects of dispute resolution practice (mediation, negotiation, arbitration, conciliation), or on peace and human rights approaches abroad. For example among Canadian universities the Royal Roads University offers separate M.A. tracks either in Conflict Analysis and Management or

Human Security and Peace building. The University of Victoria's program emphasizes public sector disputes comprising such issues as culture clash or land and resource management. Carleton University confines its offerings to international affairs. Thus many of the country's existing programs are relatively specific in focus.

The Manitoba-Winnipeg joint program is designed to be more general in scope, including fascinating multi-disciplinary links with arts (story-telling), cultural (aboriginal) and religious traditions. The latter takes advantage of significant strength in the area on issues of peace and social action in Mennonite Anabaptist and Jesuit Catholic traditions. In addition unusual strengths or potential are evident in criminal justice, human resources, justice issues for women and children, and sustainable development. Thus, this program should become distinguished in Canada for a combined set of topical approaches.

Most extant programs appear to depend on two or three key faculty members. In Winnipeg, however, beyond the Mauro Centre at the University of Manitoba is the experienced faculty at Menno Simons. With the complement of four additional faculty this program, with its seamless range from undergraduate to Ph.D., could soon constitute Canada's foremost collection of peace studies talent. It will allow for the type of regional and methodological specializations and mentorship that we suggest are needed both to train students in the complexities of local disputes and to afford them professional field training experiences.

It is also interesting that students in the Winnipeg joint program will have excellent classroom experiences on two campuses (with ample and efficient transportation linkages

across the city). While modalities such as "distance learning" might eventually be incorporated to a limited extent to connect far flung students to potentially interesting courses or discussions, the planners have wisely posed this as a residential program. This is in contrast, for example, to the Royal Roads program which was designed with only three-week residential phases giving way to five weeks of distance on-line teaching.

IV. Quality and appropriateness of the program's curriculum

The proposed curriculum is well constructed and well balanced, with courses that cover a wide variety of theoretical approaches, empirical issues, and methodological perspectives. It touches very pertinent contemporary and historical issues that go beyond a narrow conception of peace and conflict resolution. The curriculum has both sufficient breadth and depth.

The second language component is particularly interesting, and is likely to heighten the qualifications of the student body since it includes options for all manner of relevant languages. The program's community outreach dimension is also pertinent, especially since it is linked to multiple disciplines. Given the potential for significant relevance to dispute settlement in developing societies, serious consideration should be given in the new recruitment phase to hiring faculty specializing in the complexities of a region such as Africa and/or the Middle East. Already students are on campus with strong interests in or originating from these areas, so the fit seems right.

Current societal preoccupations with public health and with the environment also open the way for a well developed eco-health emphasis, which is gaining momentum in

academic circles. The focus on conflicts involving women, children and aboriginal peoples, through storytelling and other approaches, is an original contribution and can be comprised nicely in eco-health concerns.

Standards of admission to the program have been set appropriately high; student demand can be expected to be high as well, permitting a good selection of candidates for admission. We feel that having two routes to the Masters degree, a thesis route and a comprehensive route, will afford the program the flexibility needed to attract a greater variety of good students, including part-time and full-time enrollees. Working students can be accommodated and overall a relatively great diversity of students, as far as their origin and future professional interests, can be expected.

One of our concerns is how the different activities in the program will be calibrated to measure students' developing research and analytical capability. Thesis advisors will certainly be able to serve as mentors, not only for practical activities but also in potential research collaboration with candidates. As students going into agencies and community action will need a good background in applied research and program evaluation, more attention should be given both to relevant methodological training and to practicum field placements in the community or to training simulations to add to the students' experience. Study abroad options, perhaps connected to the new university initiatives in Costa Rica and other developing countries or to the directors' network of colleagues in Ireland and other parts of the world, should be fully developed.

V. Faculty Expertise

The currently available faculty and program officers at the two universities are very well known in the peace studies field. Dr. Byrne is a world-recognized expert in the field of ethnic conflict resolution, and has a wide network of colleagues across many countries and involving many research institutes and constitutional reconciliation projects. He has developed new and important theoretical conceptions, such as the cubist model of ethnic dispute settlement. Dr. Senehi likewise has developed a mark of distinction as one of the foremost exponents of peace studies approaches in the arts and humanities, with her emphasis on peace building and the communication skill of story telling as a bridge from traditional to modern practice. Significant potential exists for productive connection to primary and secondary school peace education, both theoretically and in developing training programs. The program is fortunate to have these founding faculty, as they have unmatched experience in operating multi-disciplinary degree programs with effective coordinating councils both at Syracuse and Nova Southeastern Universities.

Prof. Peachey is likewise widely known for his insightful case studies of conflict situations and negotiation theory. He received the first Conflict Resolution Network Canada National Award of Excellence and pioneered in the establishment of Community Justice Initiatives in Kitchener. Thus, with these and other associated faculty, including Dr. Perry with his capabilities in religious and philosophical approaches to conflict, there is already in the program a promising combination of analytical experience, ingenuity, and community recognition going across continents. It will require, however, the recruitment of additional faculty and an administrative staff member to fully free them to address the instructional, research, and community outreach needs of the growing program.

VI. Adequacy of facilities and resources

The development of physical space in and around the Mauro Centre has been admirable and creates a pleasant and focused learning environment. With the addition of scores of additional M.A. level students, however, it will be necessary to develop a gathering place such as a faculty-student lounge, and to expand modestly upon faculty offices (providing space for additional and visiting faculty and an administrative assistant) and to assure adequate classroom space on both campuses.

This should not be a daunting challenge given the good start on the space quite in evidence on both campuses. The Mauro conference room is superb. St. Paul's College offers students study areas, a canteen, computer and library access, and the University of Manitoba Library has risen to the occasion admirably already with considerable acquisition of graduate level resource material in the peace and conflict studies field.

Office and seminar space at the Menno Simons College also appears both pleasant and well placed, as students and faculty gain a crucial connection to the central city. Again, though, it may be necessary to expand upon the space available for graduate students visiting downtown, say to undertake practicum activities or urban-focused research.

The projected budget and financial underpinning of the program also appear adequate provided that the requested support from the provincial Council on Post Secondary Education is forthcoming. This infusion of funds will benefit two major universities in the Province, and will nicely situate the program to take full advantage of opportunities in the urban, ex-urban, and rural areas of Manitoba. A good deal of thought appears to have gone into administrative arrangements for the placement of this program in the Graduate

Division, and for utilization of student tuition revenues. We assume that the participating universities will remain committed to integral funding for this program and its participating faculty and staff over time.

VII. Suggestions for further enhancement

As should be evident, we strongly endorse the development of the joint M.A. program in Peace and Conflict Studies at UM and UW. It is the beneficial and appropriate sequential completion of the baccalaureate and Ph.D. already in place. Along the way in this report we have raised several suggestions for further strengthening or enhancement of the proposed program. Our experience also leads us to suggest some additional innovations now as well. By way of recapping and elaboration on these ideas we mention:

- Curricular accommodation of practicum placements and simulations
- Greater regional conflict focus with appropriate development of faculty expertise,
 say regarding Africa and/or the Middle East
- Development of a graduate certificate option for students from other disciplines
- Temporary attachments in the Mauro Centre for internal and external "visiting faculty"
- Possible future "chaired" faculty positions and expanded student financial assistance through endowments
- Formal student exchange and joint faculty research undertakings with similar
 academic programs in Canada and abroad
- Grant development to support such exchanges and student involvement in research

- Further development of links to Winnipeg and Manitoba institutions such as those dealing with aboriginal issues, human rights, health and the environment (sustainable development)
- Clear delineation of incentives for both faculty and departments on both campuses to participate in teaching, thesis direction and mentoring in the program
- Development of both qualitative and quantitative research capabilities in faculty recruitment

We have heartily enjoyed the experience of visiting and reviewing this program and stand ready to answer any further questions which we might be forthcoming. We wish the participating units good fortune and great success.

Respectfully submitted,

Frederic S. Pearson, Ph.D.

Jean-Guy Vaillancourt, Ph.D.

Report of the Senate Planning and Priorities Committee on the Proposal from the Faculty of Graduate Studies for a Joint Master's Program in Peace and Conflict Studies

Preamble:

- The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm, wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
- 2. The Joint University of Manitoba and University of Winnipeg Senate Committee on Joint Master's Programs has recommended to the Faculty of Graduate Studies the approval of the proposal for a Joint Master's Program in Peace and Conflict Studies.
- 3. The Faculty of Graduate Studies has approved this proposal and recommends it for approval by Senate.

Observations:

- 1. This proposed joint master's degree builds on the strengths of both of academic institutions in the area of peace and conflict studies. The University of Manitoba offers a unique Doctoral Program in Peace and Conflict Studies and University of Winnipeg, Menno Simmons College of the Canadian Mennonite University offers an undergraduate degree program in peace and conflict studies that has had a significant impact locally national and internationally. The proposed program seeks to address need for research and graduate education in the field of peace and conflict studies. The purpose of this interdisciplinary M.A. Program of study is to provide an opportunity for students to pursue higher education, research and practice in conflict analysis and resolution. It will provide students from the undergraduate degree program to pursue a master degree in peace and conflict studies. It will also prepare students for continued study at the PhD level n this discipline.
- 2. The committee noted that the proposal documentation provided numerous letters to indicate the high degree local, national and international support for the development of this program.
- 3. The committee observed that the proposal had been approved by the Joint Senate Committee Joint Masters Programs and the Senate of the University of Winnipeg.
- 4. The committee noted that the proposed program would require a significant input of new resources primarily for 4 FTE academics, 1 FTE support staff and small amount for supplies. Academic staff and support staff required for this program will come from three sources. First, the proposal seeks funding from COPSE with which to appoint four new academic staff members, two at each University and one FTE support staff. Second, several full-time academics at both Universities will contribute to this program as instructors and/or supervisors. Third, suitably qualified scholars and practitioners may be appointed as adjunct professors who will offer graduate courses, sit on graduate student committees, or supervise graduate theses. The program requires baseline funding (for academic and support staff and other operating costs) of \$350,000 annually once the program has achieved a steady state. All of the academics will be faculty members or adjunct faculty members of the University of Manitoba or the University of Winnipeg.

5. During the Committee's discussions, questions were raised concerning the academic freedom of adjunct faculty members in this program. In particular, a concern was expressed that adjunct faculty members whose employer is neither the University of Winnipeg nor the University of Manitoba might be denied academic freedom in the pursuit of their duties.

The committee noted that adjunct appointments of this type are quite common in graduate programs. In the Faculty of Graduate Studies at the University of Manitoba, for example, there are currently some 335 adjunct professors whose employer is not the University of Manitoba. Of these, at least 118 (35.2%) are employed by non-university organizations in the private or public sectors. In every case, the adjunct professors have the benefit of academic freedom in the exercise of their duties. Dr. Robert Kerr, Vice-President (Academic) and Provost, confirms that this practice will continue for all adjunct appointees at the University of Manitoba.

In addition the committee was informed that Dr. Kirby, Associate Vice-President (Research) and Dean of Graduate Studies at the University of Winnipeg, has confirmed that, like the University of Manitoba, the University of Winnipeg "guarantees the academic freedom of all our adjunct appointees regardless of who their employer is".

On the basis of this experience and these assurances, the Committee believes that all academic staff participating in this program will enjoy traditional academic freedom in their work. The Committee is confident and fully expects that this tradition will be ensured by the academic administration of each University.

- 6. The committee noted that the proposal provided documentation which indicated that the University of Manitoba Libraries has reviewed the library resource needs for the proposed program. The Director of Libraries' report indicates that St. Paul's College Library has received an initial \$30,000 to develop its holdings in Peace and Conflict studies and is committed to providing the annual acquisition budget \$1500 to sustain the collection for the PhD program. These holding will more than adequately provide for the needs of the joint masters program.
- 7. The committee observed that the proposal included documentation of a sound plan for meeting the space needs for the implementation of the proposed program. Appropriate space for staff and students has been allocated for the program at the St Paul's College in Arthur V. Mauro centre and in the refurbished existing space at University of Winnipeg.

Recommendations:

The SPPC recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the introduction of a Joint Master's Program in Peace and Conflict Studies. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and new funding to support the ongoing operation of the program.

Respectfully submitted,

Norman Hunter, Chair Senate Planning and Priorities Committee Report to Senate Executive of the Senate Committee on Academic Freedom Regarding the Proposal for a Joint Masters Degree in Peace and Conflict Studies

Preamble:

- 1. The Terms of Reference for the Senate Committee on Academic Freedom can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/488.htm.
- 2. The Senate Executive referred observation 5 of the Senate Planning and Priorities Committee report of October 20, 2008 regarding the program proposal for a joint masters degree in Peace and Conflict Studies to the Senate Committee on Academic Freedom for review and advice.

Observations:

- 1. The Committee met on the above date to discuss the issues of academic freedom related to this proposal; the committee did not discuss the merits of the proposal itself, but examined with some considerable care the following documents which were received in preparation for the meeting:
 - correspondence from Senate Executive referring the matter to the committee
 - the proposal for a Joint M.A. Program in Peace and Conflict Studies [dated October 12, 2007]
 - the report of the Senate Planning and Priorities Committee [dated October 20, 2008]
 - the current academic freedom clause from the University of Manitoba UMFA Collective Agreement (attached to this report)
 - the current academic freedom clause from the University of Winnipeg UWFA Collective Agreement (attached to this report)
 - the University of Manitoba Policy on Approved Teaching Centres
 - the academic freedom policy of Canadian Mennonite University extracted from the CMU personnel manual and dated June 14, 2003 (attached to this report)
 - the document "Mission, Faith and Hiring" dated June 20, 2007 and approved by the CMU Board of Governors (attached to this report)
- 2. Dr. Richard Lobdell, Vice-Provost (Programs), Dean Jay Doering, Faculty of Graduate Studies, and Rector Dennis Bracken, St. Paul's College, were present to make presentations and answer questions of the committee prior to deliberations.
- 3. The Committee notes that matters of academic freedom are viewed as fundamental to both the University of Manitoba and the University of Winnipeg and that the provisions in the collective agreements of the two institutions were similar in this regard, providing unequivocal protection for academic freedom.
- 4. The Committee notes that the field of Peace and Conflict Studies is an area especially fraught with contention, and that it is therefore essential that the University of Manitoba should ensure that those engaged in offering this program are accorded the protection of academic freedom.

5. The Committee notes remarkable differences between the academic freedom statements of the University of Manitoba and the University of Winnipeg and those of the Canadian Mennonite University/Menno Simons College. Menno Simons College is a constituent college of CMU and an affiliated college of the University of Winnipeg, but employees of Menno Simons College are employees of CMU and not covered by the University of Winnipeg Collective Agreement. The academic freedom policy of the Canadian Mennonite University stipulates that the "institution, its individual faculty and its students all have the right to academic freedom, and a duty to exercise this right" and that "in the exercise of their academic freedom, a balance between rights and responsibilities may occasionally be difficult to achieve" (paragraph 3, CMU Academic Freedom Policy).

CMU as in institution claims a right "to nurture a community of scholars who delight in knowledge, and who desire to and are able to seek truth within the context of an Anabaptist-Mennonite worldview without infringement by political and church authorities, donors to the institution, or any others. Canadian Mennonite University has the responsibility to foster and protect the academic freedom of its members and to use its institutional position and resources in ways that are consistent with its mission and that are intended to promote the good of the various communities and organizations to which it is accountable" (paragraph 4, CMU Academic Freedom Policy).

Finally, CMU Faculty Members "Having freely chosen to work at and participate in the mission of Canadian Mennonite University, academic faculty have a responsibility to exercise their academic gifts and use their academic positions in ways that are intended to promote the good of the communities and organizations to which they belong, and to which Canadian Mennonite University is accountable" (paragraph 5, CMU Academic Freedom Policy).

The committee concludes that such language does not provide sufficiently unequivocal protection for academic freedom.

6. The committee also has concerns about academic freedom in relation to continuing employment at Menno Simons College, based on the *Mission, Faith and Hiring* policy of the Canadian Mennonite University, notwithstanding the accommodations made in hiring criteria for Menno Simons College.

Faculty at Menno Simons College, whether Christians or not, are obliged to be "able to fulfill their assignments in a manner that serves the mission. They are thus expected to support the mission of Canadian Mennonite University and further the mission of Menno Simons College." It is important to note that each of these mission statements emphasizes the centrality to the institution of the Anabaptist Christian tradition. In light of this, a particular concern is related to the section in *Mission, Faith and Hiring* (Canadian Mennonite University) entitled Conflict and Changing Positions which stipulates that:

"If an employee's outlook changes to the point where that individual is no longer able to embrace and advance the mission of the institution, or impedes effective performance, it is appropriate for the individual and the employer to review whether continued employment is appropriate. Should there be disagreement as to whether continued employment is appropriate, the CMU policy on Grievance and Conflict Resolution may be invoked."

The committee notes that these provisions represent limits to academic freedom that are not consistent with University of Manitoba policy.

- 7. With respect to the CMU grievance procedure, the policy refers to a process that is only advisory to the Board of CMU, rather than binding upon it, as would be the case for faculty at the University of Manitoba. The committee notes that such non-binding procedures are also inconsistent with the University of Manitoba policy on approved teaching centres, which requires that such centres protect academic freedom "by the institution of an appeal procedure providing for final arbitration, by a disinterested party or committee, of any dismissal of a faculty member, and the non-renewal of the appointment of any full-time faculty member who has reason to believe that the non-renewal of his/her appointment is due to his/her exercise of academic freedom." The committee finds the absence of a binding appeal procedure to be a further compelling distinction between the protections of academic freedom afforded to members of the University of Manitoba and the University of Winnipeg and those afforded by the Canadian Mennonite University including employees at Menno Simons College.
- 8. It was presented that some instructors in the proposed Joint Program in Peace and Conflict Studies are likely to be employees of Menno Simons College and hence their principal employment income would be subject to the academic freedom policies of that institution rather than those of the University of Manitoba or the University of Winnipeg. The Committee questioned whether it would be acceptable for the University of Manitoba to enter into a joint program when it could be the case that a portion of the program would be delivered by people subject to a different definition of academic freedom that is inconsistent with an unfettered search for truth.
- 9. The Committee considers that the protections accorded to adjunct appointees at the University of Manitoba and the University of Winnipeg are not equivalent to those of full or part-time employees at those institutions and are not sufficient to protect academic freedom for members of associated colleges including Canadian Mennonite University/Menno Simons College, and therefore those colleges need to address that deficiency if their faculty are to participate in joint programs in which the University of Manitoba is a partner.
- 10. The Committee affirms the need to ensure that all degrees under the auspices of the University of Manitoba must preserve the academic freedom of instructors and participants and was concerned about entering into an agreement where there is a potential that this academic freedom could be compromised.
- 11. It was also presented that this proposal is a joint program between two institutions: the University of Manitoba and the University of Winnipeg, and that there are other joint masters programs currently operating between the two institutions. It was noted that the SPPC report indicates that the two respective provosts are anxious to see people are afforded protections for academic freedom particularly as this topic area (peace and conflict studies) is important, worthy and by nature may be controversial.
- 12. It was noted that the four new FT faculty appointees and staff requested in the proposal would be employees of either the University of Manitoba or the University of Winnipeg and would be governed by the academic freedom policies of these institutions.

- 13. The committee respects that the University of Manitoba, the University of Winnipeg, and the Canadian Mennonite University/Menno Simons College have freedom to govern themselves and apparently have the best of intentions to protect faculty, staff and students.
- 14. The committee aims to sustain academic freedoms for those engaged in teaching programs, given that the breadth of expertise available in the province or elsewhere and the protections accorded academic freedom at the University of Manitoba and the University of Winnipeg should facilitate rather than restrict the development of programs such as the one at hand and others to come in future.
- 15. The committee also observed that while consideration of matters related to academic freedom and adjunct professors is beyond the scope of the referred matter, the situation with respect to academic freedom of adjunct professors appointed at the University of Manitoba is complicated and may well warrant further consideration, given that 35% of those individuals are employed by outside non-academic institutions and hence are likely to enjoy no protection for their academic freedom from their principal employer.

Recommendations:

The Senate Committee on Academic Freedom recommends to Senate Executive

- 1. THAT the University of Manitoba not enter into joint programs where it is reasonable to conclude that teaching in such a program will be conducted in part by academic staff whose principal employers are academic institutions that do not provide unequivocal protection for academic freedom to the extent provided by the University of Manitoba; and
- 2. THAT, further to recommendation 1, the administration of the University of Manitoba should discuss the issue of academic freedom with counterparts at Canadian Mennonite University [Menno Simons College] with the goal of: seeking agreement on adopting language on academic freedom similar to that at the University of Manitoba and the University of Winnipeg for faculty at Menno Simons College, and implementing an independent and binding process for settling grievances regarding academic freedom disputes for Menno Simons College.

Respectfully submitted,

Professor Judy Anderson, Chair Senate Committee on Academic Freedom

Senate Executive Observations on the Proposal from the Faculty of Graduate Studies for a Joint Master's Degree in Peace & Conflict Studies

The proposal for a Joint Master's Degree in Peace & Conflict Studies was approved by the Faculty of Graduate Studies on November 15, 2007 and forwarded to the Joint Senates Committee on Joint Master's Programs who approved the proposal on April 22, 2008. The proposal was then recommended to the Senate Planning and Priorities Committee for approval.

The proposal was reviewed by the Senate Planning and Priorities Committee (SPPC) who produced a report dated October 20, 2008. In the report of SPPC, the committee recommended that Senate approve and recommend that the Board of Governors approve the program.

The proposal from the Faculty of Graduate Studies and the report of the SPPC [dated October 20, 2008] were considered by the Senate Executive on November 19, 2008. At this time, Senate Executive referred the issue of academic freedom referred to in the SPPC report (observation 5) to the Senate Committee on Academic Freedom (SCAF).

SCAF met on December 2, 2008 and submitted a report [dated December 2, 2008] to Senate Executive at the December 10, 2008 meeting. At this time, Senate Executive requested that the President act upon Recommendation 2 of the SCAF report [dated December 2, 2008] by speaking with the relevant person(s) regarding the language of academic freedom and procedures for settling grievances regarding academic freedom disputes at Menno Simons College.

At the Senate Executive meeting of January 21, 2009, the President reported on discussions with the President of Canadian Mennonite University (CMU) and reported that CMU indicated that it is committed to academic freedom within their own context and that the Board of CMU will be considering a proposal for a grievance process with adjudication by an external committee at its Board meeting in April 2009.

In accordance with the rules of Senate, the Dean of Graduate Studies requested that the proposal be forwarded to Senate for consideration.

Senate Executive has decided to place the proposal from the Faculty of Graduate Studies for a Joint Master's Degree in Peace & Conflict Studies, along with the SPPC and SCAF reports, on the Senate agenda for February 4, 2009. The Senate Executive Committee does so without having expressed a view with regard to endorsing or not endorsing the proposal or any of the subsequent reports.

January 21, 2009