

Senate  
Senate Chamber  
Room E3-262 Engineering Building  
WEDNESDAY, April 4, 2012  
1:30 p.m.  
Regrets call 474-6892

## **AGENDA**

- I     MATTERS TO BE CONSIDERED IN CLOSED SESSION** - none
- II    MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE** - none
- III   MATTERS FORWARDED FOR INFORMATION**
1.    Report of the Senate Committee on Awards [February 17, 2012]                      Page 3
  2.    Report of the Senate Committee on Rules and Procedures                      Page 7  
      RE: Department Council Bylaw Template
  3.    Statement of Intent: Master of Science (M.Sc.) in Genetic                      Page 13  
      Counselling
  4.    Statement of Intent: Revision of the Bachelor of Science                      Page 14  
      Program in Textile Sciences
  5.    Correspondence from Vice-Presidents (Research)                      Page 15  
      RE: Report on Research Contract Funds Received
- IV    REPORT OF THE PRESIDENT**                      Page 19
- V     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.
- VI    CONSIDERATION OF THE MINUTES**  
**OF THE MEETING OF MARCH 7, 2012**
- VII   BUSINESS ARISING FROM THE MINUTES** - none
- VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE**  
**AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**
1.    Report of the Senate Executive Committee                      Page 31
  2.    Report of the Senate  
      Planning and Priorities Committee

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

<b>IX</b>	<b><u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u></b>	
1.	<b><u>Report of the Senate Committee on Academic Dress</u></b>	Page 32
2.	<b><u>Proposal from the Faculty of Agricultural and Food Sciences RE: Internationally Educated Agrologists Program</u></b>	Page 34
a)	<b><u>Report of the Senate Committee on Curriculum and Course Changes</u></b>	Page 76
b)	<b><u>Report of the Senate Planning and Priorities Committee</u></b>	Page 78
3.	<b><u>Report of the Senate Committee on University Research RE: Establishment of Research Centres and Institutes: Centre for Human Rights Research</u></b>	Page 80
a)	<b><u>Report of the Senate Planning and Priorities Committee</u></b>	Page 105
4.	<b><u>Report of the Senate Committee on University Research RE: Periodic Review of Research Centres and Institutes: the Centre for Earth Observation Science</u></b>	Page 108
5.	<b><u>Report of the Senate Committee on Rules and Procedures RE: Revisions to the Faculty of Medicine By-law</u></b>	Page 113
6.	<b><u>Proposal from the Faculty of Dentistry RE: Faculty of Dentistry/ School of Dental Hygiene Professional Unsuitability and Essential Student Abilities Bylaws</u></b>	Page 122
a)	<b><u>Report of the Senate Committee on Instruction and Evaluation [November 24, 2011]</u></b>	Page 150
b)	<b><u>Comments of the Senate Executive Committee [March 21, 2012]</u></b>	Page 152
<b>X</b>	<b><u>ADDITIONAL BUSINESS</u></b>	
1.	<b><u>Final Report of the ad hoc Committee of Senate Executive to Examine Accommodations of Students with Disabilities and Governance Procedures Related to Academic Requirements</u></b>	Page 153
<b>XI</b>	<b><u>ADJOURNMENT</u></b>	

*Please send regrets to shannon\_coyston@umanitoba.ca or call to 474-6892.*

## **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 Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

### **Observations**

At its meeting of February 17, 2012 the Senate Committee on Awards approved four new offers and one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated February 17, 2012).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve four new offers and one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated February 17, 2012). 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

## **MEETING OF THE SENATE COMMITTEE ON AWARDS**

### **Appendix A February 17, 2012**

#### **1. NEW OFFERS**

##### **Dr. W. John Rempel Memorial Scholarship**

In memory of Dr. W. John Rempel (BA/64, PhD/73), an endowment fund with an initial gift of \$20,000 has been established by his wife Ursula M. Rempel (M.A. /79, BMus/67, Ed.Cert/64). Through equal instalments of \$20,000 over the next five years, the total value of the endowment fund will be \$100,000. Ursula M. Rempel has donated an extra \$1,000 to the scholarship so it may be awarded in the 2012-2013 academic year.

The purpose of this fund is to provide a scholarship to an outstanding graduate student in the Department of English, Film, and Theatre. The available annual interest from the fund will be used to offer one scholarship to a student who is:

- (1) enrolled full-time in the Faculty of Graduate Studies, in any year of study in either the Ph.D. or Master's program offered by the Department of English, Film, and Theatre at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5 based on the last 60 credit hours of study.

Preference will be given to a student with a special interest in Shakespeare, satire, or humour.

The Dean, Faculty of Graduate Studies (or designate) will ask the Head, English, Film, and Theatre (or designate) to name the selection committee.

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.

##### **Northern Finance Association Travel Award**

The 2010 Northern Finance Association Conference Co-Chairs have established an endowment fund at the University of Manitoba, with an initial gift of \$21,648 in 2011. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The fund will be used to offer travel awards for students pursuing graduate studies in the area of finance. The available annual interest from the fund will be used to offer one or more travel awards, with a minimum value of \$450 each, to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies, in the Ph.D. in Management, with a specialization in the area of finance;
- (2) have achieved a minimum degree grade point average of 3.5 (or equivalent) based on courses completed in the Ph.D. in Management;
- (3) will be attending the Northern Finance Association conference or any other reputable conference in North America (including but not limited to Financial Management Association International, Eastern Finance Association, Midwest Financial Association, Administrative Sciences Association of Canada), to present the results of their graduate research (full oral presentation);



- (4) have demonstrated research ability based on the paper submitted and the proposed research results to be presented at the conference.

Candidates will be required to submit an application that includes a copy of their paid registration and of the research paper submitted to the Northern Finance Association Conference or other qualified conference in North America. Applications will be reviewed after the acceptance date for the Northern Finance Association conference as this conference will be given priority for funding. If no students are presenting at the Northern Finance Association conference or no travel award is granted to a student to attend the Northern Finance Association conference, then subsequent calls for award applications for other finance conferences will be made and reviewed following the acceptance dates until all awards for the year are granted.

The selection committee will have the discretion to determine the number and value of awards offered based on the available funds and the strength of the applications received, with the *proviso* that the minimum value will be \$450. Selection of the recipient will be based on the quality of the paper submitted and proposed research to be presented and the potential value of the conference to the student's development. In any year that there are no qualified candidates, the award may not be offered.

To receive a disbursement from the award fund, the award recipient must submit receipts for travel, registration, hotel and/or food expenses (based on current UM *per diem* rates). Expenses will be reimbursed up to the maximum value of the recipient's award. Funding must be used by the recipient prior to graduating.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean, I.H. Asper School of Business (or designate) to name the selection committee for this award.

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.

### **Sharon Greening Memorial Bursary**

A fund has been established in memory of Sharon Greening (B.A./78, P.B. Cert. Ed./92) at The Winnipeg Foundation. The fund has been established by Mr. James Gibbs, family and friends to honour Sharon's passion and support for theatre in Manitoba. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in the Faculty of Arts, in the third or fourth year of an Advanced Drama Major in Theatre or Film Studies, including any combined Advanced Major program with at least one element being Drama (Theatre) or Film Studies;
- (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 will be named by the Head of the Department of English, Film and Theatre (or designate).

## **University of Manitoba Undergraduate Research Awards**

The Office of the Vice-President (Research and International) at the University of Manitoba offers up to eighty (80) 16-week research awards, valued at \$6,000 each. The awards will initially be offered for the 2012 summer term and may be offered annually thereafter pending the availability of funding. Each year, the Office of the Vice-President (Research and International) will contact Financial Aid and Awards to indicate whether the Awards are available.

The awards will be offered to University of Manitoba undergraduate students who:

- (1) have completed at least one year of full-time study (minimum 24 credit hours) and, at the time of application, are enrolled in any faculty or school;
- (2) have achieved a minimum degree cumulative grade point average of 3.0;
- (3) have, as determined by the selection committee, demonstrated an interest in research through their application for this award and have provided a strong rationale for completing summer research supervised by a University of Manitoba faculty member;
- (4) will be engaged full-time in research, scholarly work or other creative activity during the tenure of the award.

Candidates must submit an application that includes: (a) two written summaries (150 words each) of interviews that they have conducted with two professors at the University to find out more about their areas of research, scholarly work, or creative activity; (b) a written rationale (250 words) indicating which of the two researchers they wish to work with, including a discussion of how the professor's research, scholarly work or creative activity fits with their own long-term career aspirations; (c) a current copy of their transcript (unofficial, printed from Aurora Student); and (d) a completed application form for the Vice-President (Research and International) Undergraduate Research Awards.

Recipients will be required to present the results of their research at the annual Undergraduate Student Research Poster Competition.

The University of Manitoba Undergraduate Research Awards may not be held with the Natural Sciences and Engineering Research Council of Canada Undergraduate Summer Research Award (NSERC USRA) or other similar awards. In the event that no qualified applications are received, the Award may not be offered.

The selection committee will be named by the Vice-President (Research and International), who will also serve as chair.

## **2. AMENDMENTS**

### **Wesley & Lila Goodspeed Bursary in Entrepreneurship**

The following amendments have been made to the terms of reference for the Wesley & Lila Goodspeed Bursary in Entrepreneurship:

- The name of the award has been changed to *Wesley & Lila Goodspeed Bursary*.
- The terms were amended to make this bursary available to a larger pool of students. Instead of being required to declare a major in Entrepreneurship/Small Business, preference will be given to these students. This allows students who are not majoring in this area to also apply for this bursary.

February 21, 2012

**Report of the Senate Committee on Rules and Procedures Regarding Approval of  
Department Council Bylaw Template *(for information)***

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**Preamble**

1. The terms of reference of the Senate Committee on Rules and Procedures (SCRП) are found on the website at [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/509.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html) wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.
2. The Committee met on the date noted above to consider a proposed template for department council bylaws.

**Observations**

1. The Committee approved a template for department council bylaws that academic departments are encouraged to refer to when preparing new or revised bylaws. The template was developed by the University Secretary, who had received requests from a number of departments for a template that could be used to guide their discussions as they undertook reviews of their existing bylaws.
2. The template is available under “Governing Documents Forms” on the web page of the Office of the University Secretary at:  
<http://umanitoba.ca/admin/governance/forms/index.html>.

Respectfully submitted,

Dean J. Doering, Chair,  
Senate Committee on Rules and Procedures

## Department Council Bylaw Template University of Manitoba

*While Faculty and School Councils may create and approve Department Council Bylaws tailored to the specific needs of Faculties and Departments, in response to several requests from departments and faculties, the Senate Committee on Rules and Procedures has developed this template that may be of assistance during the development of or revision to Department Council Bylaws. This template provides a guide to the format and structure of Department Council Bylaws. Units may choose to adapt the template to their specific needs. In all cases, Departments and Faculties are reminded that prior to Faculty level approval of any Department Council bylaws, the draft bylaw must be reviewed by the Senate Committee on Rules and Procedures.*

### I Preamble

The Department Council of the Department of **X** is established by the Faculty Council of **Y** pursuant to powers granted unto Faculty Council in the Faculty and School Council General Bylaw and in a manner consistent with Senate's policy "Departments – Organization and Structure".

The purpose of this bylaw is to define the governance structure of the Department Council.

### II Membership

The membership of Department Council shall consist of voting members, and non-voting members. Voting members shall include:

- a) the President of the University;
- b) the Vice-President (Academic) and Provost;
- c) the Dean of the Faculty;
- d) the Head of the Department;
- e) all members of the academic staff of the department holding appointments as professors, associate professors, assistant professors, lecturers, senior instructors, instructors 1 and instructors 2;
- f) all academic staff members of L'université de Saint-Boniface who hold appointments in the same discipline in the department; **[applies only to departments with similar disciplines at USB]**
- g) Two undergraduate students taking courses in the department, elected or appointed annually in a manner determined by the Faculty of X Student Council;
- h) Two graduates students enrolled in a graduate program in the department, elected or appointed annually from amongst the pre-masters and graduate students in the department

- i) **[One, Two, or All]** members of the support staff of the department, elected by the support staff of the department for two-year terms.

Non-voting members shall include:

- a) all adjunct professors of the department;
- b) all other persons who teach a course in the Department and who are not noted above;
- c) all Professors Emeriti and Senior Scholars in the department;

## II Limitations on Participation

- a) Student members shall not participate in those parts of meetings during which matters such as examinations, fellowships, awards and academic staffing are discussed.
- b) Non-voting members shall have the right to receive notice of Council meetings and to participate therein, but shall not have the right to mover or second motions, or to vote. Non-voting members may be appointed to have and have full participation rights on Committees of Council.
- c) In accordance with the Affiliation Agreement between the University of Manitoba and L'université de Saint-Boniface, all staff holding an academic appointment at USB and who teach courses listed by the department shall be a member of the Council "with full voting privileges on all matters except the financing, the financial administration and the staffing of the University". **[applies only to departments with similar programs at USB]**

## III Role of Department Council

The role of the Department Council is:

- a) to advise the head on all matters submitted to it by the head;
- b) to recommend to the head or, through the head, to any appropriate officer or body in the University, such actions as it may deem desirable;
- c) to carry out such duties and responsibilities as may be assigned to it by the faculty or school council.

## IV Powers to Act

In addition to such power as may be granted from time to time by the Faculty or School Council, the Department Council shall have the power:

- a) to provide for the regulation and conduct of its meetings;

- b) to appoint such committees as it shall deem necessary and to confer on them powers to act for it;

## V Powers to Recommend

The Department Council shall have power to make recommendations to the head, or through the head to appropriate persons or bodies, with respect to any matters of proper concern to the Council, and, notwithstanding the generality of the foregoing, may make recommendations concerning:

- a) curriculum and matters pertaining to instruction;
- b) conditions of admission, entrance and standing of students and all matters related thereto;
- c) the conditions on which candidates shall be received for examination and the conduct and results of examinations in the department;
- d) the allocation of resources;
- e) long-range and short-range planning for the department;
- f) the appointment of Professors Emeriti and Adjunct Professors;
- g) scholarships and other awards

## VI Meetings

- a) The Department Council shall hold at least two meetings during each academic year.
- b) Meetings of the Department Council shall be called by the Head, or upon written request to the head by three voting members of the Council.
- c) Five days notice shall be provided for regular meetings of Department Council, and two days notice shall be provided for special meetings of Department Council. Notice may be given in writing, by telephone or by e-mail.
- d) The agenda for regular meetings shall be circulated at least 3 days in advance of regular meetings. The agenda for special meetings shall be circulated with the notice.
- e) The quorum necessary for any transaction of business shall be one-third of the number of voting members. Voting members on research/study or administrative leave shall not be counted in determining quorum.
- f) The Head (or designate) shall preside at meetings of the Department Council, subject only to the right of the President or the Dean to elect to preside.
- g) Each voting member shall be entitled to one vote. The presiding officer shall not vote, except to break a tie.
- h) Minutes of all Department Council meetings shall be kept and distributed to all Department Council members as soon as possible after each meeting.

- i) Meetings of Department Council shall be open to non-members, subject only to space limitations and the right of the Council to move into closed session to deal with confidential matters.

## VII Committees

- a) Pursuant to section IV b) of these bylaws, the membership and terms of reference of committees of the Department Council shall be determined by Council.
- b) The terms of reference of all committees of Department Council shall be made available to members of the Department Council.
- c) The Head (or designate) shall be a voting member, *ex officio* of all departmental Committees.

## VIII Rules

- a) Standing rules may be adopted or amended by a majority vote of a regularly called meeting of Department Council, provided such rules or amendments have been circulated with the agenda of the meeting.
- b) Unless otherwise provided for, the conduct of meetings of the Department Council shall be by the rules in effect for meetings of Senate **OR**

Unless otherwise provided for, the conduct of meetings of the Department Council shall be according the latest edition of *Robert's Rules of Order*.

## IX Amendment

The amendment of this bylaw shall be effected either:

- a) by a motion passed by a two-thirds majority vote of the voting members of the Department Council present and voting at a duly called and constituted meeting and the subsequent approval by a majority vote of the voting members present and voting at a duly called and constituted meeting of the Faculty Council
- OR**
- b) in the absence of a resolution from the Department Council, by a two-thirds majority vote of those present and voting at a duly called and constituted meeting of the Faculty Council.

In the case of either a) or b), above any amendments to this bylaw must be reviewed by the Senate Committee on Rules and Procedures prior to a vote by Faculty Council.

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Approved by Department Council on \_\_\_\_\_

Reviewed by the Senate Committee on Rules and Procedures on \_\_\_\_\_

Approved by Faculty Council on \_\_\_\_\_





UNIVERSITY  
OF MANITOBA

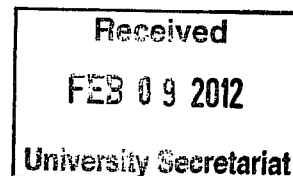
Office of the  
Vice-President (Academic) & Provost

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

February 8, 2012

Dr. Dan Smith, Acting Secretary  
Council on Post-Secondary Education  
608 - 330 Portage Avenue  
Winnipeg MB R3C 0C4

Dear Dr. Smith,



**Statement of Intent:  
Master of Science (M.Sc.) in Genetic Counselling**

On behalf of the University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a Master's of Science in Genetic Counselling.

Genetic counsellors are healthcare professionals with specialized training and experience in the areas of medical genetics and counselling. Their training consists of a Master's in Science from an accredited genetic counselling program, with post-graduate certification. There are currently only three accredited training programs in Canada, with none in the prairie region. The WRHA Program of Genetics and Metabolism (established in 2004) is the sole genetics provider in the province, and genetic counsellors currently work in all four disciplines of this program (general genetics, prenatal genetics, hereditary breast and ovarian cancer and metabolics). A strong interface exists between this clinical program and the departments of Biochemistry and Medical Genetics and Pediatrics and Child Health, which is conducive to excellence in clinical and academic training. As such, it is proposed that this program will be housed in the Department of Biochemistry and Medical Genetics, Faculty of Medicine.

Three students will initially enroll in the two year Genetics Counselling program, which we anticipate being able to implement in September, 2014.

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

Sincerely,

David M. Collins, Ph.D.  
**Vice-Provost (Academic Planning & Programs)**

Encl.

cc David Barnard, President and Vice-Chancellor  
Joanne Keselman, Vice-President (Academic) and Provost  
Jay Doering, Dean, Faculty of Graduate Studies  
Brian Postl, Dean, Faculty of Medicine  
Jeff Leclerc, University Secretary  
Neil Marnoch, Registrar  
Thelma Lussier, Director, Institutional Analysis



UNIVERSITY  
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February 13, 2012

Dr. Dan Smith, Acting Secretary  
Council on Post-Secondary Education  
608 - 330 Portage Avenue  
Winnipeg MB R3C 0C4

Dear Dr. Smith,

**Statement of Intent:  
Revision of the Bachelor of Science program in Textile Sciences**

On behalf of the University of Manitoba, I am pleased to submit the attached Statement of Intent (SOI) for revisions to the Bachelor of Science (B.Sc.) program in Textile Sciences.

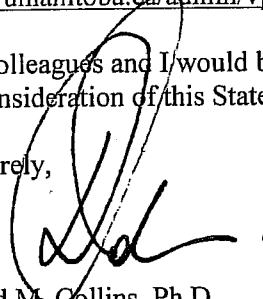
Revisions to the B.Sc., Textile Sciences, are being proposed by the Faculty of Human Ecology to address enrollment concerns with the current program. As well, the Faculty anticipates that a revised program will increase collaborations between the University of Manitoba and colleges in Manitoba and Canada. Such collaborations might create more choices for students and allow the University to respond more directly to the needs of the re-emerging textiles industry in Manitoba and Canada.

Please note that at the University of Manitoba, a SOI is not subject to Senate review and as such cannot be accorded an institutional priority as is requested on COPSE's SOI template. For your information the 'University of Manitoba Undergraduate Program Approval Process Guide' that documents our procedures in this regard is available for viewing at the following URL:

[http://umanitoba.ca/admin/vp\\_academic/media/2011-UgradPrgrmApprProc-Ver20110820.pdf](http://umanitoba.ca/admin/vp_academic/media/2011-UgradPrgrmApprProc-Ver20110820.pdf)

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

Sincerely,

  
David M. Collins, Ph.D.  
Vice-Provost (Academic Planning & Programs)

Encl.

cc David Barnard, President and Vice-Chancellor  
Joanne Keselman, Vice-President (Academic) and Provost  
Gustaaf Sevenhuysen, Dean, Human Ecology  
Jeff Leclerc, University Secretary  
Neil Marnoch, Registrar  
Thelma Lussier, Director, Institutional Analysis



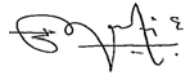
UNIVERSITY  
OF MANITOBA

OFFICE OF THE  
VICE-PRESIDENT (RESEARCH  
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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International) 

DATE: March 7, 2012

SUBJECT: Report on Research Contract Funds Received

COPIES: Drs. Glavin and Ristock, Associate Vice Presidents (Research)

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Attached is the Report on Research Contracts Received for the period July 1, 2011 to December 31, 2011. Please include the report for information on the next Senate agenda.

Thank you.

DJ/nis

Attach.

**Research Contract Funds Awarded (\$20,000 and over)**  
**ORS Processed Date: July 1, 2011 to December 31, 2011**

<b>Faculty</b>	<b>PI Name</b>	<b>Dept</b>	<b>Sponsor</b>	<b>Awarded Amount</b>	<b>Project Title</b>
<b>Extended Education</b>	Gaywish, Lorraine	Extended Education Administration	Indian and Northern Affairs Canada (INAC)	34,650	Health careers and general transition year programs
<b>Faculty of Agricultural and Food Sciences</b>	Brewin, Derek	Agribusiness & Agricultural Economics	University of Saskatchewan	21,000	Firm R&D investment in plant breeding with a without farmer-saved seed levies and complementarities between seed products and the breeding process
	Brule-Babel, Anita	Plant Science	Manitoba Association of Agricultural Societies/ARDI	58,190	Mapping of genes controlling Fusarium head blight resistance and deoxynivalenol accumulation in winter wheat
	Brule-Babel, Anita	Plant Science	Western Grains Research Foundation	1,130,620	Winter wheat breeding and wheat germplasm development
	Fernando, Dilantha	Plant Science	Canola Council of Canada	236,900	Blackleg resistance stewardship: Improving or management of host resistance
	Fernando, Dilantha	Plant Science	Canola Council of Canada	201,250	Canola seed and dockage blackleg infection project (Canada-China blackleg project)
	Fernando, Dilantha	Plant Science	Canola Council of Canada	80,100	Mitigating blackleg disease of canola using fungicide strategies
	Lobb, David	Soil Science	Agriculture and Agri-Food Canada	41,280	Analysis of 137-cesium in soil samples
	Mattos, Fabio	Agribusiness & Agricultural Economics	Laval University	20,000	Do farmers exhibit disposition effect?: Evidence from grain marketing
	Nyachoti, Charles	Animal Science	Danisco (UK) Ltd.	116,000	New carbohydrase optimization trials with swi
	Paliwal, Jitendra	Biosystems Engineering	Manitoba Association of Agricultural Societies/ARDI	31,020	Mycotoxin prediction in Fusarium-infected whe using near-infrared hyperspectral imaging
	Plaizier, Jan	Animal Science	Manitoba Association of Agricultural Societies/ARDI	90,000	Enhancing health and welfare of cattle and safety of cattle products by reducing leakage from the digestive tract
	Rodriguez-Lecompte, Juan	Animal Science	Food Development Centre	214,640	Omphalitis, broiler chick quality and food safe Examining the microbiology of yolk sac and creating a new technology
	Rempel, Curtis	Richardson Centre Functional Foods and Nutraceutical	Manitoba Starch Products (Carberry)	101,000	Assessment of MSP (RS) potato starch tablets as a health-promoting prebiotic in the animal and human nutraceutical industries
<b>Faculty of Architecture</b>	Skelton, Ian	City Planning	Canada Mortgage and Housing Corporation	34,460	Indigenous planning studio
<b>Faculty of Engineering</b>	Bassim, M.	Mechanical and Manufacturing Engineering	Government of Canada	170,000	Study of shock and impulsive loading to imprc dynamic computer codes

**Research Contract Funds Awarded (\$20,000 and over)**  
**ORS Processed Date: July 1, 2011 to December 31, 2011**

<b>Faculty</b>	<b>PI Name</b>	<b>Dept</b>	<b>Sponsor</b>	<b>Awarded Amount</b>	<b>Project Title</b>
<b>Faculty of Engineering, cont'd.</b>	Beddoes, Jonathan	Dean's Office - Faculty of Engineering	Health Canada	45,000	Health workshops and camp theme days for six First Nation communities - WISE Kid-Netic Energy (please note, project cannot be awarded to WISE project manger, as they are not faculty. Therefore it has been awarded under Dr. Beddoes)
	Ojo, Olanrewaju	Mechanical and Manufacturing Engineering	Standard Aero Ltd	105,000	Application of emerging fiber laser joining technology to aerospace superalloys
	Oleszkiewicz, Jan	Civil Engineering	City of Winnipeg	300,000	North End Water Pollution Control Centre influent characterization
	Oleszkiewicz, Jan	Civil Engineering	Environment Canada	26,000	An innovative process for enhanced P recovery from sludge
	Shalaby, Ahmed	Civil Engineering	Province of Manitoba	42,750	Developing cost-effective solutions for construction and repair of shallow culverts to mitigate bumps, sagging and depressions on roadways
<b>Faculty of Environment, Earth and Resources</b>	Barber, David	Centre for Earth Observation Science	Indian and Northern Affairs Canada (INAC)	385,000	An integrated sea ice project for BREA: Detection, motion and radarsat mapping of extreme ice features in the Southern Beaufort Sea
	Barber, David	Centre for Earth Observation Science	Indian and Northern Affairs Canada (INAC)	37,000	Arctic Climate Change Youth Forum (ACCYP) and Circumpolar Inuit and Indigenous Youth Panel (CIIYP) - IPY 2012 Conference, April 2011 - Montreal, QC
	Camacho, Alfredo	Geological Sciences	Government of Nunavut	20,000	Nunavut carvingstone deposit evaluation - Student support
	Hanson, Mark	Environment & Geography	Province of Manitoba	24,000	Does the Grand Marais treatment wetland remove emerging contaminants and drug resistant microorganisms from wastewater
	Koper, Nicola	Natural Resources Institute	Manitoba Conservation	20,000	Evaluating the effects of anthropogenic disturbance on golden-winged warblers at multiple sites
	Wang, Feiyue	Centre for Earth Observation Science	Indian and Northern Affairs Canada (INAC)	44,275	Methylmercury speciation at different trophic levels in the Beaufort Sea Arctic marine ecosystem
<b>Faculty of Kinesiology and Recreation Management</b>	Duhamel, Todd	Faculty of Kinesiology and Recreation Management	Recreation Connections Manitoba	30,000	After the school bell rings: An evaluation of a Manitoba after school recreation project
	Watkinson, Jane	Faculty of Kinesiology and Recreation Management	University of Toronto	173,000	CIHR Musculoskeletal Health and Arthritis Institute
<b>Faculty of Medicine</b>	Blanchard, James	Centre for Global Public Health (CGPH)	Gates (Bill and Melinda) Foundation	4,979,956	Enhancing the impact of HIV prevention programs for the most at risk populations in Kenya

**Research Contract Funds Awarded (\$20,000 and over)**  
**ORS Processed Date: July 1, 2011 to December 31, 2011**

<b>Faculty</b>	<b>PI Name</b>	<b>Dept</b>	<b>Sponsor</b>	<b>Awarded Amount</b>	<b>Project Title</b>
<b>Faculty of Medicine, cont'd.</b>	Blanchard, James	Community Health Sciences	The World Bank	551,586	Global HIV prevention program science techni support and knowledge management
	Chochinov, Alecs	Emergency Medicine	St. Michael's Hospital	140,000	An emergency department based secondary intervention for youth injured by violence
	Cook, Catherine	Community Health Sciences	Health Canada	35,000	AHHRI CAHE Project Funding
	Embree, Joanne	Medical Microbiology	Manitoba Health	21,800	Attitudes and factors influencing uptake and u of H1N1 vaccine
	Hicks, Geoffrey	Biochemistry and Medical Genetics	Amgen Canada	50,000	In vivo molecular reporters for the functional analysis of inflammation in bone and joint disease
	Kroeger, Edwin	Dean's Office - Faculty of Medicine	McGill University	47,000	Canadian student health research forum - Tra funds for students from the Institute of Huma Development, Child and Youth Health
	MacDonald, Sharon	Community Health Sciences	Health Canada	3,500,000	Northern Medical Unit Initiative
	Marrie, Ruth	Internal Medicine	University of Alabama at Birmingham	55,000	CMSC/NARCOMS (Consortium of Multiple Sclerosis Centres / North Americal Research Committee On MS)
	Menec, Verena	Community Health Sciences	McMaster University	1,144,599	Canadian longitudinal study on aging (CLSA) (Comprehensive component)
	Mhanni, Aizeddin	Pediatrics and Child Health	BioMarin Pharmaceutical Inc.	106,358	A double-blind, placebo-controlled, randomize study to evaluate the safety and therapeutic effects of sapropterin dihydrochloride on neuropsychiatric symptoms in subjects with phenylketonuria (PKU ASCEND)
	Moses, Stephen	Community Health Sciences	The World Bank	49,775	Empowering vulnerable adolescent girls to improve their access to education and health
	Nickerson, Peter	Internal Medicine	Astellas Pharma Europe Ltd.	161,400	ADVANCE: Advagraf based immunosuppressic regimen examining new onset diabetes melliti in kidney transplant recipients
<b>Faculty of Nursing</b>	Clarke, Diana	Nursing	Manitoba Health	22,000	2011 Manitoba Nursing Graduate Employment Survey
<b>Faculty of Science</b>	Ferguson, Steven	Biological Sciences	Environment Canada	290,000	Predator-prey relationships between polar bea and Ice seals
<b>I. H. Asper School of Business</b>	McLachlin, Ronald	Transport Institute	Province of Manitoba	230,905	Manitoba GrEEEn trucking program - Phase 4

**Total contracts over \$20,000  
Awarded: :**

**\$ 15,218,514**

## PRESIDENT'S REPORT: April 4, 2012

### GENERAL

In recent months, there has been a great deal of visible progress on work connected to major initiatives at the University of Manitoba. For instance, the grand opening of the Sea-ice Environmental Research Facility (SERF) was held February 8, 2012. This facility, which is the first of its kind in Canada, boasts a large, outdoor, saltwater pond equipped with a suite of state-of-the-art analytical instruments. Researchers will watch and monitor the formation of sea ice on the water for comparison with what occurs in the high Arctic. By “growing” sea ice under controlled conditions, scientists will better understand how sea ice forms and melts on polar oceans, and gain insight into the processes that regulate the exchange of molecules between the ocean and atmosphere. Søren Rysgaard, Canada Excellence Research Chair (CERC) in Arctic Geomicrobiology and Climate Change, received funding from the Canada Foundation for Innovation (CFI), some of which will be put to work in this facility.

The University recently launched its integrated planning process for the Southwood Lands with a kick-off workshop on February 7, 2012. The integrated planning process will include an international design competition for an area master plan, to be launched in June 2012. The workshop was attended by over 70 internal and external stakeholders, including area residents. The workshop findings are being summarized in a “what we heard” document that will form the basis of the design competition brief. A work plan, including a communications/marketing and engagement component, governance structure and budget are being drafted and will be presented to the Campus Planning Advisory Committee in March. A competition project team is being assembled to oversee the year-long competition. A neighbourhood network has been created with a current interested membership of over 60 residents. Regular meetings will be held with the neighbourhood network throughout the planning process to exchange information and to receive input and feedback on studies, plans and ideas.

In concert with the construction work on the Investors Group Field has been work by on crucial components associated with its operation, including the event day plan. The University held an open house for the Investors Group Field Stadium Event Day Plan on February 29 in order to share the elements of this plan and respond to questions from attendees. Over 300 people attended the event and provided the facilitators with good questions, comments and suggestions. A website [www.investorsgroupfield.ca](http://www.investorsgroupfield.ca) has been created in partnership with the City of Winnipeg and the Winnipeg Football Club that provides specific information about event days.

Over the past year, the University of Manitoba “Trailblazer campaign” has been used in many fora locally, nationally and internationally. At an awards ceremony held by the Council for the Advancement and Support of Education (CASE) last month, the University of Manitoba was recognized with an extraordinary eight awards—two gold, three silver and three bronze—all for this campaign. The ceremony was part of the annual CASE District VIII Celebration of Professional Achievement in Seattle, Washington, on Friday, February 17, 2012.

Over the past year, a number of installments of the Visionary Conversations speaker series have been held on our campus and have given our community an opportunity to hear from many of our researchers on issues of importance in today’s world. In collaboration with the University of Manitoba Alumni Association in British Columbia, the university recently hosted Visionary Conversations events in Victoria and in Vancouver. Three researchers from the University of Manitoba – Karen Busby, Adam

Muller and Chris Powell – spoke on human rights, including topics of Indian Residential Schools, the Human Rights Museum and more. The next *Visionary Conversation – on the Road* is scheduled for March 27 in Calgary. Dr. Michael Benarroch, Dean of the Asper School of Business will speak on the Global economy.

In early March, Canada's U15 Presidents traveled to Berlin, Germany, to investigate the potential of deepening joint research with German universities and national institutes. The intent of the mission was to foster research partnerships between Canadian and German universities/research institutes and potentially industry, foster exchange programs for academic teams such as workshops which bring together research groups with complementary expertise, and foster opportunities for graduate research student to gain international experience through mobility programs and joint PhDs.

## ACADEMIC MATTERS

- David Barnard, president and vice-chancellor, Harry Duckworth, professor emeritus, chemistry, and Gordon Goldsborough, biological sciences, received the Queen Elizabeth II Diamond Jubilee Medal from the Lieutenant Governor of Manitoba, in recognition for their contributions to the country, province or community.
- Elder Mae Louise Campbell, social work, received the Lieutenant Governor of Manitoba's Award for the Advancement of Interreligious Understanding for her promotion of the understanding and valuing of Indigenous heritage, spirituality, ceremonies, and ancient ways of being.
- Barry Prentice, supply chain management, introduced the first Manitoba-built airship to the public, erected in the atrium of the Engineering Building. It was built by Buoyant Aircraft Systems International (BASI) and ISO Polar, a non-profit research institute. This highlighted the contributions of the University of Manitoba in the development of novel approaches to northern transportation and supply.
- John Eaton, law librarian, has been awarded the 2012 Association of College and Research Libraries (ACRL) Law and Political Science Section (LPSS) Marta Lange/CQ Press Award. The award, established in 1996 by LPSS, honors an academic or law librarian who has made distinguished contributions to bibliography and information service in law or political science.
- The winners for The Forks *Warming Huts Competition 2012* were announced and five, one-of-a-kind warming huts were unveiled. The University of Manitoba won for their submission from the Department of Architecture graduate program and the environment design undergraduate program students.
- John Duerksen, architecture student, won the *2011 Canadian Architect Student Award of Excellence* for his thesis, *Reinhabiting a Lost Landscape - Farming Fish*. This award is given to only one student selected from amongst the accredited architecture programs in Canada.
- Maambo Mujala, science/business student, received the International Association of Black Actuaries Foundation Scholarship in Boston in August 2011. The Foundation received ninety-six applications and Ms. Mujala was the only Canadian recipient.



- A team from the Asper School, comprised of students Bryce Doell, Tony Dang, Joshua Du-croix, Nirbir Grewal, and Patrick Marion, and advisor Professor Barry Prentice, was awarded Silver Prize at the Operation Stimulus Competition held in Denver in January 2012. This was a student case competition focusing on transportation and supply chain issues. This was Asper's best showing in its three years of competing against leading North American business schools.
- A team from Robson Hall, comprised of students Brad Findlater, Annika Friesen, David Meagher, and Jaime Rosin, received the second place factum prize at the annual Wilson Moot competition in Toronto in February 2012. Team members received the award for their written submissions in this national equality rights moot, which is named in honour of the first woman to sit on the Supreme Court of Canada, Justice Bertha Wilson.
- Dayna Steinfeld, law student, was the recipient of the McGraw-Hill Ryerson Scholarship Program in recognition for integrity, engagement and initiative in the classroom. Ms. Steinfeld was one of 20 Canadian undergraduate students recognized from more than 500 nominations.
- The Warren Centre has been accredited as one of eight academic institutions by the Canadian Institute of Actuaries (CIA) under its University Accreditation Program. Beginning in September 2012, the CIA program will allow accredited universities to offer courses giving students the option of applying to the CIA to gain exemptions from writing certain Casualty Actuarial Society/Society of Actuaries examinations leading to Associate and Fellow status with the CIA.
- The Society of Actuaries (SOA) has recognized 23 schools in the World as Centers of Actuarial Excellence. Each school must meet specific requirements related to degree, curriculum, graduate count, faculty composition, graduate quality, appropriate integration, connection to industry, and research/scholarship. The University of Manitoba was one of the first 12 schools accredited by the SOA in 2009 and has successfully met the renewal requirements for two consecutive years.
- The University of Manitoba officially launched the Aboriginal Implant Program in January to provide students the unique opportunity to pioneer new dental implant technology for Winnipeg's Aboriginal population. The project was made possible thanks to a donation from alumnus, Dr. Gerald Niznick.

## RESEARCH MATTERS

- On January 17, 2012, the University of Manitoba and the Canadian Institutes of Health Research (CIHR) hosted Café Scientifique, an informal event that brings together experts with non-researchers in a relaxed atmosphere to talk about important health questions. The challenges of communicating health research to the masses was discussed with an expert panel, which included: **Réal Cloutier**, chief operating officer, Winnipeg Regional Health Authority; **Michelle Driedger**, Canada Research Chair in Environment and Health Risk Communication, University of Manitoba; **Helen Fallding**, manager, Centre for Human Rights Research Initiative, University of Manitoba.
- On January 23, 2012, research by **Terry Klassen** and his team of pediatric emergency physicians at Pediatric Emergency Research of Canada (PERC) was recognized as one of the **Top Canadian Achievements in Health Research in 2011**. Klassen is a professor in the Department of Pediatrics and Child Health at the Faculty of Medicine and Director of Research for the Manitoba Institute of

Child Health (MICH). The award is bestowed jointly by the Canadian Institutes of Health Research (CIHR) and the Canadian Medical Association Journal (CMAJ). As Founding Director of PERC, Klassen generated important new knowledge that has substantially improved the outcomes of acutely ill or injured children seen in emergency departments in Canada and around the world. PERC has made key advances in three common childhood problems: croup, bronchiolitis, and mild head injuries. The most comprehensive achievement has had substantial influence on how croup is treated around the world.

- On January 24, 2012, The **Canada Foundation for Innovation** (CFI) announced \$2,197,648 for eight University of Manitoba researchers through the Leaders Opportunity Fund (LOF). **Belay Ayele**, Faculty of Agricultural and Food Sciences, received \$158,619 to set up a facility for cereal functional metabolomics (the systematic study of plant metabolite profiles); **Kangmin Duan**, Faculty of Dentistry, received \$242,479 to establish the Molecular Oral Microbiology Laboratory for Cell-cell Interaction and Antimicrobial Research; **Jean-Eric Ghia**, Faculty of Medicine, received \$159,726 to research the neuroendocrine control of inflammatory bowel disease; **Robert Gulden**, Faculty of Agricultural and Food Sciences, received \$131,269 to set up a Field Root Study Lab and Root-Microbe Analysis Lab; **Richard Keijzer**, Faculty of Medicine and Manitoba Institute of Child Health, received \$159,987 to establish a Prenatal Therapeutic Intervention Research Facility; **Kirk McManus**, Faculty of Medicine, received \$160,000 to purchase state-of-the-art instrumentation that will advance the field of colorectal cancer research; **Søren Rysgaard**, Canada Excellence Research Chair in Arctic Geomicrobiology and Climate Change in the Clayton H. Riddell Faculty of Environment, Earth and Resources, received \$799,399 to study the geomicrobial transformations as they occur in the Arctic sea ice and sediments; **John Wilkins**, Faculty of Medicine and Manitoba Centre for Proteomics and Systems Biology, received \$386,202 to purchase a highly specialized mass spectrometer which will be integrated with the existing infrastructure to study protein functionality in biology and medicine.
- On February 13, 2012, the **Natural Sciences and Engineering Research Council of Canada** (NSERC) announced a combined \$1,226,640 for two projects led by **Pourang Irani** (Computer Science, Faculty of Science) and one project led by **David Lobb** (Soil Science, Faculty of Agricultural and Food Sciences). Irani received \$293,970 to investigate the use of see-through displays, and \$408,750 to develop technology that will make it easier for large organizations to track daily activities. Lobb will receive \$523,920 to track and source sediments and phosphorous in two watersheds, one in New Brunswick, the other in Manitoba.
- The **Centre for Human Rights Research Institute**, leading faculty, the Executive Lead for Indigenous Achievement, the Assembly of Manitoba Chiefs, and the Manitoba Métis Federation collaborated on a research event, Celebrate First Nations and Métis Research Partnerships, held on March 13, 2012 at the Faculty of Law (in Robson Hall). A proposal for grant funding was approved by the Panel on Research Ethics (PRE) and acknowledged by SSHRC. These funds facilitated travel to the workshop by researchers and their collaborators from the north and other areas of Manitoba. A representative from PRE was also present and assisted throughout the day-long workshop.
- Two researchers were awarded grants from **Mitacs Inc.** **Beata Gorczyca** (Faculty of Engineering) received \$15,000 for the project "Analysis of nanofilter fouling in potable water treatment" and **Sabine Mai** (Faculty of Medicine) received \$15,000 for the project "Circulating tumor cells and prostate cancer outcome."

- Twenty eight researchers received a total of \$2,164,679.56 from 12 sponsors. The researchers who were awarded funds are:

<b>Researcher</b>	<b>Funder</b>	<b>Project Title</b>	<b>Funding</b>
Grymonpre, Ruby (Dean's Office - Faculty of Pharmacy)	CIHR	Interprofessional collaboration: Impact on health human resources outcomes	\$24,487.00
Brownell, Marni (Community Health Sciences)	Canadian Foundation on Fetal Alcohol Research	Utilization of health and social services by Manitoba First Nations children with FASD	\$50,000.00
Klassen, Terry (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Translating Emergency Knowledge for Kids (TREKK)	\$400,000.00
Triggs-Raine, Barbara (Biochemistry and Medical Genetics)	Children's Hospital Foundation of Manitoba Inc.	New approach to gene therapy for the GM2 gangliosidosis	\$11,500.00
Liu, Xiaoqing (Michelle) (Obstetrics, Gynaecology and Reproductive Sciences)	Children's Hospital Foundation of Manitoba Inc.	Characteristics of DNA modification in identical twins with different chorion types	\$11,500.00
Snider, Carolyn (Emergency Medicine)	Children's Hospital Foundation of Manitoba Inc.	Youth violence	\$50,000.00
Cook, Catherine (Community Health Sciences)	Dalhousie University	CIHR Network Environments for Aboriginal Health Research - Manitoba NEAHR Program	\$970,000.00
Mzengeza, Shadreck (Radiology)	Diagnostic Services of Manitoba Inc. (DSM Inc.)	Development of CB2 receptor imaging biomarkers as predictors of risk and progressive disease in multiple sclerosis	\$12,000.00
Srinathan, Sadeesh (Surgery)	Diagnostic Services of Manitoba Inc. (DSM Inc.)	NT-ProBNP as a predictor of atrial fibrillation in patients undergoing thoracic surgery	\$12,000.00
Dart, Allison (Pediatrics and Child Health)	Manitoba Medical Service Foundation	The perinatal determinants of congenital anomalies of the kidney and urinary tract	\$11,000.00
Dolinsky, Vernon (Pharmacology and Therapeutics)	Manitoba Medical Service Foundation	Mechanisms of increased susceptibility for obesity and insulin resistance in offspring exposed to type 2 diabetes	\$23,000.00

Duan, Kangmin (Oral Biology)	Manitoba Medical Service Foundation	The role of PA1611 in the exacerbation of <i>Pseudomonas aeruginosa</i> chronic lung infections	\$23,000.00
Glazebrook, Cheryl (Faculty of Kinesiology and Recreation Management)	Manitoba Medical Service Foundation	Optimizing movement performance with altered sensation: An examination of multisensory inputs	\$20,000.00
Kim, Woo Kyun (Animal Science)	Manitoba Medical Service Foundation	Regulation of adipogenesis by bioactive molecules	\$23,000.00
Liu, Xiaoqing (Michelle) (Obstetrics, Gynaecology and Reproductive Sciences)	Manitoba Medical Service Foundation	Characteristics of DNA modification in identical twins with different chorion types	\$11,500.00
Marzban, Hassan (Human Anatomy and Cell Science)	Manitoba Medical Service Foundation	Early cerebellar circuits are critical targets of vermal defect in cerebellotrigeminal-dermal syndrome	\$23,000.00
Passmore, Steven (School of Medical Rehabilitation)	Manitoba Medical Service Foundation	Lumbar spinal stenosis and lower limb motor control: The impact of treadmill walking on a novel functional mobility outcome measure	\$20,000.00
50970Triggs-Raine, Barbara (Biochemistry and Medical Genetics)	Manitoba Medical Service Foundation	New approaches to gene therapy for the GM2 gangliosidosis	\$11,500.00
Weihrauch, Dirk (Biological Sciences)	Manitoba Medical Service Foundation	A novel in vitro model for investigating hyperammonemia in the human intestine	\$23,000.00
Mai, Sabine (Physiology)	Myeloma Canada	3D nuclear telomeric profiles of MGUS, MM and relapsed MM	\$50,000.00
Plummer, Francis (Medical Microbiology)	Province of Manitoba	Natural killer cells collaborative study (Global research exchange program)	\$100,000.00
Chochinov, Alecs (Emergency Medicine)	St. Michael's Hospital	An emergency department based secondary intervention for youth injured by violence	\$140,000.00

Mahmud, Salaheddin (Community Health Sciences)	University of British Columbia	Sentinel network to monitor influenza vaccine effectiveness during annual outbreaks and pandemics	\$50,000.00
Barclay-Goddard, Ruth (Physical Therapy)	University of Manitoba (Interfund Transfer)	How do occupational therapists and physiotherapists understand the concept of personal change that occurs in rehabilitation clients over time?	\$19,910.33
Snider, Carolyn (Emergency Medicine)	University of Manitoba (Dean's Discretionary Fund/Medicine)	Youth violence	\$25,000.00
Hayglass, Kent (Immunology)	University of Western Ontario	CHIN: CIHR human immunology network	\$49,282.23

- Eleven researchers received grants of up to \$10,000 from several sources.
- From December 10, 2011 to February 9, 2012, 10 researchers received a combined \$2,057,555.00 in funding from six sponsors. The principal investigators are:

Researcher	Funder	Project Title	Funding
Lobb, David (Soil Science)	Agriculture & Agri-Food Canada	Analysis of 137-cesium in soil samples	\$41,280.00
Nyachoti, Charles (Animal Science)	Danisco UK. Ltd.	New carbohydrase optimization trials with swine	\$116,000.00
Plaizier, Jan (Animal Science)	Manitoba Association of Agricultural Societies Inc.	Enhancing health and welfare of cattle and safety of cattle products by reducing leakage from the digestive tract	\$90,000.00
Wang, Feiyue (Centre for Earth Observation Science)	Indian and Northern Affairs Canada	Methylmercury speciation at different trophic levels in the Beaufort Sea Arctic marine ecosystem	\$44,275.00
Barber, David (Centre for Earth Observation Science)	Indian and Northern Affairs Canada	Arctic Climate Change Youth Forum (ACCYF) and Circumpolar Inuit and Indigenous Youth Panel (CIYP) - IPY 2012 Conference, April 2012 - Montreal, QC	\$37,000.00

Barber, David (Centre for Earth Observation Science)	Indian and Northern Affairs Canada	An integrated sea ice project for BREA: Detection, motion and radarsat mapping of extreme ice features in the Southern Beaufort Sea	\$385,000.00
Bassim, M. (Mechanical and Manufacturing Engineering)	Government of Canada	Study of shock and impulsive loading to improve dynamic computer codes	\$170,000.00
Bibeau, Eric (Mechanical and Manufacturing Engineering)	NRCan	Vertical hydrokinetic scaling factors	\$24,000.00
Moses, Stephen (Centre for Global Public Health) (CGPH)	Family Health International	To influence global HIV prevention practice by disseminating widely the approaches and learnings from scaled HIV prevention interventions in India - Part I (Enhance capacities of HIV programmers, policy markers & implementers)	\$715,000.00
Moses, Stephen (Centre for Global Public Health) (CGPH)	Family Health International	To influence global HIV prevention practice by disseminating widely the approaches and learnings from scaled HIV prevention interventions in India - Part 2 (Accelerate & deepen the dissemination of learning)	\$435,000.00

## ADMINISTRATIVE MATTERS

- The **budget planning framework document**, which establishes the context for 2012-13 resource planning and budget development, will be presented by the VP (Administration) to the FAHRC and the Board of Governors at the March 2012 meetings.
- The Budget Advisory Committee (BAC) introductory meeting for the **2012-13 resource planning and budget development process** was held on February 9, 2012. The meeting agenda included: introductory remarks from the President, U of M financial primer, summary of 12-13 financial requirements, an overview of the Strategic Resource Planning and Allocation process/timelines, supporting data and materials, strategies to optimize resources and questions/discussion.
- A recommendation for an **interim spending authority** based on a conservative estimate (97 per cent of March 31, 2012 baseline) with respect to the anticipated base grant and tuition fee increases for 2012-13 has been included in the March 6 FAHRC agenda. A proposed final operating budget will be brought forward following the government grant announcement and final review of 2011-12 operating results.

- The final close-out **Federal Knowledge Infrastructure Program (KIP)** financial reports have been submitted to Industry Canada and the Canada Manitoba Infrastructure Secretariat. The University received a combined total of \$56 million dollars from the Federal and Provincial governments under this program.
- The unusual step was taken to obtain an **injunction restraining an individual** from entering University property, harassing University employees, or coming near a particular faculty member. The individual has a long history of threatening behaviour, much of which has been directed at a faculty member he blames for his problems.
- On February 27, School of Art students attended their first classes in the new **ARTLab**, designed by the award-winning University of Manitoba graduates Patkau Architects. A formal opening is planned for the spring when tours will be available.
- The **Sustainability Draft Strategy** working groups have integrated through a vetting process the feedback that was collected through the various workshops held over the past six months. The revised strategy will be available for review on the Sustainability website by mid-March. The goal is to have the final strategy submitted to the Board of Governors for approval by June 2012. The submission will have key priorities identified for the first phase of implementation.
- The university's **parking regulations** have been changed (pending board approval) to manage traffic access and congestion on event days. These changes will only apply to stadium event days which number no more than 14 events per year (with many of those events held during the summer months).
- The new stadium will result in a number of significant benefits to the University of Manitoba community, including a new Active Living Centre; the Province of Manitoba has approved a long-term loan of up to \$25 million for its construction.
- **Reorganization of the Security Services unit** took effect Monday, February 27, 2012. Provincially licensed security guards are now patrolling at **Bannatyne campus**. Provincially appointed special constables previously stationed at Bannatyne are now located at Fort Garry. This move will improve response times and increase officer presence.
- A total of 24,114 **tax slips** were generated for the 2011 calendar year. This volume is consistent with prior years and is split almost evenly between **T4's and T4A's**
- The **"Trailblazer" campaign** has been adopted by Human Resources for employment advertisements in the Winnipeg Free Press promoting the University of Manitoba, while drawing attention to the employment opportunities website and the new eRecruitment process.
- The **University of Saskatchewan's Service and Process Enhancement Project (SPEP) team** travelled to the University of Manitoba in early February to meet with their ROSE counterparts. The meetings were very informative for both parties. The SPEP team was very satisfied with the sessions.

- Three new projects have been added to the **ROSE program**. The **PC Commissioning and Decommissioning** project was added to the IT Stream subsequent to findings from the shared services initiative. A **new stream, Graduate Studies**, has been established as an offshoot from the Student stream with both the Admissions and Customer Relationship Management (CRM) initiatives split into separate projects. The contract with Hobsons for the Admissions projects has been signed.

User volume on the **Integrated Travel and Expense (Concur)** system, launched at the end of October, continues to increase. Over 900 individuals are now active in the system, over 350 flights have been booked, and over 600 expense reports have been filed. The rollout to Fort Garry ends soon, and Bannatyne will be brought onto the system by mid-May. We are offering training in many different forms, including an on-line option that has attracted over 400 individuals.

The 40 week **eProcurement (Ariba)** implementation is just past the halfway mark with a scheduled launch in July, followed by four to five additional months of rollout across the university. The first module, spend visibility, has now been implemented and is allowing Purchasing Services to better analyze our procurement patterns. In March, we will conduct conference room pilot sessions for system users to test configurations of the procurement module to ensure the product is on track to meet user requirements as defined in the design stage.

An additional 250 **REACH-UM** licenses for the new Human Resources eRecruitment system have been received. Planning for Phase 3 (TAs and grad students) has been completed, and requirements sessions have begun.

The 290 user **Email and Calendar** pilot migration was completed and mass migrations began on February 21, 2012.

The Dell **PC procurement** contract has been fully executed. Staffing for the manager and **ITPC** solution consultant positions are underway.

The Physical Plant stream's **Work Order Improvements** project has been successfully completed and the project closure report is under review.

The project charter has been approved and planning continues for the potential implementation of an **integrated workplace management system**.

Cross-functional team training for the **Project Management Improvements** initiative has been completed. A workshop was held with Legal Counsel, Purchasing Services and Physical Plant on the low bid policy. Feedback to survey on tendering policy from a number of other universities has been received.

The **institutional costs policy**, which will replace the current overhead policy, is undergoing the final drafting stage. The studentship template development is being redrafted due to an expansion in requirements.

The procurement process for the **LabTracks Compliance Systems** system for facilities management has begun. Positive feedback was received from the Human Ethics Chair and reviewers following a demonstration of InfoEd. Final preparations for reviewer training are underway. Development of the "paper-to-softcopy" transition plan for animal ethics is ongoing.



The Privacy Impact Assessment (PIA) review for the **Admissions initiative** has been completed and the contract with **Hobsons** has been signed. Business process review to begin.

The **Financial Aids and Awards** project is on track. BSAC 8.6 is now being tested.

**Hobsons** has begun development of **Customer Relationship Management (CRM)** online inquiry form.

The **Future Students Website** has been implemented. The project closure report is being finalized.

**Ad Astra** training for event and academic schedulers is complete and the system went live for academic schedulers and specific event schedulers on January 23, 2012.

## EXTERNAL MATTERS

- As of March 5, 2012, the university has raised \$21,796,013.30 in this fiscal year.

### Significant gifts include:

- The Faculty of Nursing Students gave \$232,372.00 towards the Faculty of Nursing Endowment Fund.
- A gift of \$200,000 came from the Manitoba Métis Federation Inc. for the Louis Riel Bursaries at the University of Manitoba.

### Other activities:

- As of February 29, students in the Call Centre have called graduates from every faculty and school at the university. They have made 190,813 phone calls and have spoken to 19,212 graduates.
- On February 27 and 28, the 2012 faculty/staff giving campaign kicked off on both campuses. Approximately 50 faculty/staff donors attended a stewardship lunch in the ARTLab on the 27<sup>th</sup>, hosted by the President. The campaign launches in the ARTLab and the Brodie Centre provided an opportunity for faculty and staff to hear the President, VP (External) and campaign co-chairs issue a challenge for all staff at the university to participate in this campaign.
- The University of Manitoba has signed an MOU with Environment Canada to formally engage in a series of activities to build relations between the two organizations, to work together to promote and facilitate exchanges on public policies and programs and to build awareness of career opportunities for U of M graduates in the Federal Public Service. Government and Community Engagement met with Environment Canada on Feb 7 to plan the implementation of the MOU and will work with federal officials to achieve these initiatives.
- On January 27 a ribbon cutting ceremony was organized to officially open the renovated Biological Sciences Building and the Buller Building. The projects were funded equally through KIP and the provincial government. Premier Greg Selinger and Minister Vic Toews joined with President Barnard and Dean Mark Whitmore to bring greetings and officially open the facilities. Also attending the ceremony were Erin Selby, Minister of Advanced Education and Literacy and Rod Bruinooge, MP Winnipeg South.

- David Barnard hosted the 5th Visionary Conversation – “Water: Too Much, Too Little, Two Lakes on February 15<sup>th</sup>, 2012. This conversation featured Dr. Annemieke Farenhorst, Dr. David Lobb, Dr. Tricia Stadnyk, and Dr. Ronald Stewart. There were 246 people in attendance including the Minister for Conservation and Water Stewardship, 5 Members of the Legislative Assembly and 3 Deputy Ministers. The next conversation will take place on April 11, 2012 “Gender Equality: Fact or Fiction?”
- Two Order of Manitoba nominations were prepared on Dr. Barnard’s behalf and with the support of Association president Jan Coates. At this time the nominees are unaware of the nominations. If successful, the Order of Manitoba recipients will be announced.
- The Alumni Association Board of Director’s met on February 8, 2012. The Governance Committee presented a list of recommendations, which would shape a new agreement between the Alumni Association and the University of Manitoba. These board-approved recommendations will see the Alumni Association and the University of Manitoba work closer together in strategic planning, programs and services. A revised set of by laws, which will reflect the recommendations, will be presented to the membership at the Annual General Meeting in June. If approved by the membership, a newly formed agreement will be signed.
- Please mark your calendars for Homecoming September 12-16, 2012. The Homecoming dinner will be held at the Fort Garry campus on Saturday, September 15, 2012.
- Thirty-four reunions are scheduled to take place throughout 2012. Reunions include faculty/class reunions and more. A Bison Men’s all-years Football reunion is scheduled for 2012 in conjunction with the Bison football program moving to the new stadium.
- The main feature in the April issue tackles the work many U of M researchers are doing to understand the impacts of climate change in the North, as well as how it affects the globe. This feature was inspired by the topics discussed in the inaugural and the December Visionary Conversations events, the much-talked-about and unseasonably mild winter we have experienced and the impacts it has already created: killer whales competing with polar bears for food in the Arctic, the discovery that sea ice is in fact poisoning itself.

**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 Arlene Young will be the Speaker for the Executive Committee for the April 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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)

## **Report of the Senate Committee on Academic Dress**

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### **Preamble:**

The Committee on Academic Dress met on March 14, 2012 to consider hood colours for the following diploma programs:

- Diploma in Agriculture (School of Agriculture)
- Diploma in Fine Arts (School of Art)
- Diploma in Dental Hygiene (School of Dental Hygiene)
- Post-Baccalaureate Diploma in Education (PBDE) (Faculty of Education)
- Aboriginal Community Wellness Diploma (Faculty of Extended Education)
- Aboriginal Child and Family Services Diploma (Faculty of Extended Education)
- Aboriginal Environmental Stewardship Diploma (Faculty of Extended Education)

The terms of reference for the Senate Committee on Academic Dress can be found on the University Governance website at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/index.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/index.html)

### **Observations**

1. Based on a proposal from the Office of the Registrar, the Senate Committee on Academic Dress has approved the establishment of academic stoles for a number of long-established diploma programs, as noted above. The Committee was advised by the Office of the Registrar that approximately 150 graduates of diploma programs at the University do not have hoods to wear with their gowns at Convocation.
2. The Committee noted that the creation of distinctive stoles for each of these diploma programs will provide graduates with a sense of identity at Convocation and will acknowledge the significance of their academic accomplishments.
3. The Committee continues to work with a number of faculties to establish colours for stoles for other existing diploma programs.

### **Recommendations**

The Senate Committee on Academic Dress recommends to Senate:

1. **THAT** the colour of the stole for the Diploma in Agriculture be gold-yellow with a green braid (as is used in the hood for the Bachelor of Science in Agriculture degree).
2. **THAT** the colour of the stole for the Diploma in Fine Arts be brick red (as is used in the hood for the Bachelor of Fine Arts degree).
3. **THAT** the colour of the stole for the Diploma in Dental Hygiene be lilac (as used in the hood for the Bachelor of Science in Dental Hygiene degree).

4. **THAT** the colour of the stole for the Post-Baccalaureate Diploma in Education be royal blue (as used in the hood for the Bachelor of Education degree).
5. **THAT** the colour of the stole for the Aboriginal Community Wellness Diploma, the Aboriginal Child and Family Services Diploma, and the Aboriginal Environmental Stewardship Diploma be smoke.

Respectfully submitted,

Prof. Paul Hess, Chair  
Senate Committee on Academic Dress

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

## THE FORMAL PROGRAM PROPOSAL

Institution Submitting the Formal Program Proposal: The University of Manitoba

Title of Proposed Program: **Internationally Educated Agrologists Program**

Faculty/Department in which the Proposed Program will be located: Faculty of Agricultural and Food Sciences, Dean's Office

Name of Person(s) responsible for the Program: Dr. Merv Pritchard, Associate Dean (Academic)

Credential to be Offered: Post-Baccalaureate Diploma

Date of Program Implementation: 01/04/2012

\_\_\_\_\_  
President's/Rector's Signature

\_\_\_\_\_  
Date

Date Received by Council on Post-Secondary Education: \_\_\_\_\_

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

# **Internationally Educated Agrologists Program**

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## **SECTION I: Program Description**

### **1. Describe the program, including each area of concentration, as it would appear in a catalogue.**

The Faculty of Agricultural and Food Sciences currently offers the Internationally Educated Agrologists Pilot (IEAP) Program to serve Internationally Educated Agrologists (IEAs) pursuing formal recognition of their non-Canadian credentials by the Manitoba Institute of Agrologists (MIA), the professional regulatory body for Agrologists in Manitoba. An agrologist is the term used to describe a professional with formal education in the Agricultural and Food Sciences field.

According to the MIA, an agrologist “is a professional who is a member of a provincial institute of agrology. Practicing agrology includes every act, with or without reward, which has as its objective the experimentation with or the giving of advice with respect to the principles, laws or practices relating to the production, improvement, use, processing or marketing of agricultural products, crops or livestock. In Manitoba, only members of the Manitoba Institute of Agrologists can legally call themselves Agrologists”.

The IEAP Program is a skill-bridging program to facilitate the integration of foreign-trained Agrologists into the Manitoba agriculture sector, through a one-year program of coursework and work experience.

The program assists new Manitobans with an agricultural degree or advanced degrees from outside of Canada to gain formal recognition of their non-Canadian credentials by the Manitoba Institute of Agrologists, to achieve meaningful work in their field, and to help the Manitoba agricultural industry discover new talent.

The program is designed for people with an educational or professional background in:

- Agronomy
- Agribusiness & Agricultural Economics
- Animal science
- Entomology
- Food science
- Plant science
- Soil science

#### **Objectives**

- To help IEAs to become licensed to practise agrology in Manitoba by gaining formal recognition of their non-Canadian credentials
- To help IEAs to successfully meet knowledge requirements for MIA licensure
- To improve IEAs integration into the agricultural industry in Canada
- To provide IEAs with:
  - knowledge about Canadian agriculture;
  - knowledge of cultural integration, cultural understanding and professionalism in Canada;
  - essential skills to help build a strong ‘professional brand’ by Canadian standards;



- opportunities to learn about codes, regulations and structure of agriculture in Manitoba (by visiting and learning about Manitoba agricultural workplaces);
  - a valuable regional agricultural network of students, professors and industry contacts;
  - ideas about how to use existing agricultural expertise to become successful in Manitoba;
  - a solid Manitoba agricultural work experience through the IEAP cooperative work term;
  - a mechanism for integration into the Manitoba agriculture industry sectors;
  - an immersion in the technical and professional language of their agriculture profession in English; and
  - access to other learning opportunities through tours, meetings, events and workshops.
- To make the employers in the agricultural sector more aware of the benefits of hiring internationally educated agrologists
  - To provide the opportunity for domestic students enrolled in the Faculty of Agricultural and Food Sciences to gain an international educational experience through interaction with the IEAs.

***The IEAP Program is a 12-month program, divided into two parts:***

***Part 1 – Eight months***

The IEAP Program consists of a minimum of 24 credits hours of coursework. The students are enrolled in degree courses, in the Faculty of Agricultural and Food Sciences at the University of Manitoba. The coursework provides an opportunity for students to gain, demonstrate and confirm their technical and professional skills in the Canadian context.

Students take a minimum of 8 courses and a maximum of 10 (3 credit hours each) in two academic terms, beginning with the fall term.

***Part 2 – Four months***

From May to August, students will work in agricultural positions in Manitoba. The four month cooperative work experience gives students some of the Canadian job experience that so many employers seek. Students will be paid for their work by the employers.

More information about the program is available at  
<http://umanitoba.ca/faculties/afs/ieap/index.html>

**2. Where possible, list the courses (title, number, semester credit hours, and catalogue description) that would constitute the requirements and other components of the proposed program. Indicate which courses are currently offered and which will be new.**

The required course work for the post-baccalaureate diploma consists of:

New courses:

**AGRI 1010 Business Communication**, 3 Credit hours.

Strengthen the thinking, writing, speaking and listening skills required by IEAP students to succeed in the agricultural, food science or agri-business world. Students will develop an understanding of cultural influence in communication tasks used in academic and workplace settings.

Pre-requisite: Must be enrolled in the Internationally Educated Agrologists Program

**AGRI 4000 Practising the Profession of Agrology I**, 3 Credit hours.

Prepare IEAP students to practise the profession of Agrology in Manitoba with an emphasis on understanding and therefore integrating into the Manitoba Agriculture sector; how it functions, and networking with industry.

Pre-requisite: Must be enrolled in the Internationally Educated Agrologists Program

**AGRI 4010 Practising the Profession of Agrology II**, 3 Credit hours. Understanding of the role of a practising agrologist in Manitoba, with an emphasis on professional ethics and responsibilities, regulations of the agriculture profession in Canada, cultural differences, and the culture of the work environment.

Pre-requisite: Practising the Profession of Agrology I, AGRI 4000

Existing courses:

**AGRI 4550 Cooperative Education Work Term 1**, 1 Credit hours

Special four-month work assignment in business, industry, government or research for cooperative education students. Requires submission of a written report covering the work completed during the four-month professional assignment.

**ABIZ 1000 Introduction to Agribusiness Management**, 3 Credit hours.

Introduction to management principles applied to agribusiness. Topics covered will include cooperative and corporate organizations, financial analysis, marketing and planning. All students will prepare a business plan. Students will use spreadsheet skills with respect to processing information and preparing forecasts.

**AGRI 1500 Natural Resources and Primary Agriculture Production**. 3 Credit hours.

Introduces students to natural resources and climate, primary production of crops and livestock, production and resource economics and rural society. A model of the entire agri-food system will be used to show interrelationships among disciplines, processes, etc.

**PLNT 2500 Crop Production**, 3 Credit hours.

An introduction to the principles and practices of crop production in Canada. Topics will include physiological processes and factors affecting plant yield, plant improvement, seed production, and production of the major cereal, oilseed, forage and special crops. Prerequisite: AGRI 1500

Between 2 and 4 courses at the 1000, 2000, 3000 and 4000 level in the student's respective agricultural discipline must be taken.

### **3. Outline the educational objectives of the program.**

- Provide formal recognition of foreign credentials and eligibility for professional licensure for Internationally Educated Agrologists (IEAs) with the Manitoba Institute of Agrologists, the regulatory body for agrologists in Manitoba.
- Provide IEAs with the opportunity to obtain a formal Canadian university credential in the form of a post-baccalaureate diploma.
- Provide IEAs with the opportunity to gain valuable work experience in the Canadian agricultural workplace

### **4. Describe the expected learning outcomes in terms of skills, knowledge, attitudes or other attributes which students will accrue as a result of their involvement in the proposed program.**

- Demonstrate a broad working/technical knowledge and awareness of the agriculture industry to facilitate integration and set career direction.
- Demonstrate essential skills that would facilitate securing a meaningful job in the Manitoba agriculture industry.
- Develop a Professional Brand as per Canadian standards, and distinguish the roles and responsibilities of a practicing agrologist, as well as the professional standards of conduct.
- Make valuable connections with potential employers within the industry.
- Anticipate, accommodate and consciously adjust to potential misunderstandings and miscommunication that may arise as a result of cultural differences.
- Confidently and purposefully initiate and navigate an appropriate professional exchange within the agriculture industry of Manitoba by networking and building a contact base.
- Demonstrate increased competence in the thinking, writing, speaking, reading and listening English skills required to succeed in the agricultural industry.
- Develop new skills and work experience through 4 months of Manitoba agricultural paid cooperative work.
- Enhance long term employability and development opportunities for IEAs
- Provide an educational experience to IEAs through their interaction with students taking regular programs at the Faculty of Agricultural and Food Sciences

**5. If applicable, describe any selective admissions policy or specific criteria for students selecting this as a major field of study**

- A degree in agriculture from another country
- A permanent resident or Canadian citizen status
- English Language proficiency to benchmark 8 or higher on the Canadian Language Benchmarks Assessment in the four skill areas: listening, speaking, writing and reading
- Meet the education standard for admission to the Manitoba Institute of Agrologists (MIA) based on a completed Assessment of Academic Credentials
- A valid driver's license<sup>1</sup>

**6. Describe the extent to which this program is central to the institutional mission and planning priorities of the campus.**

The University of Manitoba (U of M) Mission states the importance of “contributing to the **cultural, social and economic well-being of the people of Manitoba**, Canada and the world by creating, preserving and communicating knowledge”.

The University of Manitoba has committed to the internationalization of its curriculum and its programming. However the majority of Canadian students do not participate in education opportunities outside of Canada. According to a recent statement by the President of AUCC, one way to help accomplish internationalization on Canadian campuses is to bring in international students who bring diversity of opinion, culture, and awareness. The IEAP students bring great value to domestic students because they have already received degrees and in some cases advanced degrees in agriculture in other countries and can contribute to discussion and thought from other perspectives.

Creating a Post-Baccalaureate Diploma for IEAs, and welcoming the world's agricultural talent to Manitoba, will contribute to these various missions.

Furthermore, in its Strategic Planning Framework the U of M states that “education has a transformative power for students, their families and communities. We strive to be an active contributor to **finding solutions to the challenges faced by our province** and its citizens”.

One of the challenges that our province is facing is the shortage of agrologists, while the IEA's challenge is finding meaningful work where they can contribute to the Manitoba agriculture sector. Families, communities and industry are being affected by this situation.

The IEAP Program is the **only skill-bridging program in Canada that facilitates the integration of foreign-trained agrologists** into the agriculture sector, through a one-year program of coursework and work experience.

This program is offered for professionals with a background in: Agronomy, Agribusiness & Agricultural Economics, Animal Science, Entomology, Food Science, Plant Science and Soil

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<sup>1</sup> This requirement is based on the employer's feedback as part of the cooperative education component of the program (co-op job), IEAs have to be able to drive.

Science. One of the **U of M priorities** stated in its Strategic Planning Framework is: "enhancing academic offerings by focusing on issues relevant to our world today, such as **food safety, public health** and human rights".

As the U of M strives to be a leader among Canadian universities, this is a great opportunity to become the first University in Canada to build on an already successful pilot bridging program and establish a permanent program for Internationally Educated Agrologists that will continue to changing people's lives in a meaningful way and contributing to the **cultural, social and economic well-being** of the people of Manitoba.

**7. If a similar program exists or is in the process of being developed elsewhere in the province, describe the similarities or differences in the credential to be awarded, the area(s) of specialization, and the specific academic content of the program or course of study.**

No similar program exists or is in the process of being developed elsewhere in the province.

## **SECTION II: Market Need and Market Demand for the Program**

**1. Where possible, state the specific local or provincial needs for graduates of the proposed program for the next 3 to 5 years. This should include projections of both ongoing and future demand in regions throughout Manitoba; as well as evidence and supporting data of market need for the program.**

The number of new agrologist graduates entering the Manitoba workforce, from either Manitoba based programs or programs in other provinces is less than the demand. Letters of support from the agricultural industry indicate the strong interest in this program as a new source of trained graduates (Appendix 4). The shortage of agriculture graduates is of growing national and international concern. AgCareers, a leading provider of human resource services to the agriculture and food industry held a conference in 2009 in California called the Western North America Ag & Food Human Resources Roundtable. During an address to the conference the California Secretary for Agriculture stated: "Our industry is facing significant challenges, especially on the subject of human resources. The retirement of baby boomers, indifferent perceptions of agriculture careers, climate change and energy needs are just a few, and we need to address these things now so our industry doesn't just survive the future, but thrives in it."

Undergraduates and graduates of agricultural programs are in high demand. Agricultural companies begin hiring their summer students in October for the following summer because if they wait too long there are no students left. University departments often have to hire summer students from other faculties or other universities because there are not enough summer students from our own faculty to fill vacancies.

Enrolment of domestic students remains fairly flat. Misconceptions about the agriculture industry remains a challenge and the faculty puts great effort into recruitment. The IEAP students are seen as another avenue to increase the number of trained agrologists in Manitoba.

Manitoba is encouraging more immigration. The Province reports 15,805 immigrants came to Manitoba in 2010. That is more than the 13,520 who came in 2009; it represents the largest arrival of immigrants since 1946. Immigration accounts for more than 70 per cent of growth in the labour force and it is expected to account for up to 100 per cent of that growth within this decade.

Manitoba is home to a strong agricultural sector in need of skilled professionals. 25% of Manitoba's economy depends on the agriculture industry. A significant number of new Canadians move to Manitoba with impressive agriculture credentials from their countries of origin.

The Faculty of Agricultural and Food Sciences is not producing enough students for the demand from the industry. In a recent Advisory Committee meeting, agriculture employers strongly supported the IEAP program and suggested an increase in the number of students admitted.

According to Manitoba Job Futures, the employment outlook for agrologists is expected to be good in the 2011 to 2015 period.

"Most prairie farmers are competing in a **global marketplace** and require specialized advice and assistance to maintain a competitive edge. The global economic slow down is unlikely to affect jobs in this occupation, as there will continue to be a **rising world food demand** and requirement for alternate energy sources developed from farm crops. Agricultural representatives, consultants, and specialists can also assist farmers and policy makers with information and guidance on issues such as environmental sustainability, land reclamation and site remediation".<sup>2</sup>

The largest concentrations of jobs are in Professional, Scientific and Technical Services (27%), Wholesale Trade, Farms (21%) and Public Administration (15%). They are located throughout the province with greater proportions in rural Manitoba.<sup>3</sup>

## **2. What are the probable employment destinations of program graduates?**

The expectation is that most graduates will find employment in Manitoba; however, because of the nature of the industry some will likely find work in other provinces. Graduates will work in both rural and urban areas.

## **3. Where appropriate, did industry, business and/or any other pertinent groups play a role in the development of this program and/or commit resources to its future?**

**The Manitoba Institute of Agrologists (MIA)** plays an important role in the development of this program, as its mandate and responsibility is to license agrologists and regulate the practice of agrology in the province.

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<sup>2</sup> <http://mb.jobfutures.org/profiles/profile.cfm?noc=2123&lang=en&site=graphic>

<sup>3</sup> Ibid

MIA, as a formal partner, provides pre-screening for eligibility to the IEAP program by assessing IEAs non-Canadian credentials. MIA has been actively involved with the program and is committed to continue with this partnership.

**Employers** (private and public sector) have been supporting the program by providing guidance through the IEAP Advisory Committee, and by hiring IEAP students for cooperative work, as well as for term and permanent positions.

The Civil Service Commission, through the Career Gateway Program for Visible Minorities, has strongly supported the program by providing 7 co-op work opportunities to IEAP program students. To date, 4 of those positions became permanent and others were extended for various periods of time.

As of September 2011, 35 students have been through the program, 28 have successfully completed it, 4 are working towards completion, 2 did not complete it and 1 dropped the program.

Of the 32 students that successfully finished the program and/or are working towards its completion, 31 obtained a term or permanent job in the Agriculture industry.

As of September 2011, 28 students remain employed (12 term positions and 16 permanent positions). One more student is doing her Ph.D. in Plant Science at the University of Manitoba and also obtained the Canadian Wheat Board (CWB) Graduate Fellowship Award.

List of employers who have hired IEAP Program students.

Employer	Term Position	Permanent Position
Agriculture and Agri-Food Canada	1	
Bayer Crop Science	1	
Canterra Seeds		1
Cargill	1	1
General Mills		1
ICMS Inc. (Integrated Crop Management Services)		2
MAFRI (Manitoba Agriculture, Food and Rural Initiatives)	1	3
Manitoba Conservation	1	1
Manitoba Institute of Agrologists	1	
Maple Leaf Agri-Farms Inc.		3
Haplotech Inc.		1
Parrish and Heimbecker, Limited	1	1
Phoenix AgriTech	1	
R-Way Ag Ltd.	1	
Steinbach Credit Union		1
University of Manitoba	3	1
<b>Total</b>	<b>12</b>	<b>16</b>

The fifth cohort (2011-2012) of eleven students is currently enrolled and in progress.

The following Employment Manitoba Centres are constantly providing exposure and referrals to the IEAP Program to their clients: Beausejour, Brandon, Dauphin, Flin Flon, Gimli, Morden, Portage la Prairie, Selkirk, Steinbach, Swan River, The Pas and Thompson Employment Centre, as well as those centres located in Winnipeg.

The following agencies and language training programs are constantly providing exposure to the IEAP Program and referrals to their clients: Career Services, University of Manitoba, Career Gateway Program for Visible Minorities (Manitoba Civil Service Commission), Employment Projects of Winnipeg Inc., Employment Solutions for Immigrant Youth, English Skills Centre, Enhanced English Skills for Employment, Entry Program, Immigrant Centre Manitoba, Jewish Federation of Winnipeg, Job Works, LACFIEA (Language and Communications for Internationally Educated Agrologists), Manitoba Start, Manitoba Immigration Division-Information and Referral for New Immigrants Newcomer and Labour Market Supports, Osborne Village Resource Centre, Success Skills Centre, Welcome Place/Manitoba Interfaith Immigration Council, Westman Immigrant Services, Winnipeg English Language Assessment and Referral Centre (WELARC) and Adult Education Centres (AEC).

#### **4. How does the program correspond with the province's economic, social and cultural priorities?**

One of Manitoba's action strategies for economic growth is through immigration.



Source: Government of Manitoba. Immigration Facts and Figures<sup>4</sup>:

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<sup>4</sup> Immigration website:



Immigration to Manitoba is steadily growing. According to Labor and Immigration's Fact and Figures, more people are choosing to settle in regions outside of Winnipeg. Also, the province has set a goal of receiving 20,000 immigrants annually during the next 6 to 10 years.

With shortages of skilled agricultural employees clearly pending over the next decades, it is critical that we continue to find innovative and practical ways to recognize international credentials and integrate global talent into our workplaces in Manitoba. The IEAP Program benefits not only immigrants, but also the agricultural industry and Manitobans.

## **5. What potential does this program offer in terms of job creation and research and development?**

The global agricultural experience that IEAs bring to Manitoba contributes to job creation, research and development. The program acts as a bridge that facilitates the integration of these knowledgeable people into the Manitoba Agricultural sector. This provides a great opportunity to IEAs to apply their knowledge by contributing to research and development, opening opportunities for the creation of new jobs.

IEAP program students are eligible for **Professional Agrologist (P.Ag.) status**<sup>5</sup> when the qualifications gap is addressed, which is demonstrated by:

1. Successfully completing the IEAP program, that consists of 8 months academic plus a minimum of 4 months agrology related work experience
2. Completing the Professionalism and Ethics Seminar delivered by MIA
3. Attending three branch meetings, or one branch meeting plus the MIA Annual Meeting.
4. Meeting the MIA Continuing Professional Development requirements
5. Receiving a satisfactory report from his or her sponsor.

Students then can offer their services as professional agrologists and can integrate into the Manitoba agriculture industry.

MIA education and admission standards are consistent with national standards for Agrologists established under Chapter Seven (Labour Mobility) of the Agreement on Internal Trade (AIT). Professional Agrologists are able to practice in other provinces other than Quebec.

As part of the professional development section of the program, students work on building their Professional Brand by attending various workshops like Conflict Resolution, Personality Types: Understanding Yourself and Others, Assertive Communication, Dealing with Conflict, Difficult Conversations: How to Discuss What Matters Most, and Leadership Training.

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[http://www2.immigratemanitoba.com/browse/regionalcommunities/plan\\_guide/community-facts.html](http://www2.immigratemanitoba.com/browse/regionalcommunities/plan_guide/community-facts.html)

<sup>5</sup> See Appendix 1: Manitoba Institute of Agrologists Education Standards

Also, students take part in the following extracurricular courses and seminars: Two days training at Canadian International Grains Institute (CIGI), Value Chain Workshop, MIA Seminars, Various seminars and presentations in the Faculty of Agricultural and Food Sciences.

Also, graduates from the program have pursued further research and/or graduate programs in Soil Science, Plant Science and Animal Science.

### **SECTION III: Student Demand for the Program**

#### **1. What students is the program intended to serve?**

IEAP Program students are:

- Internationally Educated Agrologists with degrees in Agronomy, Agribusiness and Agricultural Economics, Animal Science, Entomology, Food Science, Plant Science and Soil Science.
- Internationally Educated Agrologists with experience practising agrology in their own countries who bring an international perspective to the program
- Immigrants to Canada pursuing a Professional Agrologist status with MIA and pursuing employment in their field.
- Mature students, generally between 30-50 years old. Most of them have families, spouses/parents/children living in Manitoba.

#### **2. What is the evidence that provincial students are not being adequately served within existing program offerings in Manitoba?**

Currently, there is no other university-based program in Manitoba or Canada that serves IEAs and that offers foreign credential recognition to them similar to this program. Agrology is a regulated profession in Manitoba.

#### **3. Provide evidence of student interest and demand for the program.**

There are many success stories of IEAP graduates. Please see articles published in the Manitoba Cooperator (Appendix “A” of the IEAP Program 2007-2011 Outcomes Report). The IEA population seems well connected and aware that there is a bridging program that can help them to fill the knowledge, experience and cultural gap in the Canadian context.

The number of applications to the program has increased significantly.

33 applications were received for the 2011-2012 (5<sup>th</sup> year) commencement, compared with an average of 18 received in previous years.

5 of the applications received recently are from people outside of Manitoba. This shows that the success of the program has gone beyond the province.

The IEAP program, Faculty of Agricultural and Food Sciences and MIA staff provide Orientation Sessions on the IEAP Program, which are well received among IEAs and agencies for immigrants (bimonthly).

IEAP Program staff provides information and answers questions regarding the program to IEAs interested in joining. This includes contacts from inside and outside of Manitoba, as well as outside of Canada (daily/biweekly).

IEAs are enrolling in English for Agrologists courses, as well as English as an Additional Language (EAL) courses to cover the IEAP program level benchmark requirement.

#### **4. What are the projected enrolments for the program?**

2011-2012: 11 students

2012-2013: 15 students

2013-2014 and onward: 15 students

#### **5. Which programs currently offered by the institution are projected to lose enrolment to this program?**

No programs currently offered by the institution are projected to lose enrolment due to the IEAP Program

#### **6. What are the proposed growth limits and minimum enrolments?**

Growth limits: Our province is facing a shortage of Agrologists. The industry is pleased with the program outcomes and is recognizing the necessity to employ IEAs. So, a potential increase in enrolment is projected.

Minimum enrollment: It is anticipated that by 2013 the program will operate with a minimum of 15 students per year. In order to not 'overload' the system with graduates, employment success of graduates will be monitored to ensure that oversupply of graduates from this program does not occur.

#### **7. Project the number of graduates for the first 3 to 5 years of the program and, where appropriate, the anticipated number of program majors (full-time and part-time) for each of the first five years of the program.**

2011-2012: 9-10 students

2012-2013: 12 to 14 students

2013-2014 and onward: 12-14 students

Of the 35 students that went through the program already, 28 have successfully completed it, 4 are working towards completion, 2 did not complete the academic work, and 1 dropped the program. So, figures show approximately 10% non-completion.

**8. What steps have been taken to ensure participation and success in the program by under-represented groups, such as women, the disabled, minorities and aboriginal students?**

This program is designed for under-represented groups such as minorities, regardless of disability and gender. The IEAP program is designed specifically to support professional immigrants to succeed and to help them to find meaningful work in the Manitoba agriculture industry.

**9. Will the program be available to part-time learners?**

No

**SECTION IV: Faculty Requirements**

**1. Provide a list of current faculty by rank and areas of expertise who will teach in the program.**

IEAP program students will be taking courses from 7 different areas of expertise offered in the undergraduate program at the Faculty of Agricultural and Food Sciences: Agronomy, Agribusiness & Agriculture Economics, Animal Science, Entomology, Food Science, Plant Science and Soil Science.

These courses are taught by faculty members, whose credentials are primarily PhD degrees and range in rank from Assistant Professor to Professor.

Please see the list of current faculty by rank and areas of expertise in Appendix 2.

The following courses will be formally introduced once the program has been approved. They are currently taught as special topic courses:

The Courses AGRI 4000, and AGRI 4010 **Practising the Profession of Agrology I and II** are expected to be taught by a Professional Agrologist (P.Ag.)

The course AGRI 1010 **Business Communication** is expected to be taught by a professional with a Bachelor of Science (Agriculture) or Bachelor of Arts degree or training in adult education and adult EAL (English as an Additional Language).

**2. Will the program involve the hiring of new faculty or staff?**

**If yes, indicate which additional faculty are to be hired and describe their qualifications.**

The Faculty of Agricultural and Food Sciences will hire a 0.5 time Program Coordinator and 3 sessional instructors to provide capacity for the IEAP Program. Office support for the program will be provided by the faculty.

Additional staff are to be engaged for day-to-day IEAP Program delivery:

Program Coordinator:

Qualifications: Bachelor of Science (Agriculture), Bachelors of Science (BSc) or Bachelor of Arts degree. Minimum of 3 years of management experience to effectively liaise with industry at middle and senior management levels, government agencies, industry, students and the university.

Minimum of 2 years of experience working with people from various cultural, religious backgrounds. Specific knowledge of the psychosocial immigrant settlement process, particularly regarding foreign-trained professionals, and the functioning of the current infrastructure to support immigrant settlement in Manitoba.

This individual needs to understand the characteristics of the agriculture industry to best serve students and to provide an exceptional student experience. The agriculture industry is focused very much on rural communities and many of the students will work in communities outside of Winnipeg generally with conservative values. This individual needs to understand the challenges faced by new immigrants working in these rural communities and farm communities and with farm families. Helps the students to develop their professional brand, as per Canadian standards, as well as the skills and cultural awareness necessary to perform their duties and to be accepted in rural communities.

0.5 Time

Program Assistant:

Qualifications: Equivalent to 2 years of post secondary education and experience to successfully perform the duties of this position, or completion of a formal training program in business administration from a recognized institution plus two years of directly related experience.

This individual needs to have excellent organizational, interpersonal, verbal and written communication skills, and the ability to work well with immigrants, particularly foreign-trained professionals. Also, candidate must have an understanding of the role culture plays in communication and how it affects immigrant's interactions with others.

A driver's license and flexibility in work hours are required in order to drive students to and from tours in rural Manitoba

0.5 Time

*Instructors:*

Practising the Profession of Agrology 1 & 2 instructor:

Qualifications: University degree in agriculture, plus at least five years of directly related experience in the agriculture industry. Must have management experience liaising with the industry at middle and senior management levels. Must be a Manitoba Institute of Agrologists (MIA) member. Experience as a moderator/facilitator.

Sessional instructor

Business Communication instructor

Qualifications: Bachelor of Science (Agriculture) or Bachelor of Arts degree or training in adult education and adult EAL (English as an Additional Language). Knowledge of the agriculture sector in Manitoba. Strong interpersonal and teaching skills are required, as well as training in communication theory and practice. Must have experience as moderator/facilitator. Understanding of the role culture plays in communication and how it

affects immigrants interactions with others. Knowledge of acquisition of advanced additional language and communication skills required.

Sessional instructor

## **SECTION V: Cooperative Arrangements**

### **1. Describe the cooperative arrangements with other institutions and organizations that may be used to offer this program.**

Outside of the partnership between the IEAP program and the MIA/industry (see section II, question 3), there are no other cooperative agreements with other institutions. The University of Manitoba is the only post secondary institution in Manitoba offering a degree program in agriculture.

Industry plays an important roll through the IEAP Program Advisory Committee. This Committee consists of representatives of the agricultural sector from diverse areas such as: Production, Retailers, Financial institutions and Government. The goal is to continually improve the program to provide better prepared Internationally Educated Agrologists to the agriculture industry.

Industry advisors are to commit formally once a year to participate in the Advisory Committee meetings, plus be available on a more informal basis from time to time for ongoing feedback.

### **2. Will the credits of the proposed program be fully transferable (in terms of both the credit as well as the grade) to other institutions in Manitoba?**

Yes. The IEAP Program students will be registered in accredited courses. These credits could be transferred to other institutions as per the overall transfer-credit policies of the University of Manitoba and the institution to which the transfer is sought.

### **3. Does the program have an internship or practicum component? What attempts have been made to ensure that this program has both theoretical and applied modules?**

Yes. The IEAP Program has a mandatory cooperative work component (4 months) that provides an opportunity for students to gain Canadian work experience, and also help them to demonstrate and confirm their technical and professional skills in the Canadian context.

### **4. What provisions will be made in the program to enable students to receive credit for relevant learning previously achieved outside of the Manitoba post- secondary education system?**

Entrance into the program is based upon credentials achieved outside of Canada

## **SECTION VI: Learning Technologies**

What use will be made in the program of modern learning technologies?

The courses offered in the undergraduate program at the Faculty of Agricultural and Food Sciences are typically offered face to face. The use of learning technologies is at the discretion and initiative of professors or instructors.

## **SECTION VII: Resource Requirements**

### **1. Describe the adequacy of existing library resources to support the proposed program. Indicate how the institution will overcome any deficiencies.**

The IEAP program consists primarily of courses currently taught by the The Faculty of Agricultural and Food Sciences. The Faculty's Library has the resources to support the proposed program.

Also, The Manitoba Co-operator, the major agriculture newspaper, is providing a free weekly Newspaper to the IEAP students.

### **2. Are existing computer facilities adequate to support the new program?**

Yes, the existing facilities are adequate to support the new program. This includes a computer teaching lab available to students outside of scheduled class time and an open area computer room located in the Faculty.

### **3. How will the proposed program impact on the use of existing infrastructure and equipment?**

No substantive impact is expected. Current classroom space is adequate to absorb these additional students.

### **4. Describe any additional facilities, facility modifications, and equipment that may be required for the proposed program.**

The program will require additional space allocation from the Faculty of Agricultural and Food Sciences to provide office space for three additional staff.

The IEAP program makes use of central resources offered through the International Centre for Students, Career Services, Learning & Development Services, and the Information Services and Technology Department.

Students participate in the following events/workshop organized by different departments at the University:

#### ***International Centre for Students:***

ICS Workshops for international students and Recreational Events

- CEDARWOOD Intercultural day (1 full day)
- Leadership workshops (all IEAP students participate in 7 sessions)

### ***English Language Centre:***

When applying for the program, potential students are encouraged to take the following courses before the IEAP program commencement:

- Critical Reading & Summary Writing
- Essays
- Grammar Review
- Language and Communication for Internationally Educated Agrologists (University of Winnipeg).

### ***Learning & Development Services - Workshops***

- Personality types & learning styles
- Assertive Communication
- Conflict Resolution
- Difficult Conversations: How to Discuss What Matters Most

### ***Career Services:***

- Resume and Cover letter workshops
- Mock interviews

## **SECTION VIII: Financial Considerations**

### **1. What are the total financial resources required to offer this program? Include estimated initial and ongoing funding requirements**

#### Program Costs

Salaries	\$ 77,719.00	(3 sessionals, 0.5 program coordinator and 0.5 program assistant)
Admin Overhead	\$ 7,772.00	
Operating	\$ 17,750.00	
<b>Total Annual cost</b>	<b>\$103,241.00</b>	

#### Revenue

Tuition fee revenue (85% of total returned to faculty)	\$ 57,375.00
Faculty resources	\$ 38,094.00
Faculty In Kind	\$ 7,772.00
<b>Total annual revenue</b>	<b>\$103,241.00</b>

**Funds requested Nil**

Ongoing funding requirements will include costs of salary increases and inflation.



**2. Of the financial resources required to offer this program, how much will come from a reallocation of existing funds and how much from new funds?**

Funds to support the 0.5 Program coordinator and the 3 sessional lecturers would come from tuition fees generated from students in the program. The faculty will be allocated 85% of the tuition fees for this special program. All other resources for ongoing support including an office support position will come from the faculty. A portion of the funds allocated to the faculty that have been generated from international student fees will be used in support of this program.

**3. Discuss the internal reallocations of financial resources which will occur to support this program.**

Internal resources to support the program will come from the 2+2 program tuition fees, operating, endowment funds, field work fees for courses, and request from industry.

**4. What percentage of program costs will be accrued through tuition fees?**

Assuming full capacity, approximately 56% of the total annual cost will be accrued through tuition fees.

Tuition: \$4,500.00 per student for a total of \$67,500.00 year (15 students-full capacity)  
Of that amount, \$57,375.00 would be accrued to the faculty through tuitions fees based on a rate of 85% returned to the faculty.

**5. Discuss the impact of the program's estimated enrolment on the institution's overall tuition revenues.**

The impact of the program's estimated enrolment on the institution's overall tuition revenues will be minor as only 15% of tuition fees would be retained centrally (approx \$10,000).

**6. How will the proposed program be funded if enrolment projections are not met?**

Reduced enrolment will have a significant impact on availability of resources to support the program. If this situation arose, consideration would be given to cancelling the program.

## **SECTION IX: Program Consultations and Evaluation**

**1. What consultations have occurred with professional associations, employers, graduates of similar programs, and other educational institutions regarding this program?**

Ongoing consultations with MIA have taken place to ensure that the program and its students meet MIA requirements.

During the cooperative work phase of the program, monitoring meetings with students and employers are held in order to evaluate if the expectations of both parties are being met.

Also, consultations with the industry through the IEAP Advisory Committee have been held in order to:

- Determine industry expectations and the kind of employee qualifications that are required to be successful in the industry.
- Ensure the program meets industry expectations and needs by recommending what the program should do to better meet these expectations and needs.
- Determine if the IEAP Program students are acquiring adequate technical knowledge.
- Determine what other kinds of skills/knowledge the IEAP Program students need to learn or to focus on in order to succeed.
- Determine if the IEAP Program students are a good fit from a cultural perspective.
- Advise how the program can better communicate with the industry.

Consultations have occurred with similar programs during networking events organized by the Bridge Program Educators' Network Sessions, Partnerships for Labour Market-Driven Bridge Programs in Manitoba's Post-Secondary Institutions.

**2. Please provide evidence of academic quality by submitting reports from two similar institutions as well as from the relevant professional association(s), if appropriate.**

- IEAP Program Outcomes 2007-2011 Report (attached)  
Summary:  
Through formal learning opportunities, tours, meetings, networking events, workshops and cooperative work experience, students enhance success for employment in agriculture. With successful completion of the program, once students have covered the MIA requirements to obtain a P.Ag status, the qualifications gap is addressed.  
Some major components of the program include cultural aspects and professionalism which are addressed during the Professional Brand section of the Practising the Profession of Agrology course. Students gain essential skills that help them to find a meaningful job in the Manitoba agriculture industry. The new skills and work experience gained during the 4 months of Manitoba agricultural paid cooperative work, enhance long term employability and development opportunities for IEAs.  
Qualitative and quantitative data shows that the IEAP Program objectives are being met. In addition, the program has won the 2008 PEARL Award (Pursuit of Excellence in the Assessment and Recognition of Learning) offered by the Manitoba Prior Learning Assessment Network (MPLAN).
- MIA Letter that provides evidence of academic quality, and includes a recommendation to extend the program. Appendix 3.

### **3. Describe the procedures for institutional evaluation of the program during and subsequent to implementation.**

All the courses at the Faculty of Agricultural and Food Science are subject to regular reviews during Accreditation. This has been done in the past by the Agricultural Institute of Canada but is being taken over by a consortium of provincial institutes of agrology.

The IEAP Program has implemented focus groups with former students and their employers in order to get feedback from both. Employer recommendations were registered and implemented to improve the program. Meanwhile, employee (IEAs) recommendations were registered to design and implement the Cultural Awareness Workshops for employers. Please see Focus Group Report (Appendix “B”) and Workshops Feedback Summary from Employers Evaluations (Appendix “C” and “D”) of the IEAP Program 2007-2011 Outcomes Report.

During the cooperative work phase of the program, monitoring meetings with students and employers are held in order to evaluate whether or not the expectations of both parties are being met. Feedback questionnaires are completed by students and employers.

Another way to evaluate the program is through annual meetings with industry advisors. Also, the program has a Steering Committee. Its proposed mandate is to:

- Provide regular input and guidance to the program
- Provide participant updates and needed support/action (academic and job search)
- Assist with the development of guidelines and policy, updates to same
- Develop processes and associated roles for a successful IEAP Program

## Appendix 1

### Manitoba Institute of Agrologists Education Standards:

#### Professional Agrologist (P.Ag.) standard:

- minimum entry level **academic** requirement is a four year university degree equivalent to a Bachelor of Science in Agriculture from the University of Manitoba or from a recognized university
- academic qualifications are approximately 120 credits with approximately 60 credits in agrology/agrology-related courses
- broad-based knowledge of other disciplines within the agriculture and agrology sector in addition to area of specialty
- Internationally educated applicants must meet “Canadian context” requirements that demonstrate the ability to apply and effectively communicate science-based knowledge to Canadian problems in agrology

#### Technical Agrologist (Tech.Ag.) standard:

- minimum entry level **academic** requirement: two year university diploma in agriculture equivalent to a diploma in Agriculture from the University of Manitoba, or defined and specific programs from Assiniboine Community College
- academic qualifications: approximately 35 credits in agrology/agrology-related courses
- broad-based knowledge of other disciplines within the agriculture and agrology sector in addition to specialty area.
- Internationally educated applicants must meet “Canadian context” requirements that demonstrate the ability to apply and effectively communicate science-based knowledge to Canadian problems in agrology

## Appendix 2

### Faculty members by rank and areas of expertise list

LAST NAME	FIRST NAME	RANK	DEPARTMENT	TOPIC
BOYD	MILTON	PROFESSOR	AGRICULTURAL ECONOMICS	Finance, Risk Management, Agribusiness, International Marketing
BREWIN	DEREK	ASSOCIATE PROFESSOR	AGRICULTURAL ECONOMICS	Regional Economics, Financial Management, Grain Markets and Red Meat Supply Chains
COYLE	BARRY	PROFESSOR	AGRICULTURAL ECONOMICS	International Trade, Production Economics, Econometrics
CARDWELL	RYAN	ASSISTANT PROFESSOR	AGRICULTURAL ECONOMICS	Development Economics, International Trade and Trade Policy
CARLBERG	JARED	ASSOCIATE PROFESSOR	AGRICULTURAL ECONOMICS	Agribusiness, Industrial Organization, Marketing
GRANT	CHARLES MARTIN	SENIOR INSTRUCTOR	AGRICULTURAL ECONOMICS	Financial Risk Management, Applied Agribusiness
JOHNSON	GARY	ASSOCIATE PROFESSOR	AGRICULTURAL ECONOMICS	Resource and Environmental Economics
LAWLEY	CHAD	ASSISTANT PROFESSOR	AGRICULTURAL ECONOMICS	Natural Resource Economics, International Trade, Agriculture and Environment
OLESON	BRIAN	PROFESSOR AND HEAD	AGRICULTURAL ECONOMICS	Agribusiness Chair in Cooperatives and Marketing
MATTOS	FABIO LANHOSO	ASSISTANT PROFESSOR	AGRICULTURAL ECONOMICS	Price Analysis, Marketing, Futures and Options Markets, Decision-making under Risk
FRANK	JULIETA MARIA	ASSISTANT PROFESSOR	AGRICULTURAL ECONOMICS	Price Analysis, Marketing, Futures and Options Markets, Risk Management, Market Microstructure
CENKOWSKI	STEFAN	PROFESSOR	BIOSYSTEMS ENGINEERING	Bioprocessing Engineering
CHEN	YING	PROFESSOR	BIOSYSTEMS ENGINEERING	Soil Dynamics and Machinery
CICEK	NAZIM	PROFESSOR	BIOSYSTEMS ENGINEERING	Environmental Engineering
INGLIS	DEREK	INSTRUCTOR I	BIOSYSTEMS ENGINEERING	
JAYAS	DIGVIR	VP(RESEARCH)/PROFESSOR	BIOSYSTEMS ENGINEERING	Grain Storage Research
LEVIN	DAVID	ASSOCIATE PROFESSOR	BIOSYSTEMS ENGINEERING	Biofuels, Biotechnology, and Fermentation
MANN	DANIEL	PROFESSOR AND HEAD	BIOSYSTEMS ENGINEERING	Agricultural Ergonomics
MORRISON	JASON	ASSISTANT PROFESSOR	BIOSYSTEMS ENGINEERING	Computation in Biomedical/Biological Imaging
PALIWAL	JITENDRA	ASSOCIATE PROFESSOR	BIOSYSTEMS ENGINEERING	Imaging and Food Quality Assessment
PETKAU	DONALD	INSTRUCTOR II	BIOSYSTEMS ENGINEERING	
SRI RANJAN	RAMANATHAN	PROFESSOR	BIOSYSTEMS ENGINEERING	Soil and Water Engineering
ZHANG	QIANG	PROFESSOR	BIOSYSTEMS ENGINEERING	Agricultural Engineering - Animal Production Environment; Bulk Solids Handling and Storage
DICK	KRISTOPHER	ASSISTANT PROFESSOR	ENGINEERING BIOSYSTEMS	Alternative Energy Technologies and building Envelope Systems
JOHNSON	DONALD	INSTRUCTOR	ENGINEERING BIOSYSTEMS	
CONNOR	MARY LAURENE	PROFESSOR AND HEAD	ANIMAL SCIENCE	Reproductive Physiology
CROW	GARY	ASSOCIATE PROFESSOR	ANIMAL SCIENCE	Genetics and Breeding
GOZHO	GEORGE	INSTRUCTOR 1	ANIMAL SCIENCE	
KIM	WOO KYUN	ASSISTANT PROFESSOR	ANIMAL SCIENCE	Non Ruminant Nutrition/Nutritional Biochemistry
KRAUSE	DENIS	PROFESSOR	ANIMAL SCIENCE	Gut Microbiology
NYACHOTI	CHARLES MARTIN	PROFESSOR	ANIMAL SCIENCE	Swine Nutrition and Management
O	KARMIN	PROFESSOR	ANIMAL SCIENCE	Nutraceuticals and Health
OMINSKI	KIMBERLY	ASSOCIATE PROFESSOR	ANIMAL SCIENCE	Beef Production
ONISCHUK	LOREEN	SENIOR INSTRUCTOR	ANIMAL SCIENCE	
PLAIZIER	JAN	PROFESSOR	ANIMAL SCIENCE	Dairy Cattle Nutrition and Management

LAST NAME	FIRST NAME	RANK	DEPARTMENT	
RODRIGUEZ-LECOMTE	JUAN CARLOS	ASSISTANT PROFESSOR	ANIMAL SCIENCE	Avian Immunology
SLOMINSKI	BOGDAN	ASSOCIATE PROFESSOR	ANIMAL SCIENCE	Nutritional Biochemistry
PRITCHARD	MERVYN	PROFESSOR/ASSOC DEAN	DEAN'S OFFICE	Associate Dean (Academic)
TREVAN	MICHAEL	PROFESSOR/DEAN	DEAN'S OFFICE	Biochemistry related to health, nutrition, food biotechnology and plant disease.
WITTENBERG	KARIN	PROFESSOR/ASSOC DEAN	DEAN'S OFFICE	Associate Dean (Research)
CURRIE	ROBERT W.	PROFESSOR	ENTOMOLOGY	Pheromonal regulation of vitellogenesis in worker honey bees
GALLOWAY	TERRY	PROFESSOR	ENTOMOLOGY	Biology and management of arthropod pests of wild and domestic animals
HOLLIDAY	NEIL	PROFESSOR AND HEAD	ENTOMOLOGY	Ecology and management of crop pest insects
SHARANOWSKI	BARBARA	ASSISTANT PROFESSOR	ENTOMOLOGY	Phylogenomic methods and theory to understand the evolution of Hymenoptera, taxonomy and systematics of Hymenoptera
ARNTFEILD	SUSAN	PROFESSOR	FOOD SCIENCE	Food Chemistry
BETA	TRUST	ASSOCIATE PROFESSOR	FOOD SCIENCE	Antioxidants in foods and human health; plant polyphenols; carbohydrate chemistry
FULCHER	ROYCE GARY	PROFESSOR AND HEAD	FOOD SCIENCE	Grain Chemistry and Processing
HOLLEY	RICHARD A.	PROF AND DEPT HEAD	FOOD SCIENCE	Microbial ecology of food spoilage; meat; poultry, dairy; food safety
HYDAMAKA	ARNOLD	SENIOR INSTRUCTOR	FOOD SCIENCE	Food Processing, Dairy Processing, Water Use and Treatment in the Food Industry
JONES	PETER	PROFESSOR	FOOD SCIENCE	CRC in Nutrition and Functional Foods
SAPIRSTEIN	HARRY	ASSOCIATE PROFESSOR	FOOD SCIENCE	Physicochemistry of wheat gluten proteins, starch and pentosans and breadmaking functionality
SCANLON	MARTIN	PROFESSOR	FOOD SCIENCE	Food processing; physical and structural changes in plant materials during processing; size reduction operations
AYELE	BELAY	ASSISTANT PROFESSOR	PLANT SCIENCE	Physiology and molecular biology of biofuel crops
BRULE-BABEL	ANITA	PROFESSOR	PLANT SCIENCE	Wheat breeding and genetics
CATTANI	DOUGLAS	ASSISTANT PROFESSOR	PLANT SCIENCE	Perennial grain breeding including grains and oilseeds
DAAYF	FOUAD	PROFESSOR	PLANT SCIENCE	Biochemical and molecular mechanisms of plant-microbe interactions
ENTZ	MARTIN	PROFESSOR	PLANT SCIENCE	Cropping systems research; annual and perennial crop agronomy
FERNANDO	DILANTHA	PROFESSOR	PLANT SCIENCE	Canola and wheat pathology
FRISTENSKY	BRIAN	ASSOCIATE PROFESSOR	PLANT SCIENCE	Gene expression in plant during resistant and susceptible interactions with fungal or bacterial pathogens
GULDEN	ROBERT	ASSISTANT PROFESSOR	PLANT SCIENCE	Weed biology, ecology and eco-physiology; integrated weed management
LAWLEY	YVONNE	ASSISTANT PROFESSOR	PLANT SCIENCE	Agronomy and cropping systems research
LI	GENYI	ASSOCIATE PROFESSOR	PLANT SCIENCE	Plant genomics and molecular biology
MCVETTY	PETER	PROFESSOR AND HEAD	PLANT SCIENCE	Open pollinated population and hybrid canola/rapeseed breeding
STASOLLA	CLAUDIO	ASSOCIATE PROFESSOR	PLANT SCIENCE	Physiology and molecular biology of embryo development in-vivo and in-vitro
TAHIR	MUHAMMAD	ASSISTANT PROFESSOR	PLANT SCIENCE	Improvement of oil content and oil quality in canola rapeseed
MARTENS	GARY	INSTRUCTOR II	PLANT SCIENCE	Field crop scouting diagnosis and crop management

LAST NAME	FIRST NAME	RANK	DEPARTMENT	
AMIRO	BRIAN	PROFESSOR AND HEAD	SOIL SCIENCE	Land Resource Science (Agrometeorology)
AKINREMI	OLALEKAN	PROFESSOR	SOIL SCIENCE	Soil Physics/Chemodynamics
BULLOCK	PAUL	PROFESSOR	SOIL SCIENCE	Agrometeorology
FARENHORST	ANNEMEIKA	PROFESSOR	SOIL SCIENCE	Pesticide fate in terrestrial and aquatic environments
FLATEN	DONALD	PROFESSOR	SOIL SCIENCE	Soil Fertility
GOH	TEE BOON	PROFESSOR	SOIL SCIENCE	Soil Chemistry - Mineralogy
LOBB	DAVID	PROFESSOR	SOIL SCIENCE	Landscape Ecology and Land Resource Management
TENUTA	MARIO	ASSOCIATE PROFESSOR	SOIL SCIENCE	Soil Microbiologist
ZVOMUYA	FRANCIS	ASSOCIATE PROFESSOR	SOIL SCIENCE	Land Remediation

## Appendix 3



201 – 38 Dafoe Road, Winnipeg, Manitoba R3T 2N2  
Website: [www.mia.mb.ca](http://www.mia.mb.ca)

Tel: (204) 275-3721 Fax: 888-315-6661  
Email: [agrologist@mia.mb.ca](mailto:agrologist@mia.mb.ca)

November 16, 2011

**Dr. Michael Trevan**

Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Rd.  
Winnipeg, MB, R3T 2N2

**Re: Internationally Educated Agrologists Pilot (IEAP) Program**

Dear **Dr. Trevan**,

The Manitoba Institute of Agrologists (MIA) is pleased with the management and support of the Internationally Educated Agrologists Pilot Program from the Faculty of Agricultural and Food Sciences at the University of Manitoba. This letter provides evidence of academic quality from the MIA's perspective, and includes a strong recommendation to extend the program.

The MIA is a self-regulatory body that regulates the practice of agrology in the public interest. The MIA's mandate is to set standards and regulate practicing Agrologists in Manitoba as defined by *The Agrologists Act*.

The MIA's priorities include making the profession of agrology of increasing service to the agricultural industry and the community as a whole by:

- a. promoting the highest standards of excellence in research, education, extension and all forms of public service.*
- b. maintaining high standards of knowledge, integrity and ethics.*

Maintaining public trust is the foundation of the agrologist profession in Manitoba. Through the Agrologist Act, MIA must ensure that everyone who practices agrology is qualified to meet the expectations of a global and rapidly changing industry. Never before has the public expected so much from the people who contribute their knowledge and advice to such an important and multi-layered industry.

MIA's qualification process, leading to the professional designation, must ensure that agrologists have a high level of professional competency. Competency is not only the significant scientific and technical knowledge acquired in school, but also the skill, aptitude, and attitude to apply the knowledge effectively.



The IEAP formal learning approach builds on previous learning and experience. The IEAP helps participants to gain the knowledge of Canadian and Manitoba agricultural processes and systems, as well as of the agrologist profession. This program is aimed at ensuring that the public can have confidence in the advice given by professional Agrologists as graduates of the program.

The Agrologists Act and by-laws guide the formal MIA registration process for internationally trained Agrologists. The MIA Admission and Registration Committee (ARC) reviews education qualifications of all applicants for registration and recommends either for or against the right to practice and assume the professional agrologist title in Manitoba. Current operating procedures for international applicants were updated mainly in response to establishing the IEAP. The MIA continues to collaborate with others, and in particular with the IEAP program coordinator, to modify and improve processes for international applicants with the goal of achieving a registration system that not only is fair and impartial, but also is seen as such.

The Admission and Registration Committee accepts satisfactory completion of the IEAP as meeting the academic and “Canadian context” standards and requirements for registration. The IEAP model is the most efficient way for the ARC to assess and confirm that the academic standard requirement has been met. The ARC’s direct involvement in assignment of university credit courses that correspond with the applicant’s intended scope of practice results in program graduates whose registration to practice agrology in Manitoba can confidently be confirmed. Successful completion of the IEAP also means that participants have acquired sufficient work experience and have received a positive recommendation from an experienced agrologist.

As the main objective of the IEAP is to enable successful credential recognition, a key indicator is feedback from employers. Anecdotally, employers have commented positively on IEAP graduates, and the impact of the program is evidenced by tracking industry uptake and employment of program participants.

The MIA will continue to actively support the IEAP Program, urge its continuation, and wish to be included in serious discussion about the program’s future.

Yours truly,

A handwritten signature in black ink, appearing to read 'Jim Weir', with a stylized flourish at the end.

Jim Weir, Executive Director and Registrar  
Manitoba Institute of Agrologists

C.c. Alicia Franco Espinosa, IEAP Program Coordinator



Dr. Michael Trevan, Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Rd.  
Winnipeg, MB R3T 2N2

November 14, 2011

Dear Dr. Trevan,

Agriculture is a very broad, interesting and challenging field to be working in, especially in this time of profound change on many fronts. Even the popular press routinely carries stories on agriculture in the local, world, and business sections. The opportunities are many, from very technical positions, to sales and marketing, to finance and IT.

CANTERRA SEEDS Research & Product Development (R&PD) department has hired twice out of the IEAP program at the University of Manitoba: Surjit Bawa joined us first in a term position in the fall of 2008, which was extended through 2009 then eventually made permanent in 2010; Abu Siddique joined us for a term position during the fall of 2010, which he ended up leaving when he was offered a permanent position elsewhere.

As future positions within the R&PD group open up, we will definitely include the IEAP program as one of the places we look for potential candidates on the basis of the strength of the ones we've interviewed and hired out of the program. Speaking generally, these strengths include:

- A strong experience base on top of their educational backgrounds
- Familiarity with western Canadian work culture and industry knowledge
- Eager to learn western Canadian agricultural practices
- Able to 'hit the ground running'
- Very highly motivated
- Strong work ethic
- Pleased to have the opportunity to work in their professional field
- Available at times of the year when regular Agriculture students may not be
- Dedicated to getting the job done right
- Willing to work extended hours at peak periods
- Willing to work in entry level positions to gain experience

As an employer, we are more interested in candidates with foreign credentials if these credentials are backed by a familiarity with our local work culture and industry knowledge. The IEAP program does a good job of providing this familiarity.

The bottom line is that the IEAP program increases the employability of an existing highly skilled talent pool from which we can draw valuable employees.

Another benefit to the company is the cultural diversity which hiring someone who comes from a different part of the world, with experience with different agricultural practices, brings to the workplace. This benefit applies both to the different perspective on work practices as well as general interactions (including very interesting dishes for company pot luck meals!).

As you can tell from the comments above, CANTERRA SEEDS supports the IEAP program. If you have any questions or would like to discuss our experience in greater detail, please don't hesitate to contact me.

Sincerely,



Erin Armstrong, PhD  
Director, Research & Product Development







Mosaic Crop Nutrition  
8515 West Third Avenue  
Kennewick, Washington  
USA 99336  
www.mosaicco.com

Tel 509 737 7230  
Fax 866 357 6210

November 11, 2011

Dr. Michael Trevan, Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Rd.  
Winnipeg, MB, R3T 2N2

I would like to make comments on regards to the contribution that The Internationally Educated Agrologists Program (IEAP) is making to the agriculture sector in Canada.

With a current global population of seven billion people and large growth forecasted in the next 30 years, there is a high pressure on this sector to produce more food to feed the world. This growth in food will come out of the expenses of high yield production that requires more skillful trained people. Canada being a major global food exporter is going to have great opportunities in fulfilling this major challenge.

IEAP has demonstrated in the previous years that it is able to speed up the process of adapting well trained foreign professionals who bring a wide array of knowledge and skills and positioning them in the workforce. It is of benefit to employers to have a diverse perspective on their business that these foreign trained professionals bring. This particular program facilitates the process and opens doors for participants engaging them with the changes of a new culture, behavior and traditions by placing them in real world conditions.

As part of my job it is to interact with professionals from different sectors in the agriculture industry in Western Canada, and often I get positive comments from ag-industry leaders about the IEAP program. I do have customers that have supported and employed professionals from this program and they have had a very positive experience.

Mosaic Company supports my travels to come and meet this group once a year because recognizes the value this program brings to the sector in Canada and beyond it. We are aware of the shortage of good skilled people in this sector and the pressure is going to continue. Therefore, it is important to support this type of initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Oscar Perez", written over a circular stamp or seal.

Oscar Perez, P.Ag., C.C.A.  
Senior Agronomist  
Western North America Region  
The Mosaic Company  
E: oscar.perez@mosaicco.com

## **HAPLOTECH Inc**

*Trait Integration/ Plant Breeding Services*



196 Innovation Drive  
Winnipeg, Manitoba  
Canada, R3T 6C5

Dr. Michael Trevan, Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Rd.  
Winnipeg, MB, R3T 2N2

November 7, 2011

Dear Dr. Trevan:

On behalf of Haplotech Inc, I am writing a letter of support to continuation of the Internationally Educated Agrologists Program (IEAP).

We are experiencing shortage of trained professionals in the area of plant science, plant breeding and agronomy. This trend may continue as the enrollment in the technical disciplines (agronomy, plant systems, ag-ecology) continues to decrease.

Haplotech Inc is a research service type of business focused on advanced plant breeding services. We have benefited from the program in the way of hiring one participant from the program. We are considering having several more in for the coop work with the intention of retaining one or two as permanent employees. To my knowledge – other Manitoba based research organizations (Monsanto, DL Seeds) have also sourced staff from IEAP.

In our industry sector (Ag R&D), culturally diverse workforce is rather a norm than exception. Many of the research scientists are also internationally trained. IEAP provides the sector with trained and skilled employees at the level of a technician (laboratory, greenhouse or field). The demand for type of employees is very strong and it is expected to remain strong for the foreseeable future. The IEAP provides the internationally educated professionals the necessary training and opportunity to enter the work force. When hiring, we give priority to IEAP participants over other candidates – recognizing the strength of the program.

Sincerely,

Dr. Rale Gjuric  
Managing Director, Haplotech Inc



November 7, 2011

Richel Davies  
Diversity Specialist  
Human Resources-AgHorizons Cargill  
240-300 Graham Ave.  
Winnipeg, MB  
R3C 4C5

Dr. Michael Trevan, Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Rd.  
Winnipeg, MB, R3T 2N2

RE) Letter of Support

This letter is in support of the Internationally Educated Agrologists Program (IEAP) at the University of Manitoba. As the agriculture industry continues to expand and gain breadth in diversity, Cargill AgHorizons is keenly aware of the demand for a variety of talent pools to help meet the agribusiness industry's need for skilled workers.

Cargill AgHorizons sees a continued need for skilled and educated workers across Canada. As the competition and demand for talent increases Cargill AgHorizons anticipates long term challenges for recruiting the number of workers needed to meet business needs. In short, Cargill AgHorizons supports the initiatives of the IEAP as we see the program as a benefit in helping us meet our staffing needs.

Cargill AgHorizons sees the greatest need for skilled workers in our sales, agronomy, grain marketing, and operations areas in rural and remote areas across the Prairie Provinces. The skills needed for those areas include an educational background in agriculture and direct experience in the agribusiness industry. Most importantly in order for New Canadians to succeed in these areas they need specialized training in Canadian farming practices, English language training, and training and development in management and soft skills. Cargill AgHorizons sees the IEAP as an organization that can successfully provide these skills.

Cargill recognizes the value of the IEAP program and looks forward to a long term relationship.



Richel Davies  
Diversity Specialist – Cargill AgHorizons

300-240 Graham Avenue  
Winnipeg, Manitoba, Canada  
R3C 0J7

Tel (204) 947-0141  
Fax (204) 947-6444





5 Fabas Street, Box 100, La Broquerie, Manitoba R0A 0W0  
p: 1.204.424.5359 f: 1.204.424.5177 [www.hylife.com](http://www.hylife.com)

November 15, 2011

Dr. Michael Trevan, Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Rd.  
Winnipeg, MB, R3T 2N2

Dear Michael Trevan.

This letter is a follow up to the IEAP Advisory Committee meeting we held at the University of Manitoba this March. HyLife recognizes the importance of the IEAP and particularly how it provides a conduit for immigrants to find ways into the labour market of the agriculture sector.

In a study released by the Canadian Agriculture Human Resource Council (CAHRC) in 2009, the vacancy rate of all jobs in primary agriculture in Canada was estimated at 9%, with a total requirement of more than 50,000 workers needed to fill jobs in agriculture by 2013. This inability to attract enough local workers to the agriculture sector is a reality for a company like HyLife who employs about 400 immigrant workers which represents 1/3 of our total workforce of 1200. Programs like the IEAP work in conjunction with employers to provide practical on-farm work experience as part of its curriculum to ensure newcomers simultaneously develop the necessary skills and employment opportunities required to be successful in Canada.

HyLife supports your efforts to continue the IEAP and to secure permanent funding and we trust this letter will support the rationale for these efforts.

Sincerely,

Jeremy Janzen  
Senior Director of Human Resources  
[Jeremy.janzen@hylife.com](mailto:Jeremy.janzen@hylife.com)  
204-424-2300 x370



November 10, 2011

Dr. Michael Trevan, Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Road  
Winnipeg, MB R3T 2N2

Dear Dr. Trevan:

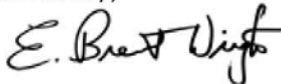
I wanted to take this opportunity to express my support and appreciation for the IEAP (Internationally Educated Agrologists Program) being managed by the Faculty of Agricultural and Food Sciences.

As an employer of plant science Research Agronomists, we have been fortunate to have the benefit of having hired two graduates of the program. The first individual came to us from another employer in the industry after having been a graduate of the very first IEAP class. The second individual came to us as a student needing to complete his IEAP work experience component. After completion of this component with us, we were impressed and offered him a permanent position within our company as a Research Agronomist.

Over the past decade, we have found that the number of Canadian-trained plant science graduates with practical experience has diminished, and we anticipate that this trend will continue. During this time period, we have also received many resumes from internationally educated agronomists with limited or no Canadian education and field experience. Both of these situations give our managers concern that these new agronomists will experience insurmountable difficulties in adapting to western Canadian agriculture. The IEAP program provides ICMS managers with increased confidence that when hired, these new agronomists will have an acceptable understanding of crop production practices in western Canada. The practical work experience gives an applicable employment reference for the prospective candidate.

We have need of one new agronomist per year, on average. The IEAP program provides us with a much-needed source of talent for these new hires. ICMS agronomists need to be detail-oriented, with good critical thinking abilities to be able to provide solutions for our clients. We look forward to the continued success the IEAP program.

Sincerely,



Brent Wright, P.Ag.  
President  
ICMS, Inc.  
[wright@icms-inc.com](mailto:wright@icms-inc.com)  
204-857-2208

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Fax: 604.556.0588





November 16, 2011

Dr. Michael Trevan, Dean  
Faculty of Agriculture and Food Sciences  
University of Manitoba  
256-66 Dafoe Road  
Winnipeg, MB  
R3T 2N2

Dr. Trevan, I am writing to provide feedback and support for the Internationally Educated Agrologists pilot Program (IEAP) offered at the University of Manitoba.

Since 2009, Maple Leaf Foods has recruited and hired a number of graduates from the IEAP for the Operations Trainee (OT) Program. The OT program receives over 500 applications each year from which we hire 12 to 15 individuals. In 2011, we interviewed over a dozen candidates from the IEAP and will likely hire two of people for our barn operations and abattoir. We currently have three IEAP graduates working in full time OT positions.

The IEAP provides Maple Leaf Foods with a local pool of high potential talented individuals who specialize in livestock, hog barn management and food production. We use this talent to seed the organization in Manitoba and Saskatchewan. This includes our hog barn system in Manitoba, the abattoir in Brandon and the Consumer Foods plants in Winnipeg and Saskatoon. We continue to return to the IEAP to recruit talent due to the consistent quality of graduates. We have budgeted for at least one IEAP graduate per year for the next three years.

The proven track record of program graduates has added enormous value to Maple Leaf Foods. The loss of funding which may lead to the termination of the program will have an impact on the talent pool available for Maple Leaf Foods and for other employers in the province of Manitoba.

Maple Leaf Foods recognizes that the IEAP pilot program has made a significant contribution to the organization and encourages Council on Post –Secondary Education (COPSE) to extend funding to implement the program on a permanent basis.

Yours Truly;

Ed Caira, *CHRP*  
Manager, Manufacturing Leadership Development  
1-416-450-5861  
ed.caira@mapleleaf.com

# Manitoba



**Civil Service Commission**

Policies and Programs Branch  
935 – 155 Carlton Street  
Winnipeg, Manitoba, Canada R3C 3H8  
T 204-945-2332 F 204-945-1486  
[www.gov.mb.ca/csc](http://www.gov.mb.ca/csc)

November 18, 2011

Dr. Michael Trevan, Dean  
Faculty of Agricultural and Food Sciences  
University of Manitoba  
256 – 66 Dafoe Rd.  
Winnipeg, MB, R3T 2N2

Subject: **Internationally Educated Agrologist Program (IEAP)**

Dear Dean Trevan:

In my capacity as Program Manager of the Diversity Direct Entry Program of the Manitoba Civil Service Commission, I would like to express my support for the continuity of the Internationally Educated Agrologist Program (IEAP). The IEAP has been a great source of suitable candidates for our Diversity Direct Entry Programs and some of the difficult to recruit positions in the government of Manitoba.

Since 2009, the IEAP has produced 8 program students who were hired by 2 government departments – Manitoba Agriculture, Food and Rural Initiatives (MAFRI) and Manitoba Conservation through the Career Gateway Program for Visible Minorities of the Manitoba Civil Service Commission. These include:


1. Amir Farooq
2. Indra Ariyaratne
3. Evimeinar (Evi) Nasution
4. Andre Kayinde
5. Paulo Fabian
6. Richard Miston Balog
7. Jaime Ernesto Paredes
8. Nkosazana Nozipho Mashinini

To date, 5 of them are still in government and another IEAP past student (Manuel Araullo) is being considered for another MAFRI position.

The IEAP has provided an important role in enhancing the academic training of foreign trained agrologists and has opened doors of opportunities to integrate fully in the labour market.

We look forward to continue working together with the IEAP in the coming years.

Sincerely,



Sam Grande  
Program Manager

**Manitoba**  
spirited energy



**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

**FACULTY** Agricultural and Food Sciences

**PROGRAM** Internationally Educated Agrologists Program (IEAP)

	Funding Request	Funding Request	Funding Request	Total
<b>PROGRAM COSTS:</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Direct Program Costs</b>				
Number of new academic positions (FTE)	3			3
Number of new administrative positions (FTE)	2x.05			0
Academic Salaries (incl bpl)	25256			25256
Administrative (incl bpl)	52463			52463
Capital / One Time Expenses				0
<b>Subtotal Direct Program Costs</b>	<b>77719</b>	<b>0</b>	<b>0</b>	<b>77719</b>

<b>Indirect Program Costs</b>				
Operating (Appendix A)	16250	0	0	16250
Graduate/Undergraduate Support (Appendix B)	1500	0	0	1500
Admin Overhead (10% of Total Direct Program Cost)	7772	0	0	7772
<b>Subtotal Indirect Program Costs</b>	<b>25522</b>	<b>0</b>	<b>0</b>	<b>25522</b>

<b>Total Program Costs</b> (Direct & Indirect)	<b>103241</b>	<b>0</b>	<b>0</b>	<b>103241</b>
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**CURRENT RESOURCES:**

<b>Program Revenue</b>				
Incremental Enrollment (headcount)				0
Tuition Fees - University %	10125			
Tuition Fees - Faculty %	57375			57375
Other Revenue	38094			38094
<b>Subtotal Direct Program Revenue</b>	<b>95469</b>	<b>0</b>	<b>0</b>	<b>95469</b>

<b>Faculty In Kind</b>				
Academic Salaries				0
Administrative Salaries	7772			7772
Capital				0
Indirect Costs				0
<b>Subtotal Faculty In Kind Funding</b>	<b>7772</b>	<b>0</b>	<b>0</b>	<b>7772</b>

<b>Total Current Resources</b> (Program Revenue & Faculty In Kind)	<b>103241</b>	<b>0</b>	<b>0</b>	<b>103241</b>
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**New Program Funding Request:**

Funding Request (Total Program Costs - Total Current Resources)	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

**NOTES:**

- The source for all program funds requested on this form must be shown clearly in the program proposal document including the requirements to confirm funding prior to program approval.
- Where implementation of an approved program exceeds three years add additional pages to show subsequent annual funding changes until the steady-state funding year. Indicate that annual steady-state value as the final year.
- Funding request represents additional funding required for each year of the program implementation. Funding requests are incremental (show only the change in funding and full- time equivalent staff on an annual basis) and total annual (continuing).
- Please leave any areas in the budget sheet not applicable to your new program funding request blank. Fields with formulas are locked and cannot be altered.

**Program Costs:**

- Direct program costs (instructional and research) include salaries and fringe benefits of faculty, instructional support staff (e.g. laboratory assistants/technicians, etc.), administrative support staff and capital equipment. One time expenses should be accounted for in year 1.
- Indirect program costs include the operating expenses (complete Appendix A), Graduate and undergraduate support costs (Appendix B) will be calculated by the appropriate office to take into account the required funds to maintain the per capita support for awards and scholarships that exists prior to the implementation of the program. Administrative Overhead will automatically be calculated base on Direct Program Costs. See Appendix A tab for examples of indirect operating costs.

**Current Resources:**

- Program Revenue is determined based on the faculties tuition %. Please contact the University Budget Officer @ 474-8189 to determine the appropriate % for your faculty. The University tuition % is not included in the total direct program revenue.
- Not all new programs will result in additional tuition revenue. Tuition revenue should ONLY be included when the department/faculty is reasonably assured that there will be new students.
- Current faculty program funding is to be identified in Faculty in Kind.

APPENDIX A

SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS

Indirect Program Costs

<u>Operating Expense Type</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7001	Travel Academic			
7002	Travel Administration			
7003	Relocation			
7004	Staff Recruitment			
7040	Printing	3000		
7041	Copying	750		
7060	Office Supplies	1500		
7061	Lab Supplies			
7062	Audio Visual Supplies			
7066	Books and Subscriptions			
7067	Other Supplies			
7068	Computing Supplies	1000		
7082	Physical Plant Postage			
7085	Departmental Communications			
7100	Affiliated Personnel Costs			
7101	Professional Development	3500		
7102	Professional Memberships			
7104	Other Services			
7107	Advertising and Promotion	2500		
7109	Software Maintenance			
7180	Professional Fees			
7261	Computer/Electronic Equipment			
7263	Capital Leases			
7264	Other Equipment and Furnishings			
7400	Equipment Repairs & Maintenance			
7401	Building Repairs & Maintenance			
7402	Equipment Rental			
7007	Local travel	4000		
<b>Subtotal Operating</b>		<b>16250</b>	<b>0</b>	<b>0</b>

For more information on expense types:

[http://www.umanitoba.ca/computing/renewal/fm/media/Account\\_Definitions.htm](http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm)

APPENDIX B

SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS

Indirect Program Costs

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7700	Scholarships			
7710	Bursaries	1500		
7720	Awards			
<b>Subtotal Operating</b>		<b>1500</b>	<b>0</b>	<b>0</b>

For more information on expense types:

[http://www.umanitoba.ca/computing/renewal/fm/media/Account\\_Definitions.htm](http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm)

Current Resources:  
Program Revenue

<b>Other Revenue</b>	<b>38,094</b>	<b>from 2+2 International agreements, endowment funding, field work fees.</b>
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## **Report of the Senate Committee on Curriculum and Course Changes on a Proposal to Establish the Internationally Educated Agrologists Program (IEAP)**

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### **Preamble**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html).
2. The Senate Committee on Curriculum and Course Changes (SCCCC) considered a proposal from the Faculty of Agricultural and Food Sciences to establish the Internationally Educated Agrologists Program (IEAP).

### **Observations**

1. The Faculty of Agricultural and Food Sciences has offered the proposed Internationally Educated Agrologists Program (IEAP) as a pilot program since 2007/2008, with funding from the Ministry of Labour and Immigration. Ministry funding for the pilot program will end in March 2012.
2. The purpose of the proposed IEAP program is to, "...[assist] new Manitobans with an agricultural degree or advanced degrees from outside of Canada to gain formal recognition of their non-Canadian credentials by the Manitoba Institute of Agrologists, to achieve meaningful work in their field, and to help the Manitoba agricultural industry discover new talent."
3. The proposed IEAP program supports the University's mission to contribute to the cultural, social and economic well-being of the people of Manitoba by responding to a shortage of agrologists in the province and by providing an avenue to meaningful employment opportunities for immigrants to the province. It is also consistent with the University's commitment to the internationalization of its curriculum.
4. The proposed program is an intensive, one-year post-baccalaureate diploma program that is modeled on the Internationally Educated Engineers Qualification program in the Faculty of Engineering. It is designed as a skill-bridging program for professionals who hold a degree, from an international post-secondary institution, in agronomy, agribusiness and agricultural economics, animal science, entomology, food science, plant science, or soil science.
5. Students are required to complete at least 24 credit hours, including seven required courses and between two and four courses (1000 – 4000 level) in their respective agricultural discipline during the first eight months of the program, followed by a four-month co-operative work placement in the agriculture sector.

The required courses include three new courses developed specifically for the IEAP curriculum (AGRI 1010 Business Communication, AGRI 4000 Practicising the



Profession of Agrology I, AGRI 4010 Practising the Profession of Agrology II) and four existing degree courses (AGRI 4550 Cooperative Education Work Term, ABIZ 1000 Introduction to Agribusiness Management, AGRI 1500 Natural Resources and Primary Agriculture Production, PLNT 2500 Crop Production).

6. A half-time program coordinator, a 0.5 program assistant, and three sessional instructors will be hired to deliver the program. The Faculty has appropriate library and computer resources to meet the needs of students in the program.
7. Projected enrolment in the program is 15 students each year. It is expected that demand for the program, which is the only one of its kind in the country, and for graduates from the program will continue to be strong.
8. The SCCCC observed that the proposed program has strong support from industry and from the Manitoba Institute of Agrologists (MIA), which has confirmed that satisfactory completion of the IEAP program meets the academic and 'Canadian context' standards and requirements for registration in the MIA.
9. The SCCCC noted the strong outcomes of the pilot program. Of the thirty-two students who have completed the program, thirty-one obtained term or permanent employment in the agriculture sector.

### **Recommendation**

The Senate Committee on Curriculum and Course Changes recommends THAT:

**Senate approve and recommend to the Board of Governors, a proposal to establish the Internationally Educated Agrologists Program.**

Respectfully submitted,

Professor H. Frankel, Chair  
Senate Committee on Curriculum and Course Changes

**Report of the Senate Planning and Priorities Committee on a proposal to establish the Internationally Educated Agrologists Program in the Faculty of Agricultural and Food Sciences**

---

**Preamble:**

1. 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/510.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html) wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of the Faculty of Agricultural and Food Sciences has approved, and recommends that Senate approve a proposal to establish the Internationally Educated Agrologists Program (IEAP).

**Observations:**

1. The proposed Internationally Educated Agrologists Program (IEAP) program is a twelve-month post-baccalaureate program designed to assist professionals who hold an agricultural or advanced degree from an international institution to, "... gain formal recognition of their non-Canadian credentials by the Manitoba Institute of Agrologists, to achieve meaningful work in their field, and to help the Manitoba agricultural industry discover new talent."
2. The Faculty of Agricultural and Food Sciences has offered the IEAP program as a pilot program since 2007/2008, with funding from Manitoba's Ministry of Labour and Immigration. Ministry funding for the pilot program will end in March 2012. The Faculty believes it is important to continue to deliver the program as it responds to a shortage of agrologists in the province, has resulted in new immigrants finding employment in the agricultural industry, and has also contributed to internationalization of the Faculty's undergraduate programs through the participation of IEAP students in the classroom.
3. Continuation of the IEAP program is also strongly supported by the Manitoba Institute of Agrologists (MIA), which is committed to continuing as a formal partner in the program, and the agribusiness industry. Industry support is demonstrated by letters of support that accompany the proposal, participation in the IEAP Advisory Committee and cooperative work programs, and through the hiring of IEAP graduates.
4. Resources will be derived or sought from the following sources:
  - the Faculty will recapture most of the tuition fees from the program, which will generate \$57,375 revenue, assuming annual enrolment of fifteen students;
  - Faculty resources (\$38,094) including operating funds, endowment revenue, operating funds for international students (including funds available from the 2 + 2 program fees), and fieldwork fees;

- Faculty in kind (\$7,772), in the form of administrative support plus space for three new staff members;
  - the Faculty will seek financial support from industry.
5. The Faculty has adequate library resources, computer facilities, and classroom space to support the program.
  6. The Faculty would make use of a number of educational resources offered centrally through the International Centre for Students (ICS), the English Language Centre, Learning Development Services, and Career Services. The Faculty indicated that it would require eleven of the thirty spaces available in the leadership workshops delivered by ICS.
  7. Resources would be required for salaries and benefits for a 0.5 time program coordinator, a 0.5 time program assistant, and three sessional instructors who would deliver three new courses developed specifically for the IEAP program.
  8. The SPPC observed that, because the Faculty would rely heavily on tuition revenue to cover program costs, and given that tuition fees are regulated, increases to revenue will not be sufficient to cover inflationary costs and salary increases for the program over time. The Faculty will be required to cover the increased costs from its operating budget.
  9. The SPPC considered several budget proposals for the IEAP program, two of which included a request for funds from COPSE and one that did not. On the basis of these proposals, and taking into account current enrolment and staffing levels in the Faculty, the SPPC is confident that the Faculty of Agricultural and Food Sciences is in a position to offer the program with existing resources.

### **Recommendation**

The Senate Planning and Priorities Committee recommends THAT:

**Senate approve and recommend to the Board of Governors that it approve the proposal to establish the Internationally Educated Agrologists Program in the Faculty of Agricultural and Food Sciences. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until satisfied that there would be sufficient existing space and sufficient existing resources in the budget of the Faculty of Agriculture to support the ongoing operation of the program.**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee



UNIVERSITY  
OF MANITOBA

Office of the Vice-President  
(Research and International)

207 Administration Building  
Winnipeg, MB  
Canada R3T 2N2  
Phone +204-474-6915  
Fax +204-474-7568

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir S. Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: December 15, 2011

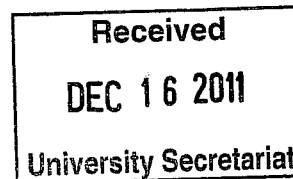
SUBJECT: Establishment of Research Centres and Institutes: Centre for Human Rights  
Research

Attached is the report on the review of the Centre for Human Rights Research conducted by the Senate Committee on University Research, according to the Policy on *Research Centres, Institutes, and Groups*.

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

Thank you.

DSJ/nis  
Encl.



THE SENATE COMMITTEE ON UNIVERSITY RESEARCH  
REPORT ON THE REVIEW OF THE  
CENTRE FOR HUMAN RIGHTS RESEARCH

**Preamble:**

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all new research centres/institutes are to be reviewed by the Senate Committee on University Research (SCUR) prior to being transmitted to the Senate Planning and Priorities Committee and to Senate, in order to be established by the Board of Governors.
2. The Senate Committee on University Research established a review sub-committee for each new centre /institute proposed. In accordance with the Policy, the task of each sub-committee was to review the proposal to determine if the Centre/Institute should be established. The Committee was further charged with recommending to SCUR the establishment of the centre/institute.

**Observations:**

1. The review process followed section 2.1.2 Contents of proposals as stipulated in the Policy. The following was noted:
  - “The Centre for Human Rights Research will bring together people and organizations – both within and outside the University of Manitoba – to enhance interdisciplinary and collaborative research capacity, create richer training opportunities for students, and facilitate the fusion of research-driven knowledge, public policy and intellectual debate on issues related to human rights and social justice.”
  - A wide range of activities will be engaged in including:
    - i. Hosting academic seminars, symposiums, workshops, summer institutes and conferences
    - ii. Training for graduate and law students
    - iii. Developing partnerships with non-governmental organizations including Winnipeg’s new Canadian Museum for Human Rights and the Truth and Reconciliation Commission of Canada
    - iv. Producing reports and books
    - v. Sponsoring awards and grants
  - Research areas include:
    - i. Truth and reconciliation on Indian residential schools
    - ii. Water as a human right
    - iii. Reproductive and sexual rights
    - iv. Documenting human rights
    - v. Immigration and international human rights
    - vi. Rights in sentencing and incarceration
  - Management of Centre:
    - i. Academic director who reports to the Office of the Vice-President (Research and International) through the Association Vice-President (Research). Director is a full-time academic appointed by the Vice-President (Research and International) for a five-year renewable term.
    - ii. Advisory board – will be comprised of members appointed by the Deans of Arts, Law, Social Work, and Education. As well an Associate Vice-

President (Research) and the academic director are also members. There will be a minimum of 9 members and a maximum of 18 members. Community members may be appointed by the Associate Vice-President (Research) as projects warrant of the centre expands. Term for Board members is three years, for no more than two consecutive terms.

- Membership:
  - i. The Director will make decisions regarding members being accepted, with advise from the advisory committee.
  - ii. Research affiliates – full-time academics at the University of Manitoba or individuals with a national or international reputation for human rights research that hold appointments at other universities.
  - iii. Professional affiliates – employed by a non-university organization devoted to human rights.
- 2. The membership of the sub-committee was as follows:
  - Dr. Janice Ristock, Associate Vice-President (Research and International), Chair
  - Dr. Mostafa Fayek, Professor, Faculty of Environment, Earth and Resources
  - Dr. Gordon Fitzell, Associate Professor, Faculty of Music
- 3. The assessment of the sub-committee was as follows:
  - The Committee is very supportive of the establishment of the Centre and recognizes that the mission aligns strongly with the University's strategic planning framework.
  - Substantial number of significant initiatives have already been undertaken, and there is the potential to develop new research synergies in the area of human rights.
  - There was a letter from Dean Lorna Turnbull confirming Deans of Law, Education, Arts, and Social Work, and the Rector of St. Paul's College will make a joint application in the upcoming Strategic Resources Planning Process for funding for the Centre. Furthermore, in the event of a shortfall, the Deans have indicated they will provide support from their own budgets as needed.

### **Recommendation:**

The Senate Committee on University Research recommends to Senate that the University establish the ***Centre for Human Rights Research***, for a 5- year period.

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

PROPOSAL TO ESTABLISH A  
**CENTRE FOR HUMAN RIGHTS RESEARCH**  
AT U OF M



Centre for Human Rights Research Initiative

*For presentation to Senate Committee on University Research, September 2011*

**UM Strategic Priority #1:** “Enhancing academic offerings by focusing on issues relevant to our world today, such as food safety, public health and human rights, while remaining true to our core teaching and research strengths.”

Human rights are one of six strategic foci identified by the university, building on existing areas of excellence and offering all departments and faculties the opportunity to participate. “With national and international attention focused on the development of the Canadian Museum for Human Rights in Winnipeg, the University of Manitoba is well-placed to encourage debate and discussion around the understanding of human rights, peace and justice and respect for others.”

**New Centre’s Mission:** The Centre for Human Rights Research will bring together people and organizations – both within and outside the University of Manitoba – to enhance interdisciplinary and collaborative research capacity, create richer training opportunities for students, and facilitate the fusion of research-driven knowledge, public policy and intellectual debate on issues related to human rights and social justice.

**Values:** Integrity, rigor, accessibility.

**Objective:** CHRR members will be recognized for excellence and leadership in human rights and social justice research nationally and internationally and the CHRR will help the U of M to achieve its strategic objective of being the institution of choice for scholars and students interested in human rights. More specific objectives are detailed in the chart below.

**Background:** Prof. Karen Busby (Law) was asked by the University’s human rights steering committee in 2009 to lead efforts to implement the university’s strategic objectives related to human rights, including possible development of a human rights centre. Members of that committee included VPs Joanne Keselman and Digvir Jayas, along with President Barnard’s executive assistant and four deans. The inter-faculty Centre for Human Rights Research Initiative supported by the deans of Arts, Law, Social Work and Education has received seed money from the Academic Enhancement Fund to create infrastructure, support planning and begin programming.

### Major startup activities:

- Website creation: [chrr.info](http://chrr.info)
- Seminar series Sept. 2010-March 2011: Critical Conversations on Indian Residential Schools, Truth and Reconciliation (13 seminars, plus student research paper presentations).
- Assisted Truth and Reconciliation Commission with Winnipeg public gathering June 16-19, 2010, including hosting a Prairie Perspectives conference at The Forks, attended by about 300 people, and staffing a legal question-and-answer table where Aboriginal law fact sheets were distributed.
- Pulled together team to prepare U of M's bid to house TRC archives in a new National Aboriginal Research Centre (NRC) on the Fort Garry campus.
- Research daylong roundtable May 2010: Unfinished Business: Human Rights issues in the 21<sup>st</sup> Century. (17 presenters, including chief knowledge officer of Canadian Museum for Human Rights.)
- Organizational and communications support for symposium on Aboriginal sentencing.
- Collaborated on public opinion poll with Trudeau Foundation and assisted with the foundation's Equality in Dignity conference.
- Negotiated memorandum of understanding between U of M and the Canadian Museum for Human Rights "to advance human rights education and research, and to empower people to change thought and take action for human rights." (Signed May 30, 2011, by President Barnard)

### Activities this fiscal year:

- Seminar series Critical Conversations: The Idea of a Human Rights Museum during academic year 2011-12, with input from Canadian Museum for Human Rights (CMHR). (Thirty people are presenting: five CMHR staff, 16 Arts faculty and nine faculty from other units, including the dean of Architecture and the director of the School of Art. See our website for the schedule.)
- Co-sponsored Strangers in New Homelands conference on positioning the rights of immigrants and refugees into the human rights agenda around the world. (November 2011)
- Developed research consortium on clean drinking water and sanitation as a human right, in collaboration with the Assembly of Manitoba Chiefs and Manitoba Keewatinowik Okimakanak. Three teams involving more than two dozen professors are planning research on health, water quality, economic, legal and advocacy issues. Funding applications for a total of \$275,000 were submitted to SSHRC, CIHR and Health Canada in fall 2011. (With matching funds from various sources, the total value of these projects is up to \$683,000.)
- Supporting the TRC/NRC ad hoc bid committee. Submission due Feb. 16, 2012.
- Hosting a national research roundtable on assisted human reproduction in Feb. 2012.
- Launched human rights speaker's bureau. Two dozen students have volunteered and we have almost 20 requests from high schools for presentations. ([Brochure](#) available on our website.)
- One of our research assistants was recently selected for a national award based on her work on CHRR-related projects.



**Scope of future activities:**

- Organize or co-sponsor academic seminars, symposiums, workshops, summer institutes and conferences related to human rights, with local, national and international participation by scholars, governments, non-government organizations and the public.
- Facilitate interdisciplinary collaborative research projects on human rights, led by U of M researchers from a wide range of faculties. These will provide research assistant opportunities for both graduate and undergraduate students.
- Co-ordinate communication among human rights researchers across all U of M campuses through a website and email list.
- Training for graduate and law students in research skills through an interdisciplinary course on a human rights theme. The theme will change each year.
- Develop partnerships with non-governmental organizations devoted to human rights, including Winnipeg's new Canadian Museum for Human Rights and the Truth and Reconciliation Commission of Canada.
- Facilitate internships for U of M students with human rights organizations.
- Sponsor visiting human rights scholars.
- Organize a speakers' bureau to provide U of M students with the opportunity to educate high-school students on human rights issues.
- Provide administrative support for other U of M human rights projects.
- Match human rights media requests to U of M experts with the appropriate expertise.
- Produce reports and books on human rights research.
- Sponsor awards and small grants for human rights research, depending on funding availability.

**Research Benefits:**

U of M already has more than 175 researchers engaged in work related to human rights. Most of them didn't know each other or what potential there might be for collaboration. The CHRR has begun bringing researchers from different faculties together through symposia, brainstorming sessions, a website and an email list, generating ideas for joint projects, including on water as a human right and Indian Residential Schools Truth and Reconciliation.

We offer administrative support for larger-scale research projects involving multiple faculties and community partners that individual departments do not have the resources to manage.

At the initiation of the CHRR, researchers from nine diverse faculties, including Medicine and Agriculture, started meeting in June 2011 to form a research consortium related to water as a human right. Potential funders include CIHR, SSHRC, Health Canada and perhaps NSERC and a private foundation. The work has expanded to include about 35 researchers from four universities, First Nations, advocacy and philanthropic groups.

The CHRR will offer support and build collaborative networks to help university researchers collectively attract more research grants of higher dollar values and greater public impact than they could on their own.

As a journalist, our manager has the Knowledge Translation expertise to increase the public profile of the university's human rights researchers. This will help improve the university's reputation in this field – just as Winnipeg becomes internationally famous for human rights with the opening of the museum – and attract the best graduate students, who will generate further

creative research ideas. Increased visibility should also attract the support of private foundations with an interest in funding human rights research.

### **Research Focus and Plans:**

The CHRR has identified preliminary focus areas for large-scale, inter-disciplinary human rights research, reflecting the expertise of the director, other U of M researchers and community partners, as well as the university's priorities. They are:

- Truth and reconciliation on Indian residential schools: We continue to co-ordinate the bid committee preparing to submit a proposal to house Truth and Reconciliation Commission archives and build a related National Research Centre. Where resources permit, we are supporting other TRC-related research, including a workshop proposal by Dr. Andrew Woolford on colonial genocide in North America.
- Water as a human right: In fall 2012, we submitted the first three grant funding applications related to our water rights research consortium. It is focusing primarily on drinking water and sewage issues in Manitoba First Nations. Dr. Katherine Starzyk (psychology) applied for a three-year Partnership Development Grant for a multidisciplinary project that includes U of M professors of economics, film, law, marketing, psychology, sociology and social work. Dr. Brenda Elias (community health) applied to CIHR to hold a symposium in May 2012 on health aspects of the issue. Dr. Annemieke Farenhorst (soil science) applied to Health Canada to train students in Sapotaweyak Cree Nation to test drinking water for contaminants. The northern chiefs have passed a resolution in support of this research partnership.
- Reproductive and sexual rights: The CHRR and *Canadian Journal of Women and the Law* are hosting a national research roundtable in on assisted human reproduction law in February 2012. We believe this area of research has the potential to expand to larger inter-disciplinary research projects. Sexual and reproductive rights are among the academic director's areas of expertise.
- Documenting human rights: Through the Critical Conversations series on *The Idea of a Human Rights Museum*, we have started to connect researchers who want to work on how to convey messages about human rights abuses. This area also had the potential to expand into other projects such as research about documentary film practices, archives acquisition and maintenance, creative writing, and art exhibits.
- Immigration and international human rights: we co-sponsored with Social Work the November 2011 Strangers in New Homelands conference to highlight the work of U of M and international scholars. We are compiling a report on feedback from conference participants on how the annual conference could be improved in future years.
- Rights in sentencing and incarceration: We are supporting the work of Prof. Debra Parkes (Law) in relation to Aboriginal sentencing and helped organize a November 2012 visiting lecture on alternatives to prison expansion.

In our first year, we laid the groundwork for TRC/IRS work and this year our focus has been on water rights. We are exploring our focus in the other three areas. For example, once the new CRC in Human Rights and Social Justice is announced, we will determine whether the CHRR can assist the appointee with his or her research agenda. While researchers are increasingly approaching us to support or endorse their projects, we do not have the resources to accommodate all such requests. We will give preference to research related to our focus areas and we will expect grant applications to include partial cost recovery for our staff time.

The focus areas will be reviewed over the years to remain current.

## Founding Academic Director

Prof. Busby joined the Faculty of Law in 1988 after practicing law for a few years and then receiving her Master of Law degree at Columbia University. She has been a full professor since 2000.

Busby researches laws related to sex, sexuality and violence. Her current research is on human rights laws affecting lesbian, gay, bi-sexual and trans-identified (LGBT) people; surrogacy contracts; and child protection laws. She was an active participant in law reform efforts directed at recognition of same-sex relationships and has worked on challenges to laws on bawdy houses/indecency, age of consent and gender identity. She has worked on numerous research projects on gendered violence, including sexual assault, girls involved in prostitution, sexual expression, and the implementation of civil domestic violence legislation. Prof. Busby appeared as counsel in the Supreme Court of Canada in the Little Sisters case about the discriminatory treatment of LGBT bookstores by Canada Customs. She teaches constitutional law, administrative law and gender and the law and is a frequently quoted media commentator.

Prof. Busby was a member the Women's Legal Education and Action Fund (LEAF) national legal committee from 1992-1997 and she remains on the LEAF Assisted Human Reproduction sub-committee. She was on the board of Egale Canada (2003-08), a national organization representing LGBT folks. Prof. Busby has been on the review panel established under Manitoba's Vulnerable Persons Living With Mental Disabilities Act since 2001. She served on the board of governors of the Winnipeg Art Gallery from 2000-2009.

Prof. Busby has received numerous awards recognizing her human rights work, including a YWCA Women of Distinction award, and awards from the Manitoba and Canadian bar associations. In July 2011, she was inducted into the Canadian Q (Queer) Hall of Fame.

Her research within the last five years has been funded by the Manitoba Law Reform Commission, the U of M's Legal Research Institute and a U of M major outreach award. Within the last five years, she has published two journal articles, two book chapters, a legal report and the *Manitoba Queen's Bench Rules Annotated* (softcover version in 2008 and 2010 and three supplements each year for the loose-leaf version.)

Prof. Busby was a long-time member of RESOLVE's board and steering committee and worked on two of RESOLVE's multi-million-dollar research grants, on child prostitution and domestic violence.

<b>Objectives/Goals</b>	<b>Startup activities April 10-Mar 11</b>	<b>Current year activities 2011-2012</b>	<b>Year 3 activities 2012-2013</b>	<b>Year 4-5 activities 2013-2015</b>
<b>Raise the profile of U of M human rights and social justice researchers and encourage public engagement through events and website.</b>	<ul style="list-style-type: none"> <li>*Unfinished Business conference (May 2010)</li> <li>*Prairie Perspectives conference (June 2010)</li> <li>*Website operational (August 2010)</li> <li>*Trudeau Foundation conference (Nov 2010)</li> <li>*Critical Conversations on Truth and Reconciliation and Indian Residential Schools [CC on TRC] (Sep-Mar 2011)</li> <li>* Implementing Gladue Aboriginal sentencing conference (March 2011)</li> </ul>	<ul style="list-style-type: none"> <li>*Website review</li> <li>*Critical Conversations: The Idea of a Human Rights Museum, including podcasts [museum CC]</li> <li>*Strangers in new Homelands conference</li> <li>*Supporting workshops on Aboriginal sentencing</li> <li>*Hosting assisted human reproduction roundtable. (Feb. 2012)</li> <li>*Research and media work by centre director on sexual assault law and sexual minorities</li> <li>*Visited FNs re water rights.</li> </ul>	<ul style="list-style-type: none"> <li>*Indigenous Bar Association annual meeting, on water rights? (Oct. 2012)</li> <li>*CC on water rights.</li> </ul>	<ul style="list-style-type: none"> <li>*Host Intl Assn Genocide scholars conference July 2013?</li> </ul>
<b>Develop community partnerships (e.g., Canadian Museum for Human Rights, Truth and Reconciliation Commission of Canada, Trudeau Foundation).</b>	<ul style="list-style-type: none"> <li>*Prairie Perspectives conference</li> <li>*Q&amp;A table at TRC event</li> <li>*Aboriginal Law fact sheets and video</li> <li>*Unfinished Business conference, with CMHR staff</li> <li>*Trudeau oak conference</li> </ul>	<ul style="list-style-type: none"> <li>*Professional affiliate agreements with CMHR research staff</li> <li>*MOU with museum (May 2011)</li> <li>*Working with AMC/MKO on water rights.</li> <li>*Working on TRC internships</li> </ul>	<ul style="list-style-type: none"> <li>*Support the NRC launch (if bid successful)</li> <li>*Water Rights</li> </ul>	<ul style="list-style-type: none"> <li>*Support the NRC launch</li> </ul>

<b>Foster conditions for the development of internal, inter-disciplinary relationships.</b>	<ul style="list-style-type: none"> <li>*Email list to announce events</li> <li>*CC on TRC</li> </ul>	<ul style="list-style-type: none"> <li>*Museum CC</li> <li>*Researcher of the Week on website</li> <li>*Regular contact with grants facilitators</li> </ul>	<ul style="list-style-type: none"> <li>*CC on water rights</li> <li>*Researcher of the Week</li> </ul>	
<b>Facilitate collaborative research projects.</b>	<ul style="list-style-type: none"> <li>*Admin support for the Canadian Journal of Human Rights.</li> <li>*Miscarriages of justice project.</li> </ul>	<ul style="list-style-type: none"> <li>*Water rights consortium.</li> <li>*Support the NRC bid committee</li> <li>*Workshop on working with First Nations research partners.</li> </ul>	<ul style="list-style-type: none"> <li>*Support TRC research projects</li> <li>*Water rights.</li> </ul>	
<b>Sponsor visiting scholars.</b>	<ul style="list-style-type: none"> <li>*Penelope Andrews, Jennifer Llewellyn, Joanna Quinn, Nadine Changefoot (CC on TRC series)</li> <li>*Contribution to Architecture conference for CC-related speaker.</li> </ul>	<ul style="list-style-type: none"> <li>*Speakers related to museum CC</li> </ul>		
<b>Develop programs and opportunities that enhance students' academic experience (e.g., research positions, speakers' bureau, internships).</b>	<ul style="list-style-type: none"> <li>*Hired a research assistant for 6 weeks—website, Aboriginal Law fact sheets and videos; PP conference support.</li> <li>*First CC cohort students finished.</li> </ul>	<ul style="list-style-type: none"> <li>*Preliminary work on internships</li> <li>*research assistants summer 2011 (Gladue and TRC)</li> <li>*Museum CC cohort development</li> <li>*Support for national political science student conference.</li> <li>*Set up speakers' bureau</li> </ul>	<ul style="list-style-type: none"> <li>*Support grant applications that include research assistants</li> </ul>	

<b>Develop and execute a fundraising plan.</b>	*Academic Enhancement Fund 2010-12 major outreach grant. *Faculty of Law support *Major outreach award for fact sheets and videos *Arts contributed to Prairie Perspectives conf.	*Bridge funding from VP Academic. *Seek commitments from faculty clusters. *Start discussions with U of M development office on new endowment fund. *Applications to SSHRC, CIHR and Health Canada for water project funding.	*Assist with endowment fundraising	*Assist with endowment fundraising.
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## CONSTITUTION

The Centre for Human Rights Research is an inter-faculty research centre within the University of Manitoba. The academic director reports to an Associate Vice-President (Research).

### Staff:

**Academic Director:** this position is held by a full-time faculty member with an established reputation in the field of human rights research. The director is appointed by a Vice-President (Research), with advice from the CHRR advisory board and from CHRR members. The term of the director is normally five years, renewable.

The responsibilities of the director include but are not limited to:

- ensuring the general objectives of the centre are met;
- conducting and facilitating research in the field of human rights;
- generating research proposals;
- providing assistance to other faculty in the generation of research proposals;
- ensuring the organization of conferences, seminars, lectures, etc.;
- liaising with university departments and centres;
- supervising CHRR staff and research assistants; and
- administering and allocating centre funds.

**Manager:** former *Free Press* journalist Helen Fallding (first contract expires Feb. 2012). The duties of the manager (outreach and research) include but are not limited to:

- assisting the academic director in meeting the objectives of the centre;
- developing and maintaining relationships with community partners and funders;
- identifying research funding opportunities and assisting with grant applications and reporting;
- public relations, including website maintenance and writing annual report;

- organization of conferences and other events;
- editing CHRR publications;
- supervision of office assistant; and
- developing speaker's bureau and student internships.

Office Assistant: (half time)

The duties of the office assistant include but are not limited to:

- event planning, including registration, catering, room reservations, brochure printing and travel arrangements for speakers;
- website updates;
- general administrative duties.

### **Advisory board:**

The board advises the director on matters relating to policy for the centre.

The deans of Arts, Law, Social Work and Education each appoint two members.

The associate VP Research and the academic director of the CHRR are also members.

Community members and representatives of other faculties will be brought onto the board as specific projects warrant or as the centre expands. (We are waiting until we have official centre status to expand beyond our four founding faculties.) New faculty representatives will be appointed by the appropriate dean and community members will be appointed by the Associate VP Research, on the advice of the director and in consultation with the board. The board currently has nine members and will have a maximum of 18.

The term of tenure for individual board members is three years, for no more than two consecutive terms. Responsibilities of the board include, but are not limited to:

- providing ongoing advice and guidance to the director;
- liaison with individual faculties and the community;
- making recommendations concerning research focus;
- providing advice on centre memberships; and
- establishing working committees as required.

Current advisory board members:

Academic director Prof. Karen Busby (Law)

Dr. Janice Ristock, Assoc. VP Research

Dr. Lorna Turnbull (Dean of Law)

Dr. Rob Hoppa (Arts Assoc. Dean of Research)

Dr. Jennifer Schulz (Law Assoc. Dean of Research)

Dr. Liz Millward (Women's and Gender Studies Co-ordinator)

Dr. Jerome Cranston (Education)

Dr. Nathalie Piquemal (Education)

Dr. Maria Cheung (Social Work)

Dr. Eveline Milliken (Social Work)

### **Members:**

CHRR members will be individuals with a solid reputation in human rights research and PhD or equivalent qualifications who desire a formal affiliation with the Centre for Human Rights Research to facilitate collaborative research or the centre's other activities. Centre membership is also open to members of the advisory board. There is no salary associated with the

appointment. Two categories will be recognized:

- Research affiliates are individuals with full-time academic appointments at the University of Manitoba whose research is primarily focused on human rights, or individuals with a national or international reputation for human rights research who hold appointments at other universities.
- Professional affiliates are primarily employed by a non-university organization devoted to human rights. They will engage in collaborative research with CHRR and/or assist with CHRR events.

Decisions on accepting members will be made by the director, with advice from the advisory committee.

Members will have access to administrative and communications assistance from CHRR staff, as resources permit. They are expected to contribute to research and outreach activities supported by the CHRR, including:

- performing multidisciplinary and collaborative human rights research of benefit to the community or for peer-reviewed publication;
- participating in seminar series, consultations, roundtables and other research dissemination events;
- fostering links with other human rights researchers within and outside U of M; and
- supervising graduate and undergraduate students participating in CHRR research.

Members are expected to name the CHRR in work that benefited from the CHRR's resources and to build into grant applications, wherever possible, a financial contribution toward CHRR's operations.

While the Centre was started by four faculties, we are already drawing in researchers from five other faculties. The proposed **founding members** are actively involved in CHRR's water rights and other projects. *Curriculum vitae are attached as an appendix.*

Faculty of Arts: (research affiliates)

- **Dr. Janice Ristock** is associate vice-president (research) and professor of women's and gender studies. Her scholarly work reflects an overarching focus on community mental health and social justice. Her research is in three intersecting areas: gender and sexuality; interpersonal violence; and HIV/AIDS and stigma. She has gained international recognition for her research on violence in same-sex relationships and on community-based research methodologies.
- Sociologist **Dr. Andrew Woolford** has an ongoing interest in genocide studies, including in relation to Canadian Aboriginal Peoples. He also works on restorative justice and conflict resolution. Woolford's most recent SSHRC-sponsored project examines the extent to which the neoliberal policy shift has affected the rights and social justice opportunities of marginalized inner-city residents.
- Psychologist **Dr. Katherine Starzyk**'s research focuses on determining the factors that lead people to support reparations for historical intergroup harms. She has recently submitted a SSHRC funding application for a multidisciplinary project on water as a human right, to be administered by CHRR.
- Political scientist **Dr. Kiera Ladner** holds the Canada Research Chair in Indigenous politics and governance. Her research project on constitutional reconciliation examines the potential for political reconciliation between Indigenous nations and the settler state, given the long history of injustice, discrimination, oppression, domination, regime



replacement and the (attempted) destruction of nations. Dr. Ladner is also developing Mamawipawin – a space for community-based research with Indigenous Peoples.

- **Dr. Adam Muller** is preoccupied with rights issues arising from the sometime violent collisions of moral, aesthetic, political, and strategic discourses in works of art, especially works of narrative fiction and film. His work seeks to generate insights into the moral and other indignities accompanying suffering, spectatorial ethics (i.e. with the moral dimension of witnessing atrocity), historical truth claims, and representations of the defence and diminishment of human freedom. His scholarship is deeply implicated in a wider set of juridical, historical, moral-philosophical, and popular conversations about the universality of human rights.
- Sociologist **Dr. Chris Powell** focuses his research program on three intertwined threads of inquiry. The first is a historical sociology of genocide, focusing on the ways in which genocide has resulted from the expansion of Western civilization, overtly through imperialist conquest, and latently through the non-intentional structural consequences of state-formation. The second is a meta-theoretical examination of concepts of social structure, especially complex system theory and relational sociology. The third is a critical sociology of knowledge that traces out how truths are socially established through power struggles.
- The head of Native Studies, **Dr. Renate Eigenbrod**, studies Aboriginal literatures in Canada. She is also a member of the Manitoba Aboriginal Justice and Equality Coalition.
- **Dr. Myroslav Shkandrij** researches cultural politics in the former Soviet Union, in particular the situation of Ukrainians and Jews. He has focused on government policies toward Ukrainians and Jews, and the depiction of these two peoples in literature and the arts. Dr. Shkandrij has also worked on the issues raised by the Famine of 1932-33, also called the Holodomor.
- **Dr. Catherine Chatterley** is a modern European intellectual historian with a specialization in the Holocaust and anti-Semitism. She teaches courses in these subjects for the University of Manitoba and directs the Canadian Institute for the Study of Antisemitism, which she founded in 2010. Chatterley has just completed a two-year SSHRC postdoctoral fellowship and is completing a manuscript of her second book, *A History of the Antisemitic Imagination*.
- **Dr. Stephan Jaeger**, acting head of German and Slavic Studies, studies representations of war, especially historiographical representations in German and European literature, film, historiography and museums. He asks how moral/legal definitions of war and human rights relate to war's representation.
- Economist **Dr. Umut Oguzoglu**'s research interests are in labour economics, health economics, Aboriginal economic development, economic growth, panel data econometrics and applied econometrics. He is currently working on a research project that examines income determinants in First Nations Reserves. He has published papers on the financial protection of health insurance, disability, income support stigma and retirement incentives.

#### Faculty of Law: (research affiliates)

- **Dr. Donn Short**'s primary research interest is safe schools, with a focus on homophobic and transphobic bullying. He is the recipient of a research fellowship from the Law Foundation of British Columbia, as well as a Social Sciences and Humanities Research Council standard research grant. Dr. Short is committed to the rights of artists and is a member of PEN Canada and the Playwrights Guild of Canada. At Robson Hall, he founded the group Outlaws and he is the founding editor of the *Canadian Journal of*

#### *Human Rights.*

- **Prof. Mary Shariff** is an assistant professor of law and also teaches at the University of Manitoba's Natural Resources Institute. Her diverse research interests include bioethics and law; law of contracts; natural resources law; biogerontology, aging and the law; and assisted death and palliative care. Prof. Shariff is leading a research group for CHRR on legal issues related to water as a human right.
- **Dr. Gerald Heckman's** research interests include administrative and constitutional law, human rights law and refugee law. His recent publications have focused on the influence of international human rights norms on states' domestic legal systems. His dissertation focused on the gap between procedural rights guaranteed to refugee claimants by international human rights treaties and the domestic procedural protections provided claimants under the Canadian, American and Australian systems for refugee protection decision making.
- **Prof. Darcy MacPherson's** research is diverse, covering areas such as corporate law, corporate criminality and disability rights. His service work is largely in the area of human rights, particularly as they relate to disability issues. He is both the president and chair of the board of the Canadian Centre on Disability Studies and chair of the steering committee of Inclusive Education for Children with Disabilities in Ukraine, a five-year, \$4.7-million project whose major funder is the Canadian International Development Agency.
- Associate Law dean **Lisa Fainstein** is past president of the Women's Legal Education and Action Fund (Manitoba) and chaired the children's rights committee of the Manitoba Association of Rights and Liberties. She teaches family law and property law and has published on equality issues in family law. She has also served on the boards of organizations devoted to environmental issues and women's safety.
- **Dr. Jennifer Schulz** is associate dean of research and graduate studies and an associate professor in the Faculty of Law. Her teaching and research interests include negotiation and mediation; law and film; and torts. Dr. Schulz is also the executive director of the Legal Research Institute and a member of CHRR's advisory board.

#### Faculty of Medicine: (research affiliates)

- **Dr. Brenda Elias** is co-director of the Manitoba First Nations Centre for Aboriginal Health Research and a CIHR New Investigator. Her research interests include gender health, social determinants, health info-structures, knowledge translation, Aboriginal health and research ethics. Dr. Elias is leading a working group for the CHRR on health issues related to water as a human right.
- **Dr. Linda Larcombe's** research is focused on the study of genetic, socio-cultural and environmental factors contributing to infectious disease susceptibility and resistance in Canadian Aboriginal populations. Trained in anthropology, her approach to infectious disease research is multidisciplinary and draws from medical anthropology, immunogenetics, immunology, ancient DNA, geographic information systems, land use studies, history and archaeology to gain new perspectives regarding disease susceptibility and resistance.
- **Dr. Pamela Orr** is a physician, teacher, administrator and researcher with expertise in Aboriginal and circumpolar health. Her current research focuses on the epidemiology of infectious diseases in Aboriginal populations, the social determinants of health, and health-care delivery. Dr. Orr is a consultant with the J.A. Hildes Northern Medical Unit and scientific editor of the *International Journal of Circumpolar Health*.

Faculty of Education: (research affiliates)

- **Dr. Jerome Cranston** uses critical perspectives to explore organizational structures and behaviours that act as blinders to social injustice in the education system.
- **Dr. Nathalie Piquemal**'s research and teaching examine education from a human rights perspective. Her specialty is intercultural and international education, with a focus on issues of cultural discontinuities as experienced by minority students. Dr. Piquemal's areas of interest also include research ethics; immigration, language and culture; cultural and linguistic discontinuities; and Aboriginal education.
- **Dr. Marlene Atleo** co-ordinates the University of Manitoba's adult and post-secondary education program and teaches Aboriginal and cross-cultural education to teacher candidates. Her current focus is on understanding the development and delivery of diverse and non-traditional community programs for credentials in post-secondary education. She also works on human rights to socio-historical integrity in education, on capacity development and on heritage language rights for educational success of Aboriginal people.

Faculty of Social Work: (research affiliate)

- **Prof. Colin Bonnycastle** is director of the northern social work program in Thompson. His work addresses criminal and restoration justice; social policy and poverty. He has done or is involved in research in areas of homelessness, gendered violence, childcare, and women and economic restructuring in the North. He has also written in the areas of social work ethics, charity, religion and social welfare, and social justice.
- **Dr. Eveline Milliken** works in the inner-city Social Work ACCESS Program and the Aboriginal Child Welfare Initiative. Prof. Milliken's areas of interest include women's issues/feminist perspectives; cross-cultural communication; and cultural safety.

Faculty of Agricultural and Food Sciences: (research affiliate)

- **Dr. Annemieke Farenhorst** is the Prairie region NSERC Chair for Women in Science and Engineering, and is creating new opportunities for women to grow, develop, and provide leadership in the fields of science and engineering. Among these opportunities will be outreach programs for Aboriginal Peoples created in collaboration with the leaders of northern communities, including educational programs on water as a human right. Her research expertise includes strengthening policies, community-based programs and performance measures that help protect land and water resources in Canada and Central America.

Faculty of Nursing: (research affiliate)

- **Dr. Benita Cohen**'s research program is focused on building public health capacity to address and reduce inequities in health using a social justice lens. Current research activities include developing indicators for public health organizational capacity for social justice and equity work.

Faculty of Environment, Earth and Resources: (research affiliate)

- **Dr. Shirley Thompson** is an associate professor at the Natural Resources Institute. Her research interests lie with food, housing and water security in northern Manitoba Aboriginal communities, where the sustainability and health disadvantage is most evident.

She has specialized in applied research, which included government, industry and Indigenous organizations. Recently, she and her students have produced participatory video documentaries, including *Harvesting Hope*, about food sovereignty in northern Manitoba.

Faculty of Graduate Studies: (research affiliate)

- **Dr. Nancy Hansen** is director of the interdisciplinary master's program in disability studies. Her University of Glasgow PhD thesis examined the impact of education and social policy on the employment experiences of women with physical disabilities and her post-doctoral research examined the access of women with disabilities to primary health care. Dr. Hansen's research interests include disability history (eugenics and bioethics), geography of disability, disabled women's issues, disabled people's access to primary health care and disability and the media.

Canadian Museum for Human Rights: (professional affiliate)

- **Tricia Logan** is museum researcher/curator and a PhD candidate at the Royal Holloway University of London. Her dissertation topic focuses on memory and history of residential schools in Canada. Logan also holds an MA in Native studies from the University of Manitoba. She has published articles on Métis health, Métis experiences at residential school, Métis scholarship and Truth and Reconciliation in Canada. She also sits on an advisory team developing ethical guidelines for Métis research.

### **Physical resources:**

The Faculty of Law has provided CHRR with startup assistance, including an office for the manager and a desk in the general law office for the office assistant. The faculty has also provided office supplies, telephones, computers, meeting rooms and accounting, technical and graphic design support. Law dean Lorna Turnbull confirms in her support letter that the faculty is prepared to continue this excellent level of support for at least the next three years.

Minor weaknesses: the CHRR director, manager and administrative assistant are in the same building, but their offices are not together in a cluster on the same floor. Filing and bookshelf space is limited.

We will explore the possibility of expanding into adjacent offices in the Faculty of Law's top floor that are officially designated for research but are currently serving other functions. This would consolidate our physical presence as a centre, with appropriate signage and display space.

**Current-year budget (to March 31, 2012)**

- Not including in-kind services

**Salaries:**

Manager (EMAPS Level 9)	\$85,000	
Office assistant (half time OA3)	\$18,824	
Director's teaching release (3 credit hours)	\$4,500	
Student research assistants	\$8,500	
(literature search, maintain website, podcast events, speaker's bureau, grant prep.)		
Benefits/levy	\$23,365	
Total salary and benefits		\$140,189
Travel (visitors and staff)		\$10,000
Printing, materials, advertising		\$9,558
Total expenses		\$159,747

**Funding:**

VP Academic	\$153,747
Arts	\$2,000*
Education	\$2,000*
Law endowment fund	\$2,000*
Total	\$159,747

\*for research assistants

**Proposed core 2012-13 budget (adjusted for inflation, adding in-kind services)**

- See attached spreadsheet for details

Salaries (as above, plus director stipend \$3,436):	\$149,148
Travel	\$10,000
(visiting speakers, director's and manager's travel to human rights conferences and research centres)	
Operating expenses	\$14,744
Grants to UM human rights researchers	\$15,000
(small awards to facilitate early development of new collaborative ideas)	
Total	\$188,892

**Proposed funding sources:**

Joint Application by Law, Arts, Social Work & Education through SRP process	\$161,158
In-kind from Faculty of Law	\$7,744
Estimated Tri-council and other research grant contributions to admin	\$20,000
Total	\$188,892

\*The deans of Arts, Education, IH Asper School of Business, Law, Social Work and the Rector of St. Paul's College have committed to make a joint application through the upcoming Strategic Resource Planning process for CHRR funding and, in the event of a shortfall after those allocations are made, to review their own faculty allocations for ways to support the CHRR. (See November 2011 letter from Law Dean Lorna Turnbull.) In the meantime, VP Academic Joanne Keselman has provided CHRR bridge funding of \$107,000 to ensure the manager's salary continues to be paid while funding proposals proceed.

2013-2014 budget: \$197,042 (adjusted for inflation and salary increments)

2014-2015 budget: \$205,752 (adjusted for inflation and salary increments)

### Sources of funds for specific research projects:

Our Water Rights Research Consortium has submitted applications to CIHR, SSHRC and Health Canada and may submit to NSERC and Justice Canada. If the SSHRC application is successful, that grant would cover about 6 per cent of CHRR staffing costs, but we expect the work to require about 20 per cent of staff time over three years.

The *Canadian Journal of Women and the Law* is co-sponsoring the assisted human reproduction roundtable.

We are also developing relationships with charitable foundations interested in human rights research and in our water project, and will make funding applications wherever possible.

### Long-term funding

We have already received one unsolicited call from a donor inquiring about how to make bequests to support the CHRR's work. CHRR and our four founding deans will approach the university development office to include fundraising for a \$2-million CHRR endowment fund in the next U of M capital campaign.

By the time that money is raised, we expect to have on our board representatives from more than the current four faculties.

Annual budget after endowment fund in place:

Through University SRP process supported by Multiple faculties.	\$99,000
In-kind	\$7,000
Estimated grant funds	\$24,000
Endowment interest:	\$100,000
TOTAL (adjusted for inflation)	\$230,000

Background: similar U of M research centres (RESOLVE Manitoba, the Centre on Aging and the Institute for the Humanities) collectively get about half their funding from the university budget and half from endowment funds.

**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

**FACULTIES:** Arts, Education, IH Asper, Law, Social Work and St Paul's

**PROGRAM:** Centre for Human Rights Research

	Funding Request	Funding Request	Funding Request	Total
<b>PROGRAM COSTS:</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Direct Program Costs</b>				
Number of new academic positions (FTE)	0	0	0	0
Number of new administrative positions (FTE)	2	0	0	2
Academic Salaries (incl bpl)	9523	9751	9984	29258
Administrative (incl bpl)	130955	137909	145397	414262
Capital / One Time Expenses	0	0	0	0
<b>Subtotal Direct Program Costs</b>	<b>140478</b>	<b>147660</b>	<b>155381</b>	<b>443520</b>

<b>Indirect Program Costs</b>				
Operating (Appendix A)	39744	40539	41350	121633
Graduate/Undergraduate Support (Appendix B)	8670	8843	9020	26534
Admin Overhead (10% of Total Direct Program Cost)	14048	14766	15538	44352
<b>Subtotal Indirect Program Costs</b>	<b>62462</b>	<b>64148</b>	<b>65908</b>	<b>192518</b>

<b>Total Program Costs</b> (Direct & Indirect)	<b>202940</b>	<b>211808</b>	<b>221290</b>	<b>636038</b>
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**CURRENT RESOURCES:**

<b>Program Revenue</b>				
Incremental Enrollment (headcount)	0	0	0	0
Tuition Fees - University % Dollars	0	0	0	
Tuition Fees - Faculty % Dollars	0	0	0	0
Other Revenue	20000	20400	20808	61208
<b>Subtotal Direct Program Revenue</b>	<b>20000</b>	<b>20400</b>	<b>20808</b>	<b>61208</b>

<b>Faculty In Kind</b>				
Academic Salaries				0
Administrative Salaries				0
Capital				0
Indirect Costs	21792	22228	22672	66692
<b>Subtotal Faculty In Kind Funding</b>	<b>21792</b>	<b>22228</b>	<b>22672</b>	<b>66692</b>

<b>Total Current Resources</b> (Program Revenue & Faculty In Kind)	<b>41792</b>	<b>42628</b>	<b>43480</b>	<b>127900</b>
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**New Program Funding Request:**

Funding Request (Total Program Costs - Total Current Resources)	<b>161148</b>	<b>169180</b>	<b>177809</b>	<b>508138</b>
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**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

**NOTES:**

- The source for all program funds requested on this form must be shown clearly in the program proposal document including the requirements to confirm funding prior to program approval.
- Where implementation of an approved program exceeds three years add additional pages to show subsequent annual funding changes until the steady-state funding year. Indicate that annual steady-state value as the final year.
- Funding request represents additional funding required for each year of the program implementation. Funding requests are incremental (show only the change in funding and full- time equivalent staff on an annual basis) and total annual (continuing).
- Please leave any areas in the budget sheet not applicable to your new program funding request blank. Fields with formulas are locked and cannot be altered.

**Program Costs:**

- Direct program costs (instructional and research) include salaries and fringe benefits of faculty, instructional support staff (e.g. laboratory assistants/technicians, etc.), administrative support staff and capital equipment. One time expenses should be accounted for in year 1.
- Indirect program costs include the operating expenses (complete Appendix A), Graduate and undergraduate support costs (Appendix B) will be calculated by the appropriate office to take into account the required funds to maintain the per capita support for awards and scholarships that exists prior to the implementation of the program. Administrative Overhead will automatically be calculated base on Direct Program Costs. See Appendix A tab for examples of indirect operating costs.

**Current Resources:**

- Program Revenue is determined based on the faculties tuition %. Please contact the University Budget Officer @ 474-8189 to determine the appropriate % for your faculty. The University tuition % is not included in the total direct program revenue.
- Not all new programs will result in additional tuition revenue. Tuition revenue should ONLY be included when the department/faculty is reasonably assured that there will be new students.
- Current faculty program funding is to be identified in Faculty in Kind. If the faculty does not require the 10% overhead automatically calculated in program costs enter the same amount in this section to zero it out.



## APPENDIX A

**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

**Indirect Program Costs**

<u>Operating Expense Type</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7001	Travel Academic	2000	2040	2081
7002	Travel Administration	2000	2040	2081
7003	Relocation		0	0
7004	Staff Recruitment		0	0
7040	Printing	5300	5406	5514
7041	Copying	750	765	780
7060	Office Supplies	600	612	624
7061	Lab Supplies		0	0
7062	Audio Visual Supplies	200	204	208
7066	Books and Subscriptions	200	204	208
7067	Other Supplies		0	0
7068	Computing Supplies	300	306	312
7082	Physical Plant Postage		0	0
7085	Departmental Communications	759	774	790
7100	Affiliated Personnel Costs		0	0
7101	Professional Development	1000	1020	1040
7102	Professional Memberships		0	0
7104	Other Services		0	0
7107	Advertising and Promotion		0	0
7109	Software Maintenance	3000	3060	3121
7180	Professional Fees		0	0
7261	Computer/Electronic Equipment	1800	1836	1873
7263	Capital Leases		0	0
7264	Other Equipment and Furnishings		0	0
7400	Equipment Repairs & Maintenance		0	0
7401	Building Repairs & Maintenance		0	0
7402	Equipment Rental		0	0
Other (Please Specify)			0	0
7103	Conferences/events	5000	5100	5202
7104	Other services	1835	1872	1909
	Grants and awards	15000	15300	15606
<b>Subtotal Operating</b>		<b>39744</b>	<b>40539</b>	<b>41350</b>

For more information on expense types:

[http://www.umanitoba.ca/computing/renewal/fm/media/Account\\_Definitions.htm](http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm)

**APPENDIX B****SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS****Indirect Program Costs**

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7700	Scholarships			
7710	Bursaries			
7720	Awards	8670	8843	9020
<b>Subtotal Operating</b>		<b>8670</b>	<b>8843</b>	<b>9020</b>

For more information on expense types:

[http://www.umanitoba.ca/computing/renewal/fm/media/Account\\_Definitions.htm](http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm)

## Estimated In-Kind Contribution from The Faculty of Law

Estimated Amt 2011-2012	Operating Expense Type
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	7041	Copying
\$ 250.00		
	7060	Office Supplies
\$ 100.00		
\$ 759.00	7085	Departmental Communications
	7104	Other Services
\$ 1,835.00		
\$ 3,000.00	7109	Software Maintenance
\$ 1,800.00	7261	Computer/Electronic Equipment
<b>\$ 7,744.00</b>		
\$ 14,047.85	overhead	
\$ 21,791.85	TOTAL	

## Notes

based on 5 cents per copy, however if they had to rent their own copier, a basic sorting, stapling, scanning copier costs about \$2400 per year plus toner.

estim for file folders, pens, hi-liters, p-clips, tape, staples post-its, correction tape etc

2 Telephones x monthly charges

Acctg support (\$650) and Communications support(\$1185)  
based on hours spent and their hourly rate

## **Report of the Senate Planning and Priorities Committee on a proposal to establish the Centre for Human Rights Research**

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### **Preamble:**

1. 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/510.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html) wherein SPPC is charged with making recommendations to Senate regarding any such studies, proposals or reports that it may initiate within itself, have referred to it by Senate, other Councils, Committees or Bodies, formal or otherwise.
2. The Senate Committee on University Research (SCUR) has the responsibility to consider proposals to establish research centres/institutes for recommendation to Senate and to conduct periodic reviews of these centres/institutes, reporting to Senate as appropriate.
3. The SCUR recommends that Senate establish the Centre for Human Rights Research for a five-year period beginning in 2012 and ending June 30, 2017.

### **Observations:**

1. The SPPC observed that the mission and objectives of the proposed Centre for Human Rights Research are directly relevant to the University priority for academic enhancement in the area of human rights, as identified in the Strategic Planning Framework approved by Senate, June 24, 2009.
2. The proposed Centre for Human Rights Research is an inter-faculty initiative of the Faculties of Arts, Law, Education and Social Work which has a mission to, "...bring together people and organizations – both within and outside the University of Manitoba – to enhance interdisciplinary and collaborative research capacity, create richer training opportunities for students, and facilitate the fusion of research-driven knowledge, public policy and intellectual debate on issues related to human rights and justice."
3. The Centre would support the more than 175 researchers at the University engaged in human rights research by providing opportunities to engage in a collaborative and interdisciplinary research network that would increase the University's reputation and visibility in this area generally and in a number of preliminary focus areas identified for the Centre: truth and reconciliation on Indian residential schools, water as a human right, reproductive and sexual rights, documenting human rights, immigration and international human rights, and rights in sentencing and incarceration.
4. The Centre has already undertaken a number of high profile activities, including but not limited to: organizing several seminars in the Critical Conversations seminar series; assisting with the preparation of the University's bid to house the Truth and Reconciliation Commission archives in a new National Aboriginal Research Centre at the University; negotiating an MOU between the University and the Canadian Museum

for Human Rights to advance human rights education and research; co-sponsoring the Strangers in New Homelands Conference (November 2011); hosting a national research roundtable on assisted human reproduction (February 2012); and developing a research consortium on clean drinking water and sanitation as a human right, in collaboration with the Assembly of Manitoba Chiefs and Manitoba Keewatinowi Okimakanak.

5. The Centre has received seed money from the Academic Enhancement Fund to create infrastructure, to support planning, and to begin programming. In addition, the Faculty of Law has also provided in kind funding. The Centre's budget for the current fiscal year is \$159,747. The Committee noted that, in the fifth year, the Centre would require approximately \$250,000 to operate, taking into account incremental costs.
6. Resources will be sought or derived from a number of sources:
  - in each year (for the period 2012-2017), the deans of the Faculties of Arts, Law, Education and Social Work will jointly request funds available through the Strategic Resource Planning process, which is available to support collaborative research initiatives in the social sciences (law, arts, business) and in the area of human development (social work, education, extended education). The faculties will submit an annual request for \$161,148 prior to the establishment of an endowment fund (see below) and \$99,000 annually once the endowment fund is in place.
  - the SPPC was advised that, in the event that the funding requests are not granted or are granted only in part, the participating faculties have indicated a willingness to reconsider their own budgets to attempt to make up any shortfalls;
  - research grants;
  - annual revenue of \$100,000 from an endowment fund (\$2 M) to be identified as a fund-raising priority by each of the four faculties for the next capital campaign;
  - the Faculty of Law would continue to provide in kind funding (including, office and meeting space, office supplies and equipment, accounting, technical, graphic design support), for at least three additional years.
7. Resources would be required for salaries and benefits for a full-time manager, a 0.5 time office assistant, and student research assistants, and to cover the director's teaching release (3 credit hours). The SPPC was informed that, given the level and types of responsibilities that the manager has (including assisting researchers from across the University with developing grant applications, and organizing educational and outreach activities), the Centre will recommend that the position be established at the level of EMAPS 9. Resources will also be required for travel and operating expenses.

### **Recommendation**

The Senate Planning and Priorities Committee recommends THAT:

**Senate approve and recommend to the Board of Governors that it approve the establishment of the Centre for Human Rights Research, for a five-year period ending June 30, 2017. The Senate Committee on Planning and Priorities recommends that the Vice-President (Research and International) not implement the proposal to establish this Centre until satisfied that there would be sufficient**

**existing space and sufficient existing resources as outlined in the proposal appended to the Report of the Senate Committee on University Research RE: Establishment of Research Centres and Institutes: Centre for Human Rights Research [December 15, 2011].**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee



UNIVERSITY  
OF MANITOBA

Office of the Vice-President  
(Research and International)

207 Administration Building  
Winnipeg, MB  
Canada R3T 2N2  
Phone +204-474-6915  
Fax +204-474-7568

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: March 7, 2012

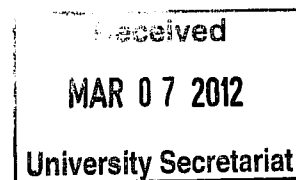
SUBJECT: Periodic Review of Research Centres and Institutes: the Centre for Earth  
Observation Science

Attached is the report on the Centre for Earth Observation Science conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

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

Thank you.

DSJ/nis  
Encl.





THE SENATE COMMITTEE ON UNIVERSITY RESEARCH  
REPORT ON THE REVIEW OF THE  
CENTRE FOR EARTH OBSERVATION SCIENCE

**Preamble:**

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

**Observations:**

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a review of annual reports of each centre/institute as well as a report prepared by each research centre/institute director which contained:
  - A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
  - a five-year plan which identifies future research directions and development strategies;
  - letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
  - the names of individuals who could provide external assessments of the research centre/institute.
2. The membership of this sub-committee was as follows:

Dr. Patricia Martens, Director, Manitoba Centre for Health Policy (Chair)  
Dr. Gary Glavin, Associate Vice-President (Research)  
Dr. Lea Stirling, Department of Classics, Faculty of Arts

3. The assessment of the sub-committee was as follows:

The Centre for Earth Observation Science (CEOS) was founded in 1994, with a mandate to *research, preserve and communicate knowledge of earth system processes using the technologies of Earth Observation Science*. CEOS's five-year report shows stellar progress towards its mandate, with ever increasing collaboration, student involvement, research publications and presentations, innovative dissemination and training initiatives, and new goals for the upcoming five years. CEOS provides a research umbrella under which members conduct multi-disciplinary and collaborative research projects locally, nationally and internationally. Core members (11 listed) spend approximately 80% of their time under this CEOS umbrella, in one of the focus areas – snow and sea ice; agriculture; wildlife; methods and algorithms; freshwater ecosystems; and global climate change. There is also an associate member status (14 listed) for short-term involvement in various projects.

CEOS is an integral part of the Clayton H. Riddell Faculty of Environment, Earth, and Resources, reporting directly to the Dean of this faculty. It is located on the 4<sup>th</sup> floor of the Wallace Building on the Fort Garry campus. The Director (Dr. D. Barber) has an Assistant Director (Dr. T. Papakyriakou) and five managers – Operations, Administrative, Technical, Partnership, and Outreach.

(a) The extent to which the research centre/institute has fulfilled:

- (i) The general objectives of research centres/institutes as stipulated under the Policy; and
- (ii) Its specific objectives, as indicated on its establishment;

Mission statement and objectives:

CEOS will research, preserve and communicate knowledge of Earth system processes using the technologies of Earth Observation Science. These endeavours will contribute to the economic, cultural, and physical well-being of the people of Manitoba, Canada and the world.

The objectives are to:

- Educate and train young scientists at the undergraduate, graduate and post-doctoral levels in the field of Earth Observation Science;
- Enhance the career opportunities of students and researchers;
- Focus attention on the development of new methodologies required for the study of Earth System Science;
- Develop research partnerships, leverage resources and provide a research umbrella under which members conduct multi-disciplinary collaborative research projects;
- Undertake research that benefits Canada and Canadians;
- Establish a centre of excellence globally, in the study of Earth systems.

The committee agrees that CEOS has fulfilled its mission statement and its objectives, as evidenced by the degree of productivity. They have produced 153 peer-reviewed papers in the past five years, trained 42 people, made 260 presentations and obtained \$22M in funding. They are currently training over 30 HQP. There is a great deal of evidence to support their objective of developing research partnerships, including continued collaboration with

ArcticNet, and Network of Centres of Excellence (and this has been renewed for another 7 years with increased federal funding). They have also established strong ties with federal departments, with the provincial Manitoba Hydro (specifically on Hudson Bay and Churchill/Nelson Rivers), and with various industries (including British Petroleum and Imperial Oil) on research in Beaufort Sea. In the next five years, CEOS plans to intensify its focus on water in Manitoba, with partnerships including the provincial government, Lake Winnipeg Research Consortium, Department of Fisheries and Oceans, Canadian Space Agency and others. No less important are international partnerships, including the development of the Arctic Science Network (ASP) and the partnership with the Greenland Climate Research Centre (GCRS). The latter partnership in particular offers significant new research opportunities. The external letters of support confirm the wide network of collaborations and the wide impact of research at CEOS. Their accomplishments in developing geomatics technology, both practically and through developing a course at U of M, is to be commended.

CEOS success stories are numerous, but one highlight is the achievement of a successful application for a Canadian Excellence Research Chair (CERC). They also obtained a CFI Leading Edge Fund (2006-2010), partnering with Laval University. They have also been highly successful in a number of other projects, including the Circumpolar Flaw Lead system study, the Storm Studies in the Arctic (STAR), the Drought Research Initiative (DRI), and many others.

CEOS' innovative Schools On Board program is an outreach program of ArcticNet (a network of scientists and managers in Canada and internationally to help Canada face the challenges raised by the effects of climate change on the Arctic). Schools are given the opportunity to send students and teachers to the Arctic, on board the CCGS Amundsen, to participate in an education experiences integrated into the research activities. In line with capacity building beyond graduate and post-doctoral training, CEOS also hires 4-7 summer students to participate in the Arctic field research programs.

- (b) Highlight past research training and funding of the centre. Discuss the appropriateness of its proposed five-year plan for future research directions and development strategies and;

Research training opportunities have been fully realized by CEOS. There are currently 16 Masters, 16 PhD and 3 Post-Doctoral students, and 32 Masters, 9 PhD and 1 postdoctoral student have completed their studies. CEOS hopes to meet the increased demands of an expanded CEOS by increasing the baseline operating funds from the U of M. CEOS is currently projecting 3 new faculty members, each taking on responsibilities of graduate training. In 2011-12, they have projected for 42 Masters/PhD students, and they hope to increase this to 50 by 2015-16. They also require more research assistants and post-docs – this is presently at 21, but they hope to increase this immediately to 30 and continue at 30 to 2015-16. Given the currently insufficient number of technicians available, with a dropping ratio per faculty member with the CERC and 3 new hires, CEOS hopes to approach the Faculty and the University for additional support for research assistants. The request for raising their annual budget (page 24) does not indicate an exact amount for which they will be negotiating. Assuming that the new hires will also attract new funding to offset some increases, CEOS is also asking for a substantial increase from the Faculty/U of M (from \$190,000 per year to \$346,000 per year). Our review committee commented that even a centre as successful as this one still needs to work hard to obtain ongoing secured funding. The University normally requires Centres to have future plans that decrease dependence upon university funds, so CEOS may need to consider other ways in

which to increase the baseline rather than obtaining it directly from the Faculty/University (also, see comments below).

(c) Its current and projected financial viability.)

CEOS is supported centrally by the U of M through an operating grant from the Faculty since 2002, providing an annual budget of \$190,000 used for staff salaries, day-to-day operations and to maintain an undergraduate teaching laboratory. CEOS' income comes from a diversity of grants, in-kind contributions, U of M support – CH Riddell Faculty (currently \$190,000 per year), CRC Baseline for D. Barber, CERC baseline for Rysgaard, CFI, project-specific funding, and in-kind value (see page 23). On average, CEOS attracts \$4.5M annually in direct dollars and research support. Value-in-kind includes the ship time on the CCGS Amundsen, valued at \$20M over the five years.

**Concluding remarks:**

CEOS is a strong, viable and growing Centre of U of M. Productivity, training and research endeavours all point to a stellar operation. The move to include freshwater as an important focus is particularly relevant, given its positioning within the Province of Manitoba and thus the potential to show world leadership in the area of dealing with too much water and too little water, depending upon the time of the year and the place (or, as one reviewer stated ... Manitoba is flat, slimy and wet and suffers from both too much water and too little water at various times!). Collaboration is at the core of CEOS, as evidenced by an excellent record of collaboration amongst scientists, disciplines, nationally and internationally, and with academia, government and industry. The forward plan for the next five years is ambitious, yet do-able, given the commitment and the productivity of CEOS members and associate members. Overall, the committee recommends a full renewal of CEOS, and we congratulate them on their many successes. We look forward to their future successes as they continue to “put U of M on the map” in Earth Observation Science.

**Recommendation:**

**THAT the *Centre for Earth Observation Science* be renewed for a term of 5 years effective April 2012.**

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

## **Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Medicine By-law**

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### **Preamble**

1. The terms of reference of the Senate Committee on Rules and Procedures (SCRП) are found on the website at [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/509.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html) wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.
2. The Committee met on the date noted above to consider proposed changes to the Faculty of Medicine By-law, as recommended by the Faculty.

### **Observations**

1. The Committee noted that the Faculty is proposing that the membership of the Faculty Council of the Faculty of Medicine be amended to include thirty-five (35) students (increased from thirty (30)), including the addition of three (3) students from the Physician Assistant Education Program (PAEP). (Article I. e.)
2. The Committee expressed strong support for proposed changes to the meeting rules for the Faculty Council and the Executive Council. Quorum for the Faculty Council would simply be fifty-one (51) members and that of the Executive Council would be eighteen (18) members, with no specified distribution across different categories of members (i.e., faculty, staff, students). (Article II. f.; Article IV. c. v.). It is also proposed that the Executive Council meet quarterly, rather than five times per year with no more than ninety days between meetings. (Article IV. c. ii.)
3. It is proposed that the membership of the Executive Council of the Faculty of Medicine be revised to include the Chair of the Progress Committee and one student from the PAEP program, which will bring the total number of student members to seven (7). (Article IV. a. xii.)
4. A number of editorial changes are also proposed.

### **Recommendation**

The Senate Committee on Rules and Procedures recommends,

**THAT Senate approve revisions to the Faculty of Medicine By-law.**

Respectfully submitted,

Dean J. Doering, Chair,  
Senate Committee on Rules and Procedures

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



UNIVERSITY  
OF MANITOBA

## Faculty of Medicine

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Received

JAN 27 2012

University Secretariat

### Memorandum

DATE: January 25, 2012

TO: Jeff Leclerc  
University Secretary

FROM: Maureen Newman

RE: **Faculty of Medicine By-Law**  
Presented to FEC on December 13, 2011  
Forwarded to Senate for Approval

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Please find attached Faculty of Medicine By-law in two formats:

- Red-lined to indicate changes; and
- Final format for approval by Senate

Thank-you.

*Maureen Newman, Executive Assistnat to the Dean  
Faculty of Medicine, University of Manitoba  
260 Brodie Centre, 727 McDermot Avenue  
Winnipeg, MB R3E 3P5  
Telephone: 204-789-3485; Fax: 204-789-3661*

## FACULTY OF MEDICINE BY-LAW

### I. Membership of Faculty Council of the Faculty of Medicine (the "Faculty")

- a) The President.
- b) Vice-President designated by the President.
- c) The Dean of the Faculty ~~of Medicine~~
- d) All full-time professors, associate professors, assistant professors, lecturers, senior instructors, instructors II and instructors I of the Faculty.
- e) ~~Thirty~~ **Thirty-five** students of the Faculty ~~of Medicine~~: ten students shall be undergraduate medical students, one of whom shall be the President of the Manitoba Medical Students' Association; ~~five-three~~ **shall be students of the Physician Assistant Education Program (PAEP)**; ten students shall be postgraduate medical students, one of whom shall be the President of the ~~Interns<sup>2</sup> and Residents' Association~~ **Professional Association of Residents and Interns of Manitoba (PARIM)**; five shall be School of Medical Rehabilitation (the "School") students, and ~~five-seven~~ shall be graduate students. Student representatives shall be elected in a manner established by the appropriate student organizations.
- f) Nine members of the Faculty support staff, shall be duly elected by secret ballot from the support staff in the Faculty. A minimum of one of which shall be a full-time support staff member. The term shall be for 3 years and shall expire such that three members are elected in each representative year.
- g) The Head, Health Sciences Libraries.
- h) The Registrar of the College of Physicians and Surgeons of Manitoba.

### II. Meetings of the Faculty Council

- a) The Dean or designate shall be the presiding officer at all meetings of the Faculty Council, subject to the right of the President to take the chair at such meetings.
- b) The Faculty Council shall meet at least once yearly.
- c) Meetings shall be called at the discretion of the Dean of the Faculty or at the written request of any 35 members of the Faculty Council.
- d) At least one month's written notice of any regular Faculty Council meeting shall be given and at least 48 hours' notice for any special Faculty Council meeting.

- e) Faculty Council meetings shall be open, subject to the Council moving into closed session by the vote of a simple majority of those in attendance and voting.
- f) The quorum necessary for the transaction of business shall be 51 members. ~~including at least 43 academic members, 5 students and 3 support staff members.~~

### III. Election of Members to Senate

#### a) Eligibility for Nomination

All full-time members of the academic and support staff of the University who are members of a faculty/school council shall be eligible for election to Senate from the faculty/school council to which they belong or in which they have been accepted for purposes of Senate elections.

#### b) Eligibility to Vote

All members of the academic and support staff (including *ex officio* members of Senate but excluding sessional and part-time support staff appointments) who are members of a faculty/school council having six or more members eligible for nomination are entitled to vote in Senate elections, provided that they are able to vote at the time and in the manner prescribed by the Senate and faculty/school council bylaws or regulations.

### IV. Medical Faculty Executive Council

#### a) Membership of Executive Council

There shall be an executive (hereinafter referred to as the "Executive Council") composed of:

- i The President.
- ii Vice-President designated by the President.
- iii The Dean of the Faculty.
- iv Associate and Assistant Deans of the Faculty.
- ~~v The Director of the School of Medical Rehabilitation and the Heads of the Departments of the School of Medical Rehabilitation.~~
- ~~vi~~ v The Head of each academic department or school of the Faculty.
- ~~vii~~ vi The Executive Director of the Joint Operating Division.



- vii The Director of Operations of the Faculty.
- viii The Head, Health Sciences Libraries.
- ix ~~The Head of Continuing Medical Education~~ **Professional Development.**
- x One member of each academic department with Faculty rank elected by the respective Department Councils.
- xi Six additional members elected by the Faculty Council as ~~hereinafter described.~~ **mMembers at Large.**
- xii The Chair:
  - a) of the Faculty Curriculum **Executive** Committee
  - b) **of the Progress Committee**
- xiii Those Faculty members who have been elected to the Senate from the Faculty of Medicine.
- xiv ~~Six~~ **Eight-Seven** students of the Faculty: two of these shall be undergraduate medical students, including the President of the Manitoba Medical Students' Association; ~~oneto~~ **two shall be a students of the Physician Assistant Education Program (PAEP);** two of these shall be postgraduate medical students, including the President of the ~~Interns' and Residents' Association~~ **Professional Association of Residents and Interns of Manitoba (PARIM);** one shall be a School of Medical Rehabilitation student, and one shall be a graduate student.
- xv Three members of the Faculty support staff. ~~The term shall be for 3 years and shall expire such that one member is elected in each representative year.~~
- xvi One member from the Faculty of Nursing elected by ~~its~~their Faculty Council.
- xvii The Chief Medical Officers or their designates of the Health Sciences Centre and St. Boniface General Hospital and such other teaching hospitals as may be designated by the Faculty Council upon the recommendation of the Executive Council.
- xviii One member appointed by the Medical Staff council of the Health Sciences Centre and one member appointed by the Medical Advisory Committee of St. Boniface General Hospital.

- xix One representative from the Council of the College of Physicians and Surgeons of Manitoba.
- xx One representative from Doctors Manitoba
- xxi Heads of Institutes and Centers:
  - Director, Centre for Advancement of Medicine
  - Director, Manitoba Centre for Health Policy
  - Director of Research, Manitoba Institute of Child Health
  - CEO, CancerCare Manitoba
  - Director, Manitoba Institute of Cell Biology
  - Director, Manitoba Institute of Cardiovascular Sciences

b) Method of Election

- i At a duly constituted meeting, the Faculty Council shall meet to elect six of its members to the Executive Council. The term shall be for two years and shall expire such that three members are elected in each representative year.
- ii A person shall cease to be a member of the Executive Council upon ceasing to be a member of the Faculty Council.
- iii ~~Subject to section III, subsection a), clause xi,~~ The student representatives shall be elected in a manner established by the appropriate student organizations.
- iv The support staff representatives shall be duly elected by secret ballot from the support staff in the Faculty. Support staff shall sit until replaced by election providing their term is not extended by more than 3 months.

c) Meetings of Executive Council

- i Notwithstanding the President's right to preside over the council, the Dean or designate shall be the presiding officer at all meetings of the Executive Council.
- ii The Executive Council shall meet at least ~~five times per year with no more than 90 days between meetings~~ **quarterly**.
- iii Meetings shall be called at the discretion of the President or the Dean of the Faculty or at the request of 10 members of the Executive Council.
- iv At least five days' written notice of any regular Executive Council meeting shall be given or at least 24 hours' notice for any special Executive Council meeting.

- v The quorum necessary for the transaction of business shall be 18 members. ~~and at least five academic administrators of the faculty, five faculty members, one representative of senate, two students representatives, one representative of the support staff and at least one representative from a group outside of the University.~~
- vi Guests or presenters can be invited to the Executive Council meeting by the presiding officer. Guests and presenters shall have no motioning or voting rights.
- d) Standing Committees
  - i There shall be standing committees as required by the Senate and as deemed necessary by the Faculty Executive Council.
  - ii Students shall be represented on such committees, in such numbers and with such rights of participation as provided for in the terms of reference and composition of the committees.

#### V. Powers of the Executive Council

- a) All powers granted to the Faculty Council under ~~the Faculty and School General~~this By-Law shall be exercised by the Executive Council except:
  - i The Faculty Council shall retain the power to elect members to and remove members from Senate.
  - ii The Faculty Council shall have concurrent powers to make such recommendations as it may deem proper for promoting medical education, the advancement of medical science or the interest of the University.
- b) The Executive Council, subject to the plenary powers of the Board of Governors and the general charge of all matters of an academic character vested in the Senate shall, have the power:
  - i To provide for the regulation and conduct of its meetings and proceedings.
  - ii To appoint such committees as it may deem necessary and to confer on them the power and authority to act for it with respect to such matters as it may deem expedient.
  - iii To make and administer regulations with respect to the attendance, professionalism and progress of students who are registered in the Faculty or School.

- iv To administer the rules and regulations of the Senate and the Board as they affect the students registered in the Faculty or School.
  - v To prepare and publish Faculty or School timetables.
  - vi To consider academic appeals by students from a decision of a member of the academic staff or the Faculty or School.
  - vii To establish departmental councils and, following guidelines approved by Senate, prescribe how they shall be constituted.
- c) The Executive Council shall have the power to make such recommendations as it may deem proper for promoting medical education, the advance of medical science or the interest of the University to the appropriate persons or bodies and without restricting the generality of the foregoing may make recommendations concerning:
- i The conferring of the title professor Emeritus/Emerita, Dean Emeritus/Emerita;
  - ii Athletic, social or other extra-curricular activities of students;
  - iii The establishment of, the abolition of, or any changes in divisions, departments, chairs, lectureships in the Faculty or School;
  - iv The establishment of, the abolition of, or any changes in exhibitions, bursaries, scholarships, and prizes to be awarded to students registered in the Faculty or School;
  - v The conditions of admission to the Faculty or School and all matters relating thereto;
  - vi The regulations, methods and limits of instruction in the Faculty or School;
  - vii The academic standing of all students in the Faculty or School;
  - viii The conditions on which candidates shall be received for examination and the conduct and results of examinations in the Faculty or School;
  - ix The degrees, diplomas and certificates of proficiency to be granted by the University pertaining to courses of study in the Faculty or School and the persons to whom they shall be granted and the course of study required for any such degree, diploma and certificate of proficiency;
  - x The discipline of students registered in the Faculty or School;

- xi The acquisition and use of facilities within the Faculty or School;
  - xii The ~~requires~~ **requirements** for lecture rooms and other facilities;
  - xiii The dates for the beginning and ending of lectures in the Faculty or School;
- d) In addition to the powers set out above, the Executive Council shall have the power:
- i To appoint representatives to such other bodies concerned with medical education, the advancement of medical science or the interest of the University, as it deems advisable.
  - ii To make recommendations for the management and conduct of the Neil John Maclean Health Sciences Library.

#### VI. Standing Rules

The Executive Council may enact or amend standing rules and procedures for conduct of the affairs of the Faculty by a majority vote of those members of the Executive Council presenting and voting at the time of the vote calling provided that five days' notice of the proposed standing rules has been given to all members of the Executive Council prior to the meeting at which such enactment or amending is to be made.

#### VII. General Provision

Unless otherwise provided for in the resolution referring the matter to the Faculty Council, such matters shall be referred to and dealt with by the Executive Council.

#### VIII. Rules of Order

Except where otherwise provided in the standing rules, "Rules and Procedures governing meetings of the Senate of the University of Manitoba" shall govern the conduct of the Faculty Council and Executive Council meetings.

Version Approved By Senate:  
 May 13, 1998  
 Sept 8, 2010

## **FACULTY OF DENTISTRY/SCHOOL OF DENTAL HYGIENE**

### **PROFESSIONAL UNSUITABILITY BY-LAW**

#### **1.0 Jurisdiction**

1.1 This By-Law applies to students enrolled in undergraduate programs in the Faculty of Dentistry. The term “Faculty of Dentistry” implies both the Faculty of Dentistry and the School of Dental Hygiene.

1.2 Students must at all times demonstrate suitability for the dental profession. In this regard students are obligated to act with integrity and diligence in carrying out their professional responsibilities, and their behaviour and conduct in relation to others must be characterized by consideration, respect and good faith.

The purpose of the Professional Unsuitability Committee is to review and make recommendations regarding the suitability of a student for the dental professions.

1.3 The Faculty of Dentistry may require a student to withdraw from the Faculty pursuant to the procedures set out in this By-Law when the student has been found unsuited for the practices of dentistry or dental hygiene because the student has been found to have engaged in unprofessional behaviour.

1.4 A student may be required to withdraw at any time throughout the academic year.

1.5 In cases of professionally unsuitable conduct of students in clinical Graduate Programs, students will normally be referred to the Manitoba Dental Association.

1.6 In cases of professionally unsuitable conduct of students in the Baccalaureate Program for Dental Hygienists, the student will normally be referred to the College of Dental Hygienists of Manitoba.

1.7 Grounds which may require withdrawal are:

- demonstrated behaviour which is exploitive, irresponsible, intentionally injurious or destructive to patients; and/or
- compromised professional judgment through self-interest and/or conflict of interest; and/or
- an acquired criminal conviction, either in Canada or any other jurisdiction, which is of such a nature as to place in question his/her fitness for the dental professions; and/or
- participation in any activity related to patient care or any activity related to the practice of the dental professions while under the influence of alcohol or drugs or while abusing prescription drugs; and/or
- engaging in behaviour or conduct that if engaged in by a practising dentist/dental hygienist would likely result in disciplinary action, including suspension or

revocation of the license to practise, by the Manitoba Dental Association or the College of Dental Hygienists of Manitoba.

**1.8 Conflict of Jurisdiction**

If a question arises as to whether a matter falls within the academic regulations of the Faculty or this By-Law, or as to whether a matter is within the jurisdiction of the Student Discipline By-Law of the University or this By-Law, as the case may be, the question shall be referred to the President of the University for final decision.

**2.0 Professional Unsuitability Committee (PUC)**

**2.1** There shall be established within the Faculty of Dentistry a standing committee of 7 members known as the Professional Unsuitability Committee (PUC) to hear and determine matters of professional suitability of undergraduate students in the Faculty. Membership in the PUC shall be as follows:

- A Chair (non-voting, except in the case of tie), appointed by the Executive of Dental Faculty Council, who is a tenured Faculty member of the Faculty of Dentistry;
- Two full time Faculty members, elected by the Dental Faculty Council, at least one of whom shall be tenured/tenure track;
- One dental student and one dental hygiene student appointed by their respective Students' Association and ratified by the Dental Faculty Council. A student member shall serve at hearings only if the appellant is from their jurisdiction;
- One representative of the dental profession and one representative of the dental hygiene profession appointed by their respective Provincial regulatory bodies. The professional representatives shall serve at hearings only if the appellant is from their jurisdiction.

**2.2** The length of term of PUC members shall be as follows:

- Chair appointed for a three-year term, renewable once;
- Faculty members elected for a two-year term, renewable once;
- Representatives from the dental profession appointed for a two-year term, renewable;
- Students appointed for a one-year term.

**2.3** A quorum of the PUC shall be four (4) members, comprised of the Chair and three (3) members of the Committee, as set out in section 2.1. The Chair will endeavour to arrange meetings in a manner that facilitates the attendance of representatives from all constituencies.

**2.4** In the event of a perceived conflict of interest, replacement Committee Members will be appointed/elected by the appropriate constituencies, as defined in 2.1.

### **3.0 Referral**

- 3.1 Anyone affiliated with the Faculty of Dentistry or associated clinics and/or institutions, who has a concern about the professional conduct of any student defined in 1.1, shall complete the Professional Unsuitability Referral Form (see attached) documenting the alleged incident(s). The form shall be submitted to the Associate Dean (Academic) who, if he/she deems it appropriate, will refer the matter to the Dean.
- 3.2 In no circumstances will a referral related to this bylaw involving a student enrolled in the Faculty of Dentistry be based at all on anonymous allegations or materials. The Dean (or Associate Dean) of the Faculty of Dentistry may, however, inquire or investigate into matters raised by anonymous material. Anonymous materials are defined as “materials in which the authorship has not been disclosed to the student and the PUC.”
- 3.3 If, in the opinion of the Dean, the matter involves conduct or circumstances described in Article 1.1 and 1.2 herein, the matter, including all supporting documentation, shall be referred to the Chair of the PUC within five (5) working days. The Dean will also consider whether just cause exists to suspend the student while the matter is being determined and, if so, to issue an interim suspension to the student.
- 3.4 The Chair of the PUC shall, within five (5) working days, refer the matter, including all supporting documentation, to the PUC.

### **4.0 Procedure and Due Process**

- 4.1 On receipt of a referral the PUC shall act expeditiously to complete the hearing and determine whether any of the grounds requiring withdrawal under Article 1.1 and 1.2 exist.
  - i. If no grounds are determined the Chair of the PUC shall so inform the Dean and the file shall be closed; or
  - ii. If grounds are determined, the Chair of the PUC shall, within five (5) working days,:
    - a. send a notice to the named student pursuant to Article 4.3 by registered mail to his/her last known address as found in the Faculty’s records. At the student’s request, subsequent correspondence may be sent by regular mail, email or facsimile; and
    - b. so inform the Dean.
- 4.2 Once a referral has been made to the PUC, the proceedings will continue notwithstanding that the student has subsequently voluntarily withdrawn from the Faculty or has refused to participate in the proceedings.
- 4.3 The Chair of the PUC shall inform the student in writing of:



- i. the grounds for referral to the PUC;
  - ii. the membership of the PUC;
  - iii. copies of all documents submitted by the Dean.
- 4.4 Upon receipt of the notice of referral, the student may, within a deadline of ten (10) working days, provide a written response to the Chair of the PUC. The Chair of the PUC shall provide a copy of the student's response, including all supporting documentation, to the Dean (or Designate) and to members of the PUC.
- 4.5 Upon receipt of the notice of referral, the student may, within a deadline of five (5) working days, raise concerns to the Chair of the PUC in writing about any member on the PUC whom the student believes will not be able to be objective in the consideration of his/her case (e.g. where the member of the PUC initiated, or is from the same division that the referral was initiated. Membership in the same Department from which the referral was initiated would not, *per se*, be grounds for the student to object to a member of the PUC). Where the Chair of the PUC receives such concerns, he/she shall, before the hearing, convey the concerns to every member of the PUC and inform any member identified by the student that he/she has the right to respond to the concerns in writing. The Chair shall convene the PUC, excluding any Committee member identified by the student, to determine whether or not a change in the membership of the PUC shall be made. In the event that the quorum specified in 2.3 is not achieved for this determination, the remaining Committee membership may decide this matter. The PUC may request oral submissions from the student and the Committee member challenged by the student. The remaining members of the PUC shall then determine, in closed session, whether the concern raised by the student is valid. If circumstances dictate, the Chair may make this determination alone. Where the PUC or its Chair decide that a change in the membership of the PUC shall be made, a replacement or replacements will be made in accordance with 2.4.
- 4.6 A member of the PUC shall not be disqualified from sitting as a member of the PUC hearing the matter by the sole reason that such member has had previous contact with the student or has prior personal knowledge of the matter.
- 4.7 The Chair of the PUC shall ensure that the student and the Dean (or Designate) have received all documents submitted to the PUC for consideration
- 4.8 The Chair of the PUC shall determine the date, time, and place for the Hearing. Such a hearing will be held no sooner than 10 working days from the deadline date for receipt of the student's response. The notice of the hearing shall be sent by registered mail to the student's last known address as found in the Faculty's records. The notice from the Chair shall include a statement to the effect that if the allegations contained in the referral are established to the satisfaction of the PUC, the student may be required to withdraw from the Faculty.

- 4.9 If the student fails to respond to reasonable attempts by the Chair of the PUC to proceed with the hearing, the hearing may proceed *in absentia*.

## **5.0 Hearing Procedures**

- 5.1 The student may appear in person and/or may choose to be represented and/or accompanied by a Student Advocate, UMSU representative, fellow student or other full-time member of the University community not receiving payment for appearing or working for legal aid. In addition if the student wishes, one member of his/her immediate family and/or legal counsel may be present, but solely as observers. Should the student choose to be represented and/or accompanied by any individual(s), written notification must be provided to the Chair of the PUC no later than five (5) working days prior to the Hearing date, who shall so inform the Dean (or Designate).
- 5.2 The Dean (or Designate) may also choose to have legal counsel present as an observer. Should the Faculty choose to have legal counsel present, written notification must be provided to the Chair of the PUC no later than five (5) working days prior to the Hearing date, who shall so inform the student.
- 5.3 The student and the Dean (or Designate) shall have the right to call witnesses. Written notification of all witnesses must be provided to the Chair of the PUC no later than five (5) working days prior to the Hearing date, who shall so inform the other party.
- 5.4 The Hearing shall be closed to all persons except the members of the PUC, the student, the Dean (or Designate), all individuals representing/accompanying them as stipulated in 5.1 and 5.2, and any witnesses as they are called.
- 5.5 The student and the Dean (or Designate), and/or their respective representatives (excluding immediate family member and legal counsel), shall have the right to question witnesses. At the discretion of the Chair of the PUC, and after consultation with the student and the Dean (or Designate), witnesses may remain, as observers, in the hearing room after completion of questioning.
- 5.6 The student, who is the subject of the hearing, shall not be required to give evidence but if he/she elects to do so, then the student may be questioned by members of the PUC.
- 5.7 A simple majority of PUC members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.
- 5.8 The Chair of the PUC shall vote only to break a tie.
- 5.9 All participants in the hearing shall be bound by confidentiality in respect to information received in the hearing process. Information will only be disclosed as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.

## **6.0 Disposition of the Matter**

6.1 After hearing all the evidence, the PUC shall meet in closed session to:

- i. consider the evidence;
- ii. make its findings using a balance of probabilities standard (*i.e.* the claim against the student is more likely to be true than not true based on the evidence presented);
- iii. determine the appropriate disposition of the matter if the allegations are established to the satisfaction of the PUC;
- iv. dismiss the matter if the allegations are not established to the satisfaction of the PUC; and
- v. make any other recommendations that the PUC deems appropriate based on the hearing process.

6.2 The PUC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing, the following options, alone or in combination, are available to the PUC:

- i. determine that no further action be taken;
- ii. allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;
- iii. reprimand the student in writing;
- iv. require the student to withdraw from the Faculty for a specified period of time;
- v. require the student to withdraw from the Faculty indefinitely;
- vi. attach conditions that must be fulfilled before any application for re-admission to the Faculty will be considered;
- vii. require the student to withdraw from the Faculty with no right to apply for re-admission to the Faculty.
- viii. require notation regarding the disposition of the matter to be placed on the student's transcript, to include the period of time before which the student can request the removal of such notation.

6.3 The Chair of the PUC shall, within five (5) working days, convey in writing the disposition to both parties.

## **7.0 Appeals**

- 7.1 If the student wishes to appeal the disposition of the PUC, such appeal may be made to the Senate Appeals Committee, Office of the University Secretary, 312 Administration Building, in accordance with the procedures of that body.
- 7.2 In the event of an appeal, the implementation of any decision of the PUC may be suspended until the matter has been disposed of by the Senate Appeals Committee.
- 7.3 Notwithstanding the above, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.

## **8.0 Records**

- 8.1 A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file.

## **9.0 Amendments**

- 9.1 This By-Law may be amended by Senate alone, or by Senate after approval of such amendment(s) by Dental Faculty Council.
- 9.2 A formal review of this By-Law will be conducted every ten (10) years. The next scheduled review date for this By-Law is \_\_\_\_\_ .

## **FACULTY OF DENTISTRY/SCHOOL OF DENTAL HYGIENE**

### **ESSENTIAL STUDENT ABILITIES BY-LAW**

#### **1.0 Jurisdiction**

1.1 This By-Law applies to students enrolled in undergraduate programs in the Faculty of Dentistry. The term “Faculty of Dentistry” implies both the Faculty of Dentistry and the School of Dental Hygiene.

1.2 Dental professionals require a wide range of highly specialized skills and abilities. Some of these are taught in the Faculty of Dentistry, while others are inherent abilities possessed by the individual. Since the dental professions are primarily surgical in nature, students must be able to demonstrate an innate set of essential skills and abilities that support patient safety in an undergraduate clinical setting. Details on the Essential Skills and Abilities for Admission, Promotion and Graduation in the DMD and Dental Hygiene Diploma Programs are available on the Faculty’s website at <http://umanitoba.ca/faculties/dentistry/???>.

The purpose of the Essential Student Abilities Committee is to review and make recommendations regarding the essential skills and abilities of a student, and his/her resultant suitability for the dental professions.

1.3 The Faculty of Dentistry may require a student to withdraw from the Faculty pursuant to the procedures set out in this By-Law when the student has been found unable, due to a medical condition which cannot be accommodated, to demonstrate the essential skills and abilities that support patient safety in an undergraduate clinical setting. Details on the Accommodation of Undergraduate Dental Students, and Dental Hygiene Students, with Disabilities is available on the Faculty’s website at [http://umanitoba.ca/faculties/dentistry/prospective\\_students/%20dent\\_preReq.html](http://umanitoba.ca/faculties/dentistry/prospective_students/%20dent_preReq.html).

1.4 The Faculty of Dentistry is bound by the provisions of the Manitoba Human Rights Code, to reasonably accommodate the special needs of its students.

1.5 A student may be required to withdraw at any time throughout the academic year.

1.6 Conflict of Jurisdiction

If a question arises as to whether a matter falls within the academic regulations of the Faculty or this By-Law, or as to whether a matter is within the jurisdiction of the Student Discipline By-Law of the University or this By-Law, as the case may be, the question shall be referred to the President of the University for final decision.

## **2.0 Essential Student Abilities Committee (ESAC)**

- 2.1 There shall be established within the Faculty of Dentistry a standing committee of 7 members known as the Essential Student Abilities Committee (ESAC) to hear and determine matters regarding the essential abilities of undergraduate students in the Faculty. Membership in the ESAC shall be as follows:
- A Chair (non-voting, except in the case of tie), appointed by the Executive of Dental Faculty Council, who is a tenured Faculty member of the Faculty of Dentistry;
  - Two full time Faculty members, elected by the Dental Faculty Council, at least one of whom shall be tenured/tenure track;
  - One dental student and one dental hygiene student appointed by their respective Students' Association and ratified by the Dental Faculty Council. A student member shall serve at hearings only if the appellant is from their jurisdiction;
  - One representative of the dental profession and one representative of the dental hygiene profession appointed by their respective Provincial regulatory bodies. The professional representatives shall serve at hearings only if the appellant is from their jurisdiction.
- 2.2 The length of term of ESAC members shall be as follows:
- Chair appointed for a three-year term, renewable once;
  - Faculty members elected for a two-year term, renewable once;
  - Representatives from the dental profession appointed for a two-year term, renewable;
  - Students appointed for a one-year term.
- 2.3 A quorum of the ESAC shall be four (4) members, comprised of the Chair and three (3) members of the Committee, as set out in section 2.1. The Chair will endeavour to arrange meetings in a manner that facilitates the attendance of representatives from all constituencies.
- 2.4 In the event of a perceived conflict of interest, replacement Committee Members will be appointed/elected by the appropriate constituencies, as defined in 2.1.

## **3.0 Referral**

- 3.1 Any academic faculty from the Faculty of Dentistry or associated clinics and/or institutions, who has a concern about the essential skills and abilities of any student defined in 1.1, shall submit details of their concern in writing to the Associate Dean (Academic) who, if he/she deems it appropriate, will refer the matter to the Dean.
- 3.2 In no circumstances will a referral related to this bylaw involving a student enrolled in the Faculty of Dentistry be based at all on anonymous allegations or materials. The Dean (or Associate Dean) of the Faculty of Dentistry may, however, inquire or investigate into matters raised by anonymous material. Anonymous materials are defined as "materials in which the authorship has not been disclosed to the student and the PUC."

- 3.3 If, in the opinion of the Dean, the matter involves a lack of essential skills and abilities described in Article 1.1 and 1.2 herein, the matter, including all supporting documentation, shall be referred to the Chair of the ESAC within five (5) working days. The Dean will also consider whether just cause exists to bar the student from providing clinical patient care while the matter is being determined.
- 3.4 The Chair of the ESAC shall, within five (5) working days, refer the matter, including all supporting documentation, to the ESAC.

#### **4.0 Procedure and Due Process**

- 4.1 On receipt of a referral the ESAC shall act expeditiously to complete the hearing and determine whether any of the grounds requiring withdrawal under Article 1.1 and 1.2 exist.
- i. If no grounds are determined the Chair of the ESAC shall so inform the Dean and the file shall be closed; or
  - ii. If grounds are determined, the Chair of the ESAC shall, within five (5) working days,:
    - a. send a notice to the named student pursuant to Article 4.3 by registered mail to his/her last known address as found in the Faculty's records. At the student's request, subsequent correspondence may be sent by regular mail, email or facsimile; and
    - b. so inform the Dean.
- 4.2 Once a referral has been made to the ESAC, the proceedings will continue notwithstanding that the student has subsequently voluntarily withdrawn from the Faculty or has refused to participate in the proceedings.
- 4.3 The Chair of the ESAC shall inform the student in writing of:
- i. the grounds for referral to the ESAC;
  - ii. the membership of the ESAC;
  - iii. copies of all documents submitted by the Dean.
- 4.4 Upon receipt of the notice of referral, the student may, within a deadline of ten (10) working days, provide a written response to the Chair of the ESAC. The Chair of the ESAC shall provide a copy of the student's response, including all supporting documentation, to the Dean (or Designate) and to members of the ESAC.

- 4.5 Upon receipt of the notice of referral, the student may, within a deadline of five (5) working days, raise concerns to the Chair of the ESAC in writing about any member on the ESAC whom the student believes will not be able to be objective in the consideration of his/her case (e.g. where the member of the ESAC initiated, or is from the same division that the referral was initiated. Membership in the same Department from which the referral was initiated would not, *per se*, be grounds for the student to object to a member of the ESAC). Where the Chair of the ESAC receives such concerns, he/she shall, before the hearing, convey the concerns to every member of the ESAC and inform any member identified by the student that he/she has the right to respond to the concerns in writing. The Chair shall convene the ESAC, excluding any Committee member identified by the student, to determine whether or not a change in the membership of the ESAC shall be made. In the event that the quorum specified in 2.3 is not achieved for this determination, the remaining Committee membership may decide this matter. The ESAC may request oral submissions from the student and the Committee member challenged by the student. The remaining members of the ESAC shall then determine, in closed session, whether the concern raised by the student is valid. If circumstances dictate, the Chair may make this determination alone. Where the ESAC or its Chair decide that a change in the membership of the ESAC shall be made, a replacement or replacements will be made in accordance with 2.4.
- 4.6 A member of the ESAC shall not be disqualified from sitting as a member of the ESAC hearing the matter by the sole reason that such member has had previous contact with the student or has prior personal knowledge of the matter.
- 4.7 The Chair of the ESAC shall ensure that the student and the Dean (or Designate) have received all documents submitted to the PUC for consideration
- 4.8 The Chair of the ESAC shall determine the date, time, and place for the Hearing. Such a hearing will be held no sooner than 10 working days from the deadline date for receipt of the student's response. The notice of the hearing shall be sent by registered mail to the student's last known address as found in the Faculty's records. The notice from the Chair shall include a statement to the effect that if the allegations contained in the referral are established to the satisfaction of the ESAC, the student may be required to withdraw from the Faculty.
- 4.9 If the student fails to respond to reasonable attempts by the Chair of the ESAC to proceed with the hearing, the hearing may proceed *in absentia*.

## **5.0 Hearing Procedures**

- 5.1 The student may appear in person and/or may choose to be represented and/or accompanied by a Student Advocate, UMSU representative, fellow student or other full-time member of the University community not receiving payment for appearing or working for legal aid. In addition if the student wishes, one member of his/her immediate family and/or legal counsel may be present, but solely as observers. Should the student choose to be represented and/or accompanied by any individual(s), written notification must be



provided to the Chair of the ESAC no later than five (5) working days prior to the Hearing date, who shall so inform the Dean (or Designate).

- 5.2 The Dean (or Designate) may also choose to have legal counsel present as an observer. Should the Faculty choose to have legal counsel present, written notification must be provided to the Chair of the ESAC no later than five (5) working days prior to the Hearing date, who shall so inform the student.
- 5.3 The student and the Dean (or Designate) shall have the right to call witnesses. Written notification of all witnesses must be provided to the Chair of the ESAC no later than five (5) working days prior to the Hearing date, who shall so inform the other party.
- 5.4 The Hearing shall be closed to all persons except the members of the ESAC, the student, the Dean (or Designate), all individuals representing/accompanying them as stipulated in 5.1 and 5.2, and any witnesses as they are called.
- 5.5 The student and the Dean (or Designate), and/or their respective representatives (excluding immediate family member and legal counsel), shall have the right to question witnesses. At the discretion of the Chair of the ESAC, and after consultation with the student and the Dean (or Designate), witnesses may remain, as observers, in the hearing room after completion of questioning.
- 5.6 The student, who is the subject of the hearing, shall not be required to give evidence but if he/she elects to do so, then the student may be questioned by members of the ESAC.
- 5.7 A simple majority of ESAC members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.
- 5.8 The Chair of the ESAC shall vote only to break a tie.
- 5.9 All participants in the hearing shall be bound by confidentiality in respect to information received in the hearing process. Information will only be disclosed as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.

## **6.0 Disposition of the Matter**

- 6.1 After hearing all the evidence, the ESAC shall meet in closed session to:
  - i. consider the evidence;
  - ii. make its findings using a balance of probabilities standard (*i.e.* the claim against the student is more likely to be true than not true based on the evidence presented);

- iii. determine the appropriate disposition of the matter if the allegations are established to the satisfaction of the ESAC;
  - iv. dismiss the matter if the allegations are not established to the satisfaction of the ESAC; and
  - v. make any other recommendations that the ESAC deems appropriate based on the hearing process.
- 6.2 The ESAC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing, the following options, alone or in combination, are available to the ESAC:
- i. determine that no further action be taken;
  - ii. allow the student to remain in the program and recommend that additional resources and efforts be directed towards accommodation. This disposition does not release the student from the need to meet all normal program requirements.
  - iii. allow the student to remain in the program and attach conditions prescribing future patient care by the student. Such conditions would remain in effect until medical documents attesting to improved essential skills and abilities are received and accepted by the Dean. This disposition does not release the student from the need to meet all normal program requirements.
  - iv. require the student to withdraw from the Faculty indefinitely;
- 6.3 The Chair of the ESAC shall, within five (5) working days, convey in writing the disposition to both parties.

## **7.0 Appeals**

- 7.1 If the student wishes to appeal the disposition of the ESAC, such appeal may be made to the Senate Appeals Committee, Office of the University Secretary, 312 Administration Building, in accordance with the procedures of that body.
- 7.2 In the event of an appeal, the implementation of any decision of the ESAC may be suspended until the matter has been disposed of by the Senate Appeals Committee.
- 7.3 Notwithstanding the above, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.

## **8.0 Records**

- 8.1 A record of any finding related to essential student ability and/or disposition related thereto shall be kept on the student's academic file.

## **9.0 Amendments**

- 9.1 This By-Law may be amended by Senate alone, or by Senate after approval of such amendment(s) by Dental Faculty Council.
- 9.2 A formal review of this By-Law will be conducted every ten (10) years. The next scheduled review date for this By-Law is \_\_\_\_\_ .

## Essential Skills and Abilities for Admission, Promotion and Graduation in the DMD Program

All matters concerning ‘professionalism’ are governed by the Faculty of Dentistry Professional Unsuitability Bylaw and those concerning other listed skills and abilities are governed by the Faculty of Dentistry Essential Student Abilities Bylaw.

### Preamble

As an accredited Canadian dental program, the Faculty of Dentistry at the University of Manitoba is responsible for providing a program of study that ensures graduates have the necessary qualifications (academic knowledge, clinical skills, and professional behaviors and attitudes) to enter the regulated profession of Dentistry in Canada. Becoming and being a dentist requires a wide range of highly specialized skills and abilities. Some of these are taught in dental school, while others must be brought by the individual as an innate set of essential skills and abilities. The criteria for becoming registered/ licensed as a dentist in Canada requires a level of motor skills and other attributes that are not necessary in other professional occupations. Similarly, the ability to provide reasonable accommodation for special learning needs in dentistry may not be the same as it is for other academic programs. For example, patient safety concerns with restorative and surgical procedures preclude the ability to accommodate additional time to complete, and assess, student clinical procedures. This document describes the skills and abilities required for success in completing the dental program. Students interested in becoming a dentist must review this document.

It is important to note that an offer of admission to the Faculty of Dentistry is not evidence that the dental program has verified that an applicant has the prerequisite skills and abilities for success in the program. However, these skills and abilities are essential if students are to be successful in achieving the competency standards of the profession. Further, in order to be registered/licensed as a dentist in Canada, individuals **must successfully complete** the Written Examination and Objective Structured Clinical Examination (OSCE) administered by the National Dental Examining Board of Canada (NDEB). As such, the skills and abilities required to successfully complete the NDEB exams are included as skills required in the program. The Written Examination is comprised of two 150-minute multiple-choice examination sessions held in the morning and afternoon of one day. The OSCE is a station type examination where candidates have 5 minutes to answer the questions asked at each station. The OSCE is also held in the morning and afternoon of one day.

For progression in, and graduation, from the dental program, all students must conduct themselves in a professional manner, and must have the Essential Skills and Abilities (Technical Standards) discussed under the following five broad areas:

- Observation/perception
- Communication
- Motor/tactile function
- Cognition
- Emotional functioning

**All applicants to the undergraduate program of the Faculty of Dentistry are expected to review this document to assess their ability to meet these standards; all applicants offered admission will be required to acknowledge such review and assessment.** Any candidate for the DMD degree who cannot demonstrate the required skills and abilities throughout their course of study may be requested to withdraw from the program.

## **Essential Skills and Abilities**

An applicant to the DMD program and a candidate for the DMD degree must reasonably expect that while enrolled in the undergraduate dental program he or she will be able to demonstrate an appropriate degree of professionalism, and will be able to demonstrate the following skills and abilities:

### **Professionalism**

Students are obligated to act with integrity and diligence in carrying out their professional responsibilities, and their behavior and conduct in relation to others must be characterized by consideration, respect and good faith.

## **Technical Standards**

### **(1) Observation/Perception**

A student must be able to participate in learning situations and acquire information through observation and perception by the use of senses and mental abilities. In particular, a student must participate progressively in patient encounters and acquire information through acute visual and tactile sensation.

### **(2) Communication**

A student must be able to speak, hear and write proficiently in the English language, and to observe individuals and groups of individuals in order to effectively and efficiently elicit and clarify information. The student must be able to progressively create rapport and develop therapeutic relationships with patients, and establish effective communication with all members of the dental school community and other healthcare teams. A student must be able to coherently summarize and effectively communicate a patient's condition and management plan verbally, and in written and electronic forms.

### **(3) Motor/Tactile Function**

A student must possess sufficient motor function to develop the skills required to safely perform fine diagnostic, preventive, restorative (e.g. fillings) and surgical procedures on a patient. These procedures must be done independently and competently in a timely fashion to minimize the risk to patient safety. A student must possess fine motor function and sensory function in order to be able to use common dental instrumentation including for example, an explorer, syringe, dental handpiece (drill) and surgical scalpel.

### **(4) Cognition**

A student must demonstrate higher-level cognitive abilities necessary to measure, to calculate, and to reason in order to conceptualize, analyze, integrate and synthesize information. The student must be able to comprehend dimensional and visual-spatial relationships. All of these problem-solving activities must be achieved progressively in a timely fashion and must contribute to sound judgment based upon clinical and ethical reasoning.

### **(5) Emotional Functioning**

A student must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. It is necessary to be able to adapt to changing environments, and to function in the face of uncertainties that are inherent in the care of patients. Decisions and procedures must be completed in a timely manner in order to maximize patient outcomes and minimize risks to patient safety.

## Student Acknowledgement

**I acknowledge that I have read this document carefully, that I have assessed my ability to meet the standards, and that I anticipate that I am able to meet the described essential skills and abilities for admission to, promotion in and graduation from the DMD program.**

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Student Name *(Please Print)*

Student #

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Permanent Address

Telephone

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Signature

Date

## Essential Skills and Abilities for Admission, Promotion and Graduation in Dental Hygiene Diploma Program

All matters concerning 'professionalism' are governed by the Faculty of Dentistry Professional Unsuitability Bylaw and those concerning other listed skills and abilities are governed by the Faculty of Dentistry Essential Student Abilities Bylaw.

### Preamble

As an accredited Canadian dental hygiene program, the Faculty of Dentistry, School of Dental Hygiene at the University of Manitoba is responsible for providing a program of study that ensures graduates have the necessary qualifications (academic knowledge, clinical skills, and professional behaviors and attitudes) to enter the regulated profession of Dental Hygiene in Canada. Becoming and being a dental hygienist requires a wide range of highly specialized skills and abilities. Some of these are taught in dental hygiene school, while others must be brought by the individual as an innate set of essential skills and abilities. The criteria for becoming registered/licensed as a dental hygienist in Canada requires a level of motor skills and other attributes that are not necessary in other professional occupations. Similarly, the ability to provide reasonable accommodation for special learning needs in dental hygiene may not be the same as it is for other academic programs. For example, client safety and comfort concerns with dental hygiene clinical procedures preclude the ability to accommodate additional time to complete and assess student procedures. This document describes the skills and abilities required for success in completing the dental hygiene diploma program. Students interested in becoming a dental hygienist must review this document.

It is important to note that an offer of admission to the Faculty of Dentistry, School of Dental Hygiene is not evidence that the dental hygiene program has verified that an applicant has the prerequisite skills and abilities for success in the program. However, these skills and abilities are essential if students are to be successful in achieving the competency standards of the profession. Further, in order to be registered/licensed as a dental hygienist in Canada, individuals **must successfully complete** the Written Examination administered by the National Dental Hygiene Certification Board (NDHCB) of Canada. The Written Examination is comprised of two multiple-choice examination sessions held in the morning and afternoon of one day.

For progression in, and graduation, from the dental hygiene program, all students must conduct themselves in a professional manner, and must have the Essential Skills and Abilities (Technical Standards) discussed under the following five broad areas:

- Observation/perception
- Communication
- Motor/tactile function
- Cognition
- Emotional functioning

**All applicants to the dental hygiene diploma program of the Faculty of Dentistry School of Dental Hygiene are expected to review this document to assess their ability to meet these standards; all applicants offered admission will be required to acknowledge such review and assessment.** Any candidate for the diploma in dental hygiene program who cannot demonstrate the required skills and abilities throughout their course of study may be requested to withdraw from the program.

## **Essential Skills and Abilities**

An applicant to the diploma in dental hygiene program and a candidate for the diploma in dental hygiene program must reasonably expect that while enrolled in the undergraduate dental program he or she will be able to demonstrate an appropriate degree of professionalism, and will be able to demonstrate the following skills and abilities:

### **Professionalism**

Students are obligated to act with integrity and diligence in carrying out their professional responsibilities, and their behavior and conduct in relation to others must be characterized by consideration, respect and good faith.

## **Technical Standards**

### **(1) Observation/Perception**

A student must be able to participate in learning situations and acquire information through observation and perception by the use of senses and mental abilities. In particular, a student must participate progressively in patient encounters and acquire information through acute visual and tactile sensation.

### **(2) Communication**

A student must be able to speak, hear and write proficiently in the English language, and to observe individuals and groups of individuals in order to effectively and efficiently elicit and clarify information. The student must be able to progressively create rapport and develop therapeutic relationships with patients, and establish effective communication with all members of the dental school community and other healthcare teams. A student must be able to coherently summarize and effectively communicate a patient's condition and management plan verbally, and in written and electronic forms.

### **(3) Motor/Tactile Function**

A student must possess sufficient motor function to develop the skills required to safely perform fine assessment, preventive and therapeutic (e.g. debridement/scaling) procedures on a client. These procedures must be done independently and competently in a timely fashion to minimize the risk to client safety and reasonable comfort. A student must possess fine motor function and sensory function in order to be able to use common dental hygiene instrumentation including, for example an explorer, a syringe, scalers (hand and ultrasonic) and dental handpiece (drill).

### **(4) Cognition**

A student must demonstrate higher-level cognitive abilities necessary to measure, to calculate, and to reason in order to conceptualize, analyze, integrate and synthesize information. The student must be able to comprehend dimensional and visual-spatial relationships. All of these problem-solving activities must be achieved progressively in a timely fashion and must contribute to sound judgment based upon clinical and ethical reasoning.

### **(5) Emotional Functioning**

A student must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. It is necessary to be able to adapt to changing environments, and to function in the face of uncertainties that are inherent in the care of patients. Decisions and procedures must be completed in a timely manner in order to maximize patient outcomes and minimize risks to patient safety.



## Student Acknowledgement

**I acknowledge that I have read this document carefully, that I have assessed my ability to meet the standards, and that I anticipate that I am able to meet the described essential skills and abilities for admission to, promotion in and graduation from the Dental Hygiene Diploma program.**

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Student Name *(Please Print)*

Student #

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Permanent Address

Telephone

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Signature

Date

## Accommodation for Undergraduate Dental Students with Disabilities

### Preamble

The term "disability" is used to summarize a great number of different functional limitations and activity restrictions. It is identified that people may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness, and that these may be permanent or transitory in nature. The Manitoba Human Rights Code identifies that all individuals be accorded equality of opportunity, and that reasonable accommodation be made for those with special needs. The University of Manitoba is committed to facilitating the integration of students with disabilities into the University community through to reasonable accommodation of the needs of persons with documented disabilities by making efforts to create a barrier-free campus and provide other supports and services within the limits of available resources. The University will endeavor to meet the identified needs of each student by adapting services, courses, and programs as feasible, and as resources allow, while maintaining appropriate academic standards. The University expects that the responsibility for making reasonable accommodations will be shared by the students, instructors and support staff. Within the Faculty of Dentistry, each student with a disability is entitled to reasonable accommodation that will assist her or him to meet academic as well as technical standards; the technical standards are identified in a policy entitled Essential Skills and Abilities for Admission, Promotion and Graduation in the DMD Program.

### Accommodation for Students with Disabilities

Dissemination of this Policy: This policy and the document entitled Essential Skills and Abilities for Admission, Promotion and Graduation in the DMD Program are posted on the Faculty of Dentistry website:

[http://umanitoba.ca/faculties/dentistry/prospective\\_students/%20dent\\_preReq.html](http://umanitoba.ca/faculties/dentistry/prospective_students/%20dent_preReq.html). Both documents are consistent with the University of Manitoba policy entitled Accessibility for Students with Disabilities. Students are informed of the procedures to request accommodation for disabilities via orientation sessions organized just prior to classes for in-coming students and through an e-mail sent to all students at the beginning of each academic year.

Pre-application Information: The admissions information posted on the Faculty of Dentistry website: [http://umanitoba.ca/faculties/dentistry/prospective\\_students/%20dent\\_preReq.html](http://umanitoba.ca/faculties/dentistry/prospective_students/%20dent_preReq.html) will contain the statement:

*“Students concerned about the extent to which they meet the technical standards as outlined in the policy entitled Essential Skills and Abilities for Admission, Promotion and Graduation in the DMD Program, with or without accommodation, are advised to contact the Associate Dean (Academic) for the Faculty of Dentistry.”*

Pre-application advice that is given to students will be confidential and independent of the admissions process, any records generated in this regard shall be retained independently from a student's application file, and if applicable, the student's academic record of the Faculty of Dentistry.

Accommodation Committee: An Accommodation Committee of the Faculty of Dentistry will be established to oversee the process of integrating students with disabilities who meet the technical standards as identified in the document entitled Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program. The Accommodation Committee will be chaired by the Associate Dean (Academic), or designate, and membership will include the Coordinator of the University of Manitoba Student Accessibility Services or designate, and two full-time Faculty members drawn from a clinical Department. The Accommodation Committee may elect to consult with other individuals who may include: other members of Faculty who may be directly involved with specific components of the program and/or student; legal counsel; the Registrar of the Manitoba Dental Association, or designate; and others as deemed appropriate by the Committee. The Accommodation Committee shall correspond with the Chair, Committee for Selection in Dentistry, and/or the Associate Dean (Academic) as dictated by the circumstances of individual students. The Accommodation Committee shall submit an annual report of the Committee's work to Dental Faculty Council Executive.

Student Responsibilities: It is the student's responsibility to self-identify to the Chair of the Accommodation Committee in a timely proactive fashion. Where possible, students are requested to declare their needs to Student Accessibility Services at the time of application, or upon admission, or as soon as possible before registration. Accommodations cannot be made retroactive to an examination or clinical evaluation.

Use of an Intermediary: There are a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical and ethical judgment. The appropriateness of an intermediary will be assessed on a case-by-case basis.

Confidentiality: Confidential records of all information regarding accommodation will be placed in the student's file and kept secured in Student Accessibility Services Office. The nature of the disability, the nature of the accommodation, the dates of implementation, as well as any subsequent modification to the original accommodation will be kept on file. This information will not be placed in, nor form any part of the student's academic file. Students will be informed that in order for a requested accommodation to be implemented it may be necessary to share relevant information on a need to know, confidential basis with individuals involved in providing the accommodation (e.g., faculty, clinical supervisors, physical plant, etc.) The specific logistical requests for accommodation will be forwarded to those responsible for facilitating them;

disclosure of the nature of the disability may be required. Students must consent in writing to this degree of communication in order to permit the Faculty of Dentistry to meet their needs.

## **Procedures**

Preadmission: No inquiries regarding an applicant student's disability shall be made by individuals involved in the admissions process. Students who meet the technical standards but may require accommodation for the admissions process or degree program can direct requests for information about reasonable accommodation to the Associate Dean (Academic) for the Faculty of Dentistry, or Student Accessibility Services. Such requests are kept independent from a student's admission file.

Application process: An applicant with a disability may request accommodation for the application process. The request shall be directed to the Chair of the Accommodation Committee, or Student Accessibility Services.

Newly registered students: A student who gains acceptance to the Faculty of Dentistry may direct a request for reasonable accommodation for disability to the Chair of the Accommodation Committee, or Student Accessibility Services. The student requesting the accommodation is responsible for providing Student Accessibility Services with medical documentation to establish that the student has a disability, such that recommendations for accommodation may be determined to be appropriate for the student's condition. If the disability is not documented or if the medical or other relevant documentation is not current or complete, the student may be directed to Student Accessibility Services of the University of Manitoba for a preliminary assessment. The student will then be directed by the Student Accessibility Services office to the appropriate professional for an assessment and for accommodation recommendations.

If there is a delay in acquiring a comprehensive assessment, the Accommodation Committee will meet to develop an interim plan.

The Accommodation Committee will meet with the student to discuss the accommodation plan.

The Accommodation Committee will contact the appropriate persons to facilitate the recommendations. The Committee will ensure that appropriate individualized accommodation is implemented proactively as the student moves through the DMD program. The individual plan will be reviewed as frequently as required as the student progresses through the curriculum, and upon request by the student. Plans will be reviewed by the Committee to determine whether further accommodation is reasonable in the case of a student who does not progress as expected.

Students in their course of study: Should a student become aware of a disability, or acquire an impairment, condition, or illness during their undergraduate dental education program, the student may direct a request for accommodation for disability to the Chair of the

Accommodation Committee, or Student Accessibility Services. Processes will be invoked as identified above. Accommodation for disability if required and approved shall be prospective, not retroactive. Should reasonable accommodation for disability be unsuccessful in assisting the student in attaining the requisite skills and abilities, the student may be requested to withdraw from the DMD program.

Students seeking readmission: Policies and processes regarding students seeking readmission shall be the same as identified above.

## **Appeals**

A student who disagrees with the recommendations of the Accommodation Committee should in the first instance address his/her concerns with the Accommodation Committee. A student has the right to appeal through the standard appeal process within the Faculty of Dentistry. The student may appeal a judgment to the relevant appeal committee of the University of Manitoba. Students are encouraged to consult with the Student Advocacy office for information and assistance about the appeal processes. For information about Respectful Work and Learning Environment policy, students are encouraged to contact Equity Services.

## **Document Review**

The Accommodation Committee will review this policy biannually.

This policy document is adapted from the Faculty of Medicine policy document entitled *Accommodation for Undergraduate Medical Students with Disabilities*. That document was adapted with permission from the policy document entitled *Implementation Policy: Students with Disabilities in the MD Program*, approved in 2007 by the College of Medicine, University of Saskatchewan, and is influenced by the AAMC document entitled *Medical Students with Disabilities: A Generation of Practice*, published June, 2005.

Reference may be made to the University of Manitoba Policy entitled *Accessibility for Students with Disabilities*.

## **Accommodation for Undergraduate Dental Hygiene Students with Disabilities**

### **Preamble**

The term "disability" is used to summarize a great number of different functional limitations and activity restrictions. It is identified that people may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness, and that these may be permanent or transitory in nature. The Manitoba Human Rights Code identifies that all individuals be accorded equality of opportunity, and that reasonable accommodation be made for those with special needs. The University of Manitoba is committed to facilitating the integration of students with disabilities into the University community through to reasonable accommodation of the needs of persons with documented disabilities by making efforts to create a barrier-free campus and provide other supports and services within the limits of available resources. The University will endeavor to meet the identified needs of each student by adapting services, courses, and programs as feasible, and as resources allow, while maintaining appropriate academic standards. The University expects that the responsibility for making reasonable accommodations will be shared by the students, instructors and support staff. Within the Faculty of Dentistry, School of Dental Hygiene, each student with a disability is entitled to reasonable accommodation that will assist her or him to meet academic as well as technical standards; the technical standards are identified in a policy entitled Essential Skills and Abilities for Admission, Promotion and Graduation in the Dip. (Dent. Hyg.) Program.

### **Accommodation for Students with Disabilities**

Dissemination of this Policy: This policy and the document entitled Essential Skills and Abilities for Admission, Promotion and Graduation in the Dental Hygiene Program are posted on the Faculty of Dentistry, School of Dental Hygiene website:

<http://umanitoba.ca/faculties/dentistry/dentalhygiene/future/index.html>. Both documents are consistent with the University of Manitoba policy entitled Accessibility for Students with Disabilities. Students are informed of the procedures to request accommodation for disabilities via orientation sessions organized just prior to classes for in-coming students and through an e-mail sent to all students at the beginning of each academic year.

Pre-application Information: The admissions information posted on the Faculty of Dentistry, School of Dental Hygiene website: <http://umanitoba.ca/faculties/dentistry/dentalhygiene/future/index.html> will contain the statement:

*“Students concerned about the extent to which they meet the technical standards as outlined in the policy entitled Essential Skills and Abilities for Admission, Promotion and Graduation in the Dip. (Dent. Hyg.) Program, with or without accommodation, are advised to contact the Director for the Faculty of Dentistry, School of Dental Hygiene.”*

Pre-application advice that is given to students will be confidential and independent of the admissions process, any records generated in this regard shall be retained independently from a student's application file, and if applicable, the student's academic record of the Faculty of Dentistry, School of Dental Hygiene.

Accommodation Committee: An Accommodation Committee of the Faculty of Dentistry will be established to oversee the process of integrating students with disabilities who meet the technical standards as identified in the document entitled Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the Dental Hygiene Program. The Accommodation Committee will be chaired by the Director, School of Dental Hygiene or designate, and membership will include the Coordinator of the University of Manitoba Student Accessibility Services or designate, and two full-time Faculty members drawn from the School of Dental Hygiene or from a clinical Department in Dentistry. The Accommodation Committee may elect to consult with other individuals who may include: other members of Faculty who may be directly involved with specific components of the program and/or student; legal counsel; the Registrar of the College of Dental Hygienists of Manitoba, or designate; and others as deemed appropriate by the Committee. The Accommodation Committee shall correspond with the Chair, Committee for Selection in Dental Hygiene, and/or the Associate Dean (Academic) as dictated by the circumstances of individual students. The Accommodation Committee shall submit an annual report of the Committee's work to Dental Faculty Council Executive.

Student Responsibilities: It is the student's responsibility to self-identify to the Chair of the Accommodation Committee in a timely proactive fashion. Where possible, students are requested to declare their needs to Student Accessibility Services at the time of application, or upon admission, or as soon as possible before registration. Accommodations cannot be made retroactive to an examination or clinical evaluation.

Use of an Intermediary: There are a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical and ethical judgment. The appropriateness of an intermediary will be assessed on a case-by-case basis.

Confidentiality: Confidential records of all information regarding accommodation will be placed in the student's file and kept secured in Student Accessibility Services Office. The nature of the disability, the nature of the accommodation, the dates of implementation, as well as any subsequent modification to the original accommodation will be kept on file. This information will not be placed in, nor form any part of the student's academic file. Students will be informed that in order for a requested accommodation to be implemented it may be necessary to share relevant information on a need to know, confidential basis with individuals involved in providing the accommodation (e.g., faculty, clinical supervisors, physical plant, etc.) The specific logistical

requests for accommodation will be forwarded to those responsible for facilitating them; disclosure of the nature of the disability may be required. Students must consent in writing to this degree of communication in order to permit the Faculty of Dentistry, School of Dental Hygiene to meet their needs.

## **Procedures**

Preadmission: No inquiries regarding an applicant student's disability shall be made by individuals involved in the admissions process. Students who meet the technical standards but may require accommodation for the admissions process or degree program can direct requests for information about reasonable accommodation to the Director for the Faculty of Dentistry, School of Dental Hygiene, or Student Accessibility Services. Such requests are kept independent from a student's admission file.

Application process: An applicant with a disability may request accommodation for the application process. The request shall be directed to the Chair of the Accommodation Committee, or Student Accessibility Services.

Newly registered students: A student who gains acceptance to the Faculty of Dentistry, School of Dental Hygiene may direct a request for reasonable accommodation for disability to the Chair of the Accommodation Committee, or Student Accessibility Services. The student requesting the accommodation is responsible for providing Student Accessibility Services with medical documentation to establish that the student has a disability, such that recommendations for accommodation may be determined to be appropriate for the student's condition. If the disability is not documented or if the medical or other relevant documentation is not current or complete, the student may be directed to Student Accessibility Services of the University of Manitoba for a preliminary assessment. The student will then be directed by the Student Accessibility Services office to the appropriate professional for an assessment and for accommodation recommendations.

If there is a delay in acquiring a comprehensive assessment, the Accommodation Committee will meet to develop an interim plan.

The Accommodation Committee will meet with the student to discuss the accommodation plan.

The Accommodation Committee will contact the appropriate persons to facilitate the recommendations. The Committee will ensure that appropriate individualized accommodation is implemented proactively as the student moves through the Dip. (Dent. Hyg.) Program. The individual plan will be reviewed as frequently as required as the student progresses through the curriculum, and upon request by the student. Plans will be reviewed by the Committee to determine whether further accommodation is reasonable in the case of a student who does not progress as expected.



Students in their course of study: Should a student become aware of a disability, or acquire an impairment, condition, or illness during their undergraduate dental education program, the student may direct a request for accommodation for disability to the Chair of the Accommodation Committee, or Student Accessibility Services. Processes will be invoked as identified above. Accommodation for disability if required and approved shall be prospective, not retroactive. Should reasonable accommodation for disability be unsuccessful in assisting the student in attaining the requisite skills and abilities, the student may be requested to withdraw from the dental hygiene program.

Students seeking readmission: Policies and processes regarding students seeking readmission shall be the same as identified above.

## **Appeals**

A student who disagrees with the recommendations of the Accommodation Committee should in the first instance address his/her concerns with the Accommodation Committee. A student has the right to appeal through the standard appeal process within the Faculty of Dentistry, School of Dental Hygiene. The student may appeal a judgment to the relevant appeal committee of the University of Manitoba. Students are encouraged to consult with the Student Advocacy office for information and assistance about the appeal processes. For information about Respectful Work and Learning Environment policy, students are encouraged to contact Equity Services.

## **Document Review**

The Accommodation Committee will review this policy biannually.

This policy document is adapted from the Faculty of Medicine policy document entitled *Accommodation for Undergraduate Medical Students with Disabilities*. That document was adapted with permission from the policy document entitled *Implementation Policy: Students with Disabilities in the MD Program*, approved in 2007 by the College of Medicine, University of Saskatchewan, and is influenced by the AAMC document entitled *Medical Students with Disabilities: A Generation of Practice*, published June, 2005.

Reference may be made to the University of Manitoba Policy entitled *Accessibility for Students with Disabilities*.

**Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Dentistry/School of Dental Hygiene Professional Unsuitability By-Law**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)
2. At its meetings of June 16, September 29, October 27, and November 24, 2011 the Committee considered a proposal from the Faculty of Dentistry to replace its existing 'Professional Unsuitability By-Law' with the 'Faculty of Dentistry/School of Dental Hygiene Professional Unsuitability By-Law,' and to establish the following supplementary documents:
  - Essential Skills and Abilities for Admission, Promotion and Graduation in the D.M.D. Program;
  - Essential Skills and Abilities for Admission, Promotion and Graduation in the Dental Hygiene Diploma Program;
  - Accommodation for Undergraduate Dental Students with Disabilities; and
  - Accommodation for Undergraduate Dental Hygiene Students with Disabilities.

**Observations:**

1. The Faculty of Dentistry will replace its existing 'Professional Unsuitability By-Law', which governs undergraduate students in both the Faculty of Dentistry and the School of Dental Hygiene, with the 'Faculty of Dentistry/School of Dental Hygiene Professional Unsuitability By-Law.'
2. The Faculty will establish a number of supplementary documents, as set out above, to accompany the Faculty of Dentistry/School of Dental Hygiene Professional Unsuitability By-Law. All of the documents have been modeled on similar documents previously established by the Faculty of Medicine.
3. The Committee discussed the content of the Professional Unsuitability Referral Form at some length. The document is included with this report, for information only.

## **Recommendations**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the establishment of the following documents in the Faculty of Dentistry:**

- **Faculty of Dentistry/School of Dental Hygiene Professional Unsuitability By-Law;**
- **Essential Skills and Abilities for Admission, Promotion and Graduation in the D.M.D. Program;**
- **Essential Skills and Abilities for Admission, Promotion and Graduation in the Dental Hygiene Diploma Program;**
- **Accommodation for Undergraduate Dental Students with Disabilities; and**
- **Accommodation for Undergraduate Dental Hygiene Students with Disabilities.**

Respectfully submitted,

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

**Comments of the Senate Executive Committee on a Proposal from the Faculty of Dentistry RE: Faculty of Dentistry / School of Dental Hygiene Professional Unsuitability and Essential Student Abilities Bylaws**

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**Comments**

1. Following a recommendation from the Senate Committee on Instruction and Evaluation, the Senate Executive Committee considered a proposal from the Faculty of Dentistry to establish the Faculty of Dentistry / School of Dental Hygiene Professional Unsuitability Bylaws and a number of associated documents.
2. Over several meetings, the Committee considered different versions of the Professional Unsuitability Bylaw, in particular. The Committee referred the document back to the Faculty of Dentistry to address two concerns. One, that the Bylaw, as first proposed, did not explicitly prohibit the use of anonymous material as the basis for a complaint, and second, that it allowed for the possibility of finding a student professionally unsuitable as a result of a disability that could not be accommodated.
3. Responding to the concerns that were raised, the Faculty of Dentistry followed the Committee's recommendations to (a) amend clause 3.2 of the Professional Unsuitability Bylaw, to prohibit the use of anonymous submissions, and (b) to establish a separate bylaw to deal with matters concerning innate competencies required to meet essential skills and abilities required for the dental profession.
4. The Senate Executive Committee recommends that Senate approve a proposal from the Faculty of Dentistry to establish the Faculty of Dentistry / School of Dental Hygiene Professional Unsuitability Bylaw, the Faculty of Dentistry / School of Dental Hygiene Essential Student Abilities Bylaw, and associated documents.

# **Report of the *ad hoc* Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements**

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

## Executive Summary

The committee affirms and emphasizes that the Senate of The University of Manitoba is the only body with the authority to establish academic programs, and that it has ultimate authority to determine academic requirements, appoint examiners, determine the conditions and results of examinations, and approve degrees for students who have met the requirements.

The University of Manitoba also has a legal and moral obligation to provide reasonable accommodations to those who need them. These accommodations must not, however, undermine the *bona fide* academic requirements of the corresponding academic program.

The Committee recognizes certain rights and responsibilities for academics in the process of establishing reasonable accommodations for students with disabilities, including the right to have input into individual decisions, the right to receive general information on the practice and results of accessibility policies, and, within important and defined constraints, the right for those with a substantive interest to appeal accommodation decisions. The Committee also believes that the academic community has both the right and responsibility to be informed of University policies and procedures, and their impact.

The combined imperatives of providing reasonable accommodations and of satisfying all *bona fide* academic requirements lead, inevitably, to the need for academic units and Senate to define and justify, in advance, the *bona fide* academic requirements of each program. Once these requirements are approved by Senate, they cannot be changed without the approval of Senate. If the only accommodation that can be found undermines a *bona fide* academic requirement, then no accommodation should be made. The Committee advises that the absence of defined *bona fide* requirements renders a program vulnerable to the granting of an accommodation that could undermine its integrity.

It is impossible for Senate to fulfill all of its oversight duties directly, and practicality dictates that it delegate portions of its authority to Faculties/Schools, Departments, Deans, Directors and others. The processes and responsibilities must be structured so that the combined requirements of satisfying all *bona fide* academic requirements, treating our students fairly and consistently, and adhering to all legal and human rights obligations, are met. This Committee believes that clarity in this delegation is necessary in order to establish the rights and responsibilities of all decision makers in matters related to the accommodation of students with disabilities. The report recommends a structure and process for this, including stipulation of the roles and responsibilities of Deans and Directors.

The Committee's report provides considerable detail on current and recommended practices, and numerous recommendations. It includes recommendations that each Faculty/School create an Accessibility Advisory Committee, whose role includes providing advice to decision makers, and reporting annually on the types, numbers, and impacts of accommodations within the Faculty/School. It further recommends that Senate create a Senate Academic Accommodation Appeals Committee, whose role it is to hear appeals related to accommodations from students

and, within carefully prescribed limits, from members of faculty.



## **Report of the ad hoc Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements**

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### **Preamble**

1. The report of the Senate Committee on Rules and Procedures regarding a reference from the Senate Executive Committee to consider a request of the Department of Mathematics for a ruling on the jurisdiction of the Dean of Graduate Studies with respect to providing accommodations for students with disabilities was considered by Senate on November 3, 2010. At that meeting concern was raised about the power and authority of Deans to deal with academic matters relative to the powers of Senate as set out in *The University of Manitoba Act*.<sup>1</sup> After extensive discussion, Senate referred the matter to the Senate Executive Committee for further review.
2. At the meeting of January 19, 2011, the Senate Executive Committee established an ad hoc committee to review the matter and approved terms of reference for the committee (Appendix A). Professor Emeritus J. Cooper would chair the committee and the membership would come forward to Senate Executive for information. Subsequently, the membership of the committee was reported to Senate Executive on February 15, 2011. At its first meeting the ad hoc committee chose to increase membership to include Chancellor Harvey Sector.
3. The Committee met eighteen times between February 25, 2011 and February 3, 2012. It conducted an extensive review of the University's relevant documents on accommodation, consulted with University experts on accommodation, studied legal issues surrounding accommodation, reviewed relevant documents on accommodation from other Canadian universities and sought input from all members of The University of Manitoba community. At the meetings, the members of the ad hoc committee sought to understand the issues and gathered a significant amount of documentation relating to their discussions (Appendices B-F)
4. The ad hoc committee provided an interim report to the Senate Executive Committee in June 2011.
5. Because of the complexity of the issues, the need for consultation and subsequent discussion, the Committee requested an extension to its reporting deadline; Senate Executive granted an extension to the end of January, 2012.

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<sup>1</sup> The University of Manitoba Act, C.C.S.M., c.U.60.

## **Observations**

### **1. Role of Senate**

The Committee affirms and emphasizes that the Senate of The University of Manitoba is the only body with the authority to establish or modify academic program requirements, and approves degrees for students who have met those requirements. In particular, under *The University of Manitoba Act*<sup>2</sup> our Senate is granted the following authority:

[34\(1\)](#) The senate has general charge of all matters of an academic character; and, without restricting the generality of the foregoing, the senate shall

- (b) determine the degrees, including honorary degrees, diplomas and certificates of proficiency, to be granted by the university, and the persons to whom they shall be granted;
- (c) determine the conditions of matriculation and entrance, the standing to be allowed students entering the university, and all matters relating thereto;
- (d) establish faculty councils, school councils, and other bodies within the university, prescribe how they shall be constituted, and, confer upon them such powers, and assign to them such duties as the senate may deem expedient;
- (e) receive, consider and determine on any proposal or recommendation of any faculty council or school council or other body established by the senate as to courses of study and matters relating thereto;
- (f) of its own motion and without any recommendation, but subject to subsection (2), consider and determine all courses of study and all matters relating thereto;
- (g) regulate instruction and determine the methods and limits of instruction;
- (h) determine the conditions on which candidates shall be received for examinations, appoint examiners, and determine the conduct and results of all examinations;
- (i) provide for courses of study in any place or places in the province and encourage and develop extension activities and correspondence courses;
- (j) have power to recognize courses of study that are given in any college or institution in the province not affiliated with the university and admit students who have taken such courses of study to examinations of the university;

As a large body, it is obviously impossible for Senate to fulfill all these duties itself, and practicality dictates that it must delegate portions of its authority. Oversight of individual academic programs may be delegated by Senate to Faculties, Schools or Departments and their Deans, Directors or Heads, respectively, as deemed appropriate. Deans and Directors are responsible for administering programs established by Senate, while still adhering to the policies and procedures approved by the Board of Governors.

### **2. Understanding and Use of Terms Related to Accommodation**

The term 'accommodation' is generally used to describe an adjustment to an academic requirement. Academic accommodations are not limited to students with disabilities, although the terms 'accommodation' and 'reasonable accommodation' are regularly used when referring to accessibility for students with disabilities.

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<sup>2</sup> The University of Manitoba Act, C.C.S.M., c.U.60, s.34(1).

In addition to cases of documented disabilities, some of the circumstances in which academic accommodation may be requested include:

- Difficulties with course availability and or sequencing
- The need for a student to repeat a course
- Errors in student advising
- Compassionate reasons related to a student's life circumstances.

The terms 'reasonable accommodation', 'modification', 'substitution', 'waiver' and 'degree notwithstanding a deficiency' are used in the context of accommodation as well as for other academic, logistical, and administrative reasons. However, neither the understanding and use of these terms, nor the decision-making related to them, are uniform across the University. This lack of consistency unfairly places those in the role of having to make important academic decisions without a clear framework to do so.

In order to ensure the University community uses terms consistently, the Committee proposes the following definitions, noting that all of these terms are sub-sets of and can refer to, a type of 'accommodation':

**a. Accommodation:**

An accommodation is an attempt to remove barriers to the equitable participation of students in learning and evaluation. Accommodations are made both to assist students with disabilities, as well as for compassionate reasons. Where a *bona fide* academic requirement is a barrier to equitable participation, an accommodation must allow the student an opportunity to acquire and demonstrate the knowledge and skills (or achieve other learning outcomes) required to complete a course or program of study through an alternative mode of instruction or assessment. The accommodation must not erode the academic integrity and standards of the program in question.

**b. Reasonable Accommodation:**

A reasonable accommodation is one that would address an inequality toward a person with a disability without offering that individual an unfair advantage over other students. A reasonable accommodation must not result in an undue hardship on the University, and must not result in the compromise of a *bona fide* academic requirement. Students must still acquire and demonstrate mastery of essential skills or other *bona fide* academic requirements of a student's program of study, although this may be done in an alternative or non-traditional way. A reasonable accommodation must not lower the *bona fide* academic requirements of the program, or violate the accreditation needs of a professional program. The goal of reasonable accommodation is not to 'lower the bar', but rather to provide a different and equitable approach that permits students with disabilities to access learning and assessment opportunities. The term 'reasonable accommodation' is generally used only in the context of the accommodation of a disability. The University is under no

obligation to offer a reasonable accommodation (or any accommodation for that matter) on compassionate or other grounds.

- c. Modification:** A modification is an accommodation involving a relatively minor change made to an academic requirement. Modifications usually entail a revision to the way a student must demonstrate required skills and knowledge, or sometimes additional assistance for a student which does not detract from the skills and knowledge the student must acquire. Modifications typically include things such as:
1. providing additional time and quiet space to write examinations;
  2. alternate exam formats;
  3. alternate modes of course delivery or evaluation;
  4. provision of a note taker or interpreter;
  5. special equipment in classrooms; and
  6. adaptive technology.
- d. Substitution:** A substitution is the replacement of a certain admission criterion, prerequisite course, course/program requirement or University requirement by another that is deemed comparable. Substitutions are commonly used to effect accommodations. Senate approves required program content including courses and other elements such as breadth, depth, math and written (M & W) requirements; Faculties and Schools administer these programs. In administering a program, it may become impossible, impractical, or unfeasible for a student to complete all program requirements exactly as approved by Senate.
- e. Waiver:** A waiver is the removal of a criterion for admission, progression or graduation from a program of study. A waiver is an accommodation, but should never be offered in regard to a *bona fide* academic requirement. A waiver does not include a case where a requirement is replaced by another requirement (this is a substitution), but rather is the complete elimination of a non-essential academic requirement.
- f. Degree Notwithstanding a Deficiency:** A degree notwithstanding a deficiency is one that is conferred upon a student who has not met all the Senate-approved requirements of his or her program of study and for whom no other accommodation has been approved in regard to the missing requirements. A degree notwithstanding a deficiency, when approved by Senate, is the only way in which a student may effectively obtain a waiver of what would otherwise be considered a *bona fide* academic requirement.

### 3. Duty to Accommodate

The University is subject to Manitoba's *Human Rights Code*<sup>3</sup>, and as such has a duty to attempt to accommodate students with demonstrated disabilities. This duty applies

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<sup>3</sup> The Human Rights Code, C.C.S.M., c.175.

whether or not the disability is pre-existing or is acquired during the course of the student's academic experience. The duty to accommodate may obligate the University to offer a modification, substitution, or waiver. Such accommodations are consistent with the obligation to administer the University's academic programs as approved by Senate so long as:

- The accommodation is reasonable;
- The accommodation does not create an undue hardship for the University; and
- The accommodation does not compromise a defined *bona fide* academic requirement of the particular program.

In each case, the University must consider these three criteria in determining if an accommodation is available, and if so, what accommodation should be made. The Committee reviewed the law related to these criteria and determined that the third is often the most important in the context of educational institutions.

With respect to the first criterion, the University's obligation is only to offer a "reasonable accommodation", not necessarily one preferred by the student. A student who refuses an offer of a reasonable accommodation may miss the opportunity to receive any accommodation at all.

Relating to the second criterion, Universities have sometimes attempted to avoid offering particular accommodations on the basis that the accommodation would create an undue hardship for the institution. In many cases, this argument has been based on the cost of such accommodation. The Committee reviewed the law in this area, and concluded that universities have been extremely unsuccessful in this type of defence. Moreover, arguments that implementing an accommodation would be difficult, disruptive, or time-consuming have a similar poor record of success.

The third criterion upon which the University may reject an accommodation, often the most critical, is if there is a *bona fide* reason for an academic standard and the accommodation can be shown to undermine that standard. A *bona fide* reason does not relieve the University of the obligation to attempt to find a reasonable accommodation, if one is available or can be developed. However, it is on the basis of this third consideration that educational institutions are in the strongest position to defend their academic standards.

**a. Impact of Duty to Accommodate Students with Disabilities on Academic Standards:**

As noted earlier, the University is under a legal obligation to provide reasonable accommodation to students who have established that they have a disability. In determining whether a particular accommodation is reasonable, does not create undue hardship, and does not compromise the *bona fide* academic requirements of a particular program as approved by Senate, the integrity of the University's academic programs is the paramount concern and is a legitimate reason for the denial of certain requested accommodations. Consequently, an academic requirement will not be

waived if it meets the definition of a '*bona fide* academic requirement', and is essential to the particular program in question. Furthermore, a modification will not be granted if it is not a reasonable way of assessing the student's skills and knowledge as envisioned in the Senate-approved requirements that are at issue in a particular case. Finally, a substitution will not be granted if it is not reasonably comparable to the *bona fide* academic requirement it is intended to replace, and will jeopardize the academic integrity of the program.

Where a requested accommodation may impact an academic requirement, consideration must be given to how essential the requirement is to the particular program. The requirement must only be treated as a *bona fide* academic requirement where the determination of such can be shown to be based upon strong objective evidence and be defensible, perhaps even in the face of legal challenge.

**b. Role of Academic Staff:** The University's academic staff have a particular interest in ensuring that the high standards of our institution are upheld. Academic staff have a critical role to play in helping the University determine whether proposed accommodations are appropriate and can be offered. In this regard, the University's academic staff can be viewed as having both rights and responsibilities.

- i. **Rights:** The process of arriving at a reasonable accommodation must allow for considering the views of academic staff, especially their thoughts on the impact of a proposed accommodation on the academic integrity of the particular program as approved by Senate. The academic staff members concerned may not be unanimous in their opinions on a particular accommodation, yet the accommodation process must allow for a timely final decision to be made, which gives certainty to the student seeking accommodation, allowing continuation of studies without undue delay or fear of *post hoc* reprisal.
- ii. **Responsibilities:** The University's programs are typically initiated at the Department level through a collegial process in which academic staff members are the chief participants. Academic staff members who participate in program development or revision have an obligation to consider (in advance of any particular request for an accommodation) the reasons for academic requirements imposed upon students. The onus is on those who propose requirements for a particular program to be able to justify a claim that a particular requirement is essential to the assessment of student achievement in a particular program. The lack of such documented justification could significantly impair a unit's ability to defend its academic standards.

#### 4. Academic Standards

- a. **Nature of Academic Standards:** The academic programs of the University are established through a process of careful collegial consideration of their structure and requirements; this process typically begins at the level of Departments and concludes with approval by Senate. The academic requirements of a program represent an attempt to reflect the highest academic standards appropriate to a particular academic field with respect to the degree in question. Those responsible for the academic programs of the University, from central administrators and Deans to classroom instructors, are responsible for delivering the program as approved by Senate. In short, once approved, the University's programs are Senate's programs, and their requirements cannot be altered by Departments, Faculties, Schools, or individual academic staff members and administrators without express authority delegated from Senate. This means that a policy containing a clear delegation of authority to make decisions regarding accommodation is essential to achieving the joint goal of meeting the University's legal obligations, while preserving the integrity of its academic programs.
  
- b. **Bona Fide Academic Requirements:** A *bona fide* academic requirement is a component of an academic program which is determined to be an essential course, skill, experience, item of knowledge or outcome for the program, i.e., those components of a program that, in the reasonable view of the unit, cannot be waived without fatal consequences for the academic integrity of the program. By implication, it may be that not all academic requirements are essential for the academic integrity of a given program, and would not be among the sub-set of "*bona fide*" requirements.
  
- c. **Establishing Bona Fide Academic Requirements:** There are many different ways to establish which academic requirements should be treated as essential and "*bona fide*". Many professional Faculties and Schools (Medicine, Nursing, Medical Rehabilitation, Dentistry) have developed 'Essential Skills and Abilities' documents that set out the requirements necessary for a student to be successful in his/her program and be eligible for licensing or registration, thus providing a *bona fide* explanation for an academic standard. Not only do skills and abilities documents lend themselves to clinical applications required of the practitioner, they are indispensable in teaching/learning and assessment in laboratory and clinical environments. Nevertheless, even these professional Faculties and Schools should consider further refinements of their work, ensuring that all *bona fide* requirements are included and making the explanations for requirements more specific to particular programs, thereby making the requirements more defensible.

Non-professional programs do not have the imperative of licensing requirements or accreditation standards to assist in determining what is or is not a *bona fide* academic requirement. Although this creates challenges, programs must still be able to identify and justify their essential requirements with reference to well-documented measures, such as regular program reviews, comparisons to other institutions, and other

methods of establishing what is generally accepted as essential for a program of the particular type at a reputable university. The University of Windsor has published expectations for both undergraduate and graduate degree programs;<sup>4</sup> such a template could be used by units at The University of Manitoba to help them determine the *bona fide* academic requirements for their programs.

In order to comply with the responsibilities of academic staff, the Committee recommends that each unit develop written rationales for the *bona fide* academic requirements of its existing programs and for any newly developed programs. Having written rationales is essential for the protection of the integrity of the University's academic programs as approved by Senate. Such rationales will govern the work of University administrators and of Student Accessibility Services, and will provide grounds for the University's position should a dispute be taken to the Human Rights Commission or the Courts.

#### **d. Privacy Concerns**

The University's academic community is accustomed to discussing academic standards in an open and collegial way. This practice is central to the establishment of academic standards at the University. At the same time, in matters relating to individual accommodation decisions, the University is bound by various pieces of privacy legislation, including *The Freedom of Information and Protection of Privacy Act*<sup>5</sup>, and *The Personal Health Information Act*<sup>6</sup>. Decisions around individual cases of accommodation necessitate the exchange of "personal information" and "personal health information", as those terms are defined in the legislation. The key concept in all privacy legislation is that such information should only be shared on a "need to know" basis. As a result, the University is obligated to adopt a decision-making process that both provides the maximum protection for student privacy while yet permitting sufficient collegial input to protect academic standards.

#### **e. Delegation of Authority and Recommended Procedures**

Because all academic requirements, whether essential or not, have their basis in the authority of Senate, any change to such requirements also requires a clear delegation of authority from Senate. The Committee recommends that this delegation of authority be set out in a new or revised policy adopted by Senate.

In developing policy and procedures, the Committee recommends that certain rights be emphasized and kept in mind during the drafting process:

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<sup>4</sup> University of Windsor, Undergraduate Degree Level Expectations, and Graduate Degree Level Expectations, <http://web4.uwindsor.ca/units/senate/main.nsf/main/3320D4E32399A684852570D800705E73?OpenDocument>

<sup>5</sup> *The Freedom of Information and Protection of Privacy Act*, C.C.S.M., c.F175.

<sup>6</sup> *The Personal Health Information Act*, C.C.S.M., c.P33.5.



- The right of students to expect reasonable attempts to accommodate disabilities.
- The right of students to expect a fair, timely, respectful, and confidential process to reach accommodation decisions.
- The right of the University to uphold high academic standards.

## 5. Accommodation Decisions

### a. Decisions at the First Instance

The Committee recommends that the delegation of authority to make initial decisions about accommodation be based upon the type of accommodation sought. This recommendation is premised on the principle that the decision be grounded in the individuals with the expertise most appropriate to the case in question. In the following recommendations for delegation related to accommodation for students with disabilities, it is assumed that there will always be consultation (or opportunity for consultation) between Student Accessibility Services and the relevant academic authority, and that all parties will act in accordance with the University's requirements for confidentiality and privacy.<sup>7</sup>

- Modifications - the initial authority to grant a modification should be delegated to Student Accessibility Services. SAS would only exercise this authority after reasonable consultation (or opportunity for consultation) with the appropriate academic authority(ies), taking into account both academic concerns and legal obligations.
- Substitutions - the authority to grant substitutions for the following types of requirements should rest with:
  - Admission Requirements – Unit Council level.
  - Prerequisites – Departmental/Unit Council level.
  - Course Requirements – Course instructor.
  - Program Requirements – Departmental/Unit Council level.
  - University Requirements – Senate.

Because Departments are generally the subject experts, and the best judge of academic requirements, it is recommended that they assume an essential role in the process.

In each case, the recipient of authority should be given express permission to sub-delegate, so long as the sub-delegation is well documented. For example, a Departmental/Unit Council may choose to sub-delegate to the Department Head

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<sup>7</sup> Section 2.3 of the UM Accessibility Policy for Students with Disabilities states that the institution is responsible for '...maintaining the confidentiality of disability related information under *The Freedom of Information and Protection of Privacy Act (Manitoba)* and *The Personal Health Information Act (Manitoba)*, including limiting the distribution of that information to only those parties that require the information to determine appropriate accommodation.' [http://umanitoba.ca/admin/governance/governing\\_documents/students/281.html](http://umanitoba.ca/admin/governance/governing_documents/students/281.html)

(or an Associate Dean in a Faculty without Departments). Such sub-delegation is strongly recommended by the Committee to ensure timely and consistent decision making and fairness to the student as well as protection of the student's privacy and the confidentiality of the information.

- iii. Waivers - waivers should be treated in the same manner as substitutions, recognizing that waivers cannot be made of *bona fide* academic requirements.
- iv. Degree Notwithstanding a Deficiency – the authority to grant a degree notwithstanding a deficiency should not be delegated and should rest solely with Senate. This provision should be used rarely because it normally involves a waiver of what would otherwise be considered an essential *bona fide* academic requirement. Overly generous use of this type of accommodation would result in an erosion of academic integrity. Grounds for a request for a degree to be granted notwithstanding a deficiency would normally be compassionate ones, such as a degree granted posthumously or the correction of historical wrongs beyond the control of the student (for example, the internment of Japanese-Canadian students in World War II). Normally Senate would exercise this authority upon a recommendation from a Faculty or School.

**b. Faculty/School-Level Review Mechanisms** - Although the initial decision-making regarding accommodation will be made pursuant to the delegation framework described above, the Committee recognizes the difficulty inherent in making good decisions which balance academic integrity with legal obligations. In cases where there is disagreement about the appropriateness of an accommodation, there must be mechanisms in place for timely appeal and resolution.

The Committee, therefore, recommends that Senate delegate authority to the Dean/Director of each Faculty/School to resolve conflicts regarding accommodations within the Faculty/School. The Dean/Director would be permitted to sub-delegate decision making authority, only so far as the Associate Dean level. The authority of Deans/Directors is discussed in more detail below.

The authority of Deans/Directors in this area should be made subject to strict and specified obligations to consult with appropriate individuals and with a Faculty/School-level Accessibility Advisory Committee. The Committee recommends that each Faculty/School be required by Senate to establish an Accessibility Advisory Committee which would serve as an advisory body to the Dean/Director on all matters related to accommodation of students with disabilities<sup>8</sup>. Such a body should be constituted of a majority of academic staff, and be chaired by the Dean/Director or his/her delegate

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<sup>8</sup> A model for such a body is the Accommodations Team established in the Faculty of Nursing, and some functions of the Faculty of Medicine's Accommodation Committee. See Faculty of Nursing Disability Policy. <http://umanitoba.ca/faculties/nursing/students/523.html> Faculty of Medicine Accommodation for Undergraduate Medical Students with Disabilities [http://umanitoba.ca/faculties/medicine/media/Accommodations\\_Policy.pdf](http://umanitoba.ca/faculties/medicine/media/Accommodations_Policy.pdf)

(normally an Associate Dean). Generally, the Accessibility Advisory Committee would have the following powers and responsibilities:

- Advising the Dean/Director on all matters related to accommodation of students with disabilities, including the resolution of conflicts with respect to specific cases;
- Making recommendations on how *bona fide* requirements could best be identified, supported, and documented;
- Receiving an annual report from Student Accessibility Services on the number and types of accommodations that have been provided to students of the Faculty/School;
- Reviewing and analyzing such data, then providing advice to the Faculty/School (and its Departments) by way of a report to Faculty/School Council regarding the impact of such accommodations on academic standards; and
- Disseminating information regarding the Faculty/School back to Student Accessibility Services, so that SAS can effectively analyze institution-wide trends for its annual report to Senate.

Deans/Directors would generally receive requests from students (or their SAS advisors or Student Advocate) who are dissatisfied with the decision of a course instructor, Department Head, or other individual or committee with delegated responsibility. In some cases, a Dean/Director would receive a request from a Department Head, course instructor or other academic staff member with a direct connection to the case, who was dissatisfied with a modification implemented by SAS.<sup>9</sup> Deans/Directors would have the discretion to hear requests from others who can demonstrate a “viable, direct and substantial connection”<sup>10</sup> to the issue. In Faculties/Schools without Departments, the Dean/Director may have made the decision at first instance; in such a case, the Dean/Director would be required to convene the Accessibility Advisory Committee and consider its advice before affirming his/her decision, or reconsidering his/her position. A Dean/Director may also refer a matter to the Accessibility Advisory Committee on his/her own initiative, should he/she become aware of a matter of concern.

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<sup>9</sup> One example of an accommodation appeal process that allows for both formal and informal appeals is that of the Paul Menton Centre at Carleton University. <http://www1.carleton.ca/pmc/policies-and-regulations/accommodation-appeal-process/>

<sup>10</sup> *The University of Manitoba Act*, C.C.S.M., c.U60, s.34(1)(v) indicates that Senate should consider making available an opportunity to “others” to have academic concerns addressed. This legislative provision has only been interpreted by the Courts on one occasion, in the case of *Lukács v. Doering et al.*, 2011 MBQB 203 (CanLII). In this case, Madam Justice McCauley cautioned against an interpretation of the word “others” which would open a “floodgates” of potential claims and complaints. She indicated that the University, however, should generally consider appeals from individuals with a “viable, direct and substantial connection” to a particular academic matter. The Committee recommends using the language from this decision as the criteria to assess whether an individual should be given “standing” to participate in the processes set out herein.

### c. Authority and Responsibility of Deans<sup>11</sup>

Since the Committee recommends that the Faculty-based Accessibility Advisory Committee be advisory to and chaired by the Dean or Dean's delegate, the question of the authority and responsibility of the Dean inevitably arises.

The office or position of a Dean is a creation of the University's Board of Governors. The Board of Governors Bylaw entitled "Deans of Faculties" identifies each Dean as the 'Senior Academic and Administrative Officer' of the Faculty, and sets out a number of responsibilities under section 2.3 Powers and Duties. Two clauses are of particular relevance to the matter at hand.

#### 2.3.1 The Dean of a Faculty shall:

- (a) exercise general supervision and direction over the Faculty, including its staff and the students registered in the Faculty.*
- (h) be responsible for the supervision, subject to the regulations and rulings of the Faculty Council and the Senate, of the program of studies for every student registered in the Faculty.*

The Dean's exercise of his or her general responsibilities under (a) are subject to the requirements of (h), namely that decisions ensure conformity with the regulations and rulings of the relevant Faculty Council and Senate. This provision explicitly ensures that the Board of Governors' delegation of duties to Deans cannot override the authority of Senate on academic matters. This authority is defined in Section 34(1) of *the University of Manitoba Act*, provided in Section 1 of this Report. Clauses (f), (g) and (h) are of direct relevance to the matter of accommodations and waivers: Senate has the authority to

- (f) of its own motion and without any recommendation, but subject to subsection (2), consider and determine all courses of study and all matters relating thereto;*
- (g) regulate instruction and determine the methods and limits of instruction;*
- (h) determine the conditions on which candidates shall be received for examinations, appoint examiners, and determine the conduct and results of all examinations;*

Some decanal exercise of Senate's jurisdiction may have developed informally through practice over time. This report makes no attempt to address those practices; but the committee recommends that where there is confusion, lack of clarity, or debate over decanal academic power, Senate should define the Dean's role in more detail. In these

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<sup>11</sup> While this section refers specifically to Deans, parallel bylaws exist for Directors of Schools of the University [http://umanitoba.ca/admin/governance/governing\\_documents/officers/221.html](http://umanitoba.ca/admin/governance/governing_documents/officers/221.html) and Directors of Schools of a Faculty [http://umanitoba.ca/admin/governance/governing\\_documents/officers/222.html](http://umanitoba.ca/admin/governance/governing_documents/officers/222.html)

cases, it would be preferable for the Senate to make clear and unambiguous statements on what academic authority it wishes to vest in Deans, and the limits on such authority. In section 4f above we have, therefore, recommended that Senate make such a clarification with respect to the accommodation of students with disabilities.

In many ways, Deans are extremely appropriate individuals to be making decisions around the accommodation of disabilities. The whole issue of accommodation crosses the lines of jurisdiction between the Board of Governors and the Senate. It is equally a matter of academic concern (i.e., upholding academic standards), and an issue of risk management and statutory compliance. Deans have their “feet” in both worlds: the academic and the administrative sides of the institution. They are experienced academics themselves, and generally feel a strong commitment to the academic integrity of their Faculty. However, they are also responsible for managing the risks (not to mention the budgets) taken by their Faculty, and have strong connections to the central administration for an institution-wide perspective.

Nevertheless, the committee anticipates that Deans will normally become involved only in the “hard cases”, for example when novel or atypical accommodation is being considered, and will have strong obligations to consult before exercising their discretion. In the vast majority of cases, which involve standard, widely-accepted modification of practices rather than substitutions for, or waivers of, academic requirements, accommodations will be approved in a routine way and reported to the faculty’s Accessibility Advisory Committee as information. In cases where the *bona fide* essential academic requirements of a program are potentially affected by an accommodation, the Dean must receive the advice of the faculty’s Accessibility Advisory Committee before approving any accommodation. The Accessibility Advisory Committee must consult the academic department involved before rendering its advice to the Dean. In the event that the Dean does not accept the advice of the Accessibility Advisory Committee, he or she shall provide written reasons for the decision to the student, the department head, the Accessibility Advisory Committee and Student Accessibility Services. The Chair of the Accessibility Advisory Committee will provide a summary of such cases to Faculty Council in an *in camera* session, provided that confidentiality can be assured.

In the case of graduate programs, implementation of an accommodation involves at least two units – the Faculty of Graduate Studies and the Faculty/Unit in which the department offering the academic program in question resides. The Dean of the Faculty of Graduate Studies is responsible for the academic standards and content of the program as approved by Senate; the Dean of the Faculty/Unit in which the program resides (the ‘budget’ Dean) is responsible for the academic staff delivering the program and their interests, as well as for providing the financial resources to run the program. He or she may also be called upon to resolve conflicts that arise. Because of this dual responsibility, the Committee recommends that Senate require a joint decision by both the Dean of Graduate Studies and the ‘budget Dean’. After taking the advice of their respective Accessibility Advisory Committees, they must agree on the resolution of a

conflict over the implementation of an accommodation. We recommend the same process where any program is a joint initiative of two or more faculties: the two (or more) Deans must jointly decide on cases after consulting with their respective Accessibility Advisory Committees. In any of these cases, the Vice-President (Academic) and Provost would be empowered to resolve a disagreement between the Deans. The Provost should inform him/herself regarding the opinions of the Faculty-level Accommodation Advisory Committees before making a decision.

The final decision regarding any accommodation must uphold the *bona fide* essential academic requirements of the program as approved by Senate, and ensure that the University's legal obligations are fulfilled. Where it is not possible to provide an accommodation consistent with a *bona fide* academic requirement of the program in question, no accommodation shall be provided.

#### **d. University-Level Review Mechanisms**

Normally, conflicts over the provision of reasonable accommodation should be resolved at the initial level of delegated authority, or failing that, by a decision of the Dean in consultation with the Faculty-level Accessibility Advisory Committee. Since this will not, however, always be possible, there must be a mechanism for review of Faculty/School-level decisions.

We recommend that the formal appeal procedures be vested in a Senate Academic Accommodation Appeal Committee (AAAC), a standing committee of Senate. Academic staff members should constitute the majority of the members of this committee; the membership should be sufficiently broad and flexible to ensure that appeals are completed in a timely way. It would operate pursuant to terms of reference approved by Senate which emphasize a fair, efficient, respectful and confidential process. Appeals relating to accommodation would, therefore, be removed from their historic place in the academic appeal process, and placed into this new system. In order to ensure that timely final decisions are reached, only this one formal level of appeal would be available and there could be no further appeals to Senate or the Board of Governors.

In the case of a formal appeal, only individuals who have a "viable, direct and substantial" connection<sup>12</sup> to the case in question may participate. Normally, this would be the student (sometimes assisted by a SAS advisor or Student Advocate) appealing the decision of a Dean/Director. Establishing clear rules around the standing of academic staff to initiate or participate in an appeal is necessary to ensure that the committee addresses specific cases of students in a timely and confidential manner and is not caught in the middle of policy differences between academic staff members. On the academic side, an appeal should only be initiated by an appropriate academic authority.

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<sup>12</sup> See footnote 8 for discussion on criteria. *Lukács v. Doering et al.*, 2011 MBQB 203 (CanLII)

Most frequently, this would be a course instructor or Department Head who had been overruled by a Dean/Director during the Faculty/School-level process. The AAAC would have the discretion to allow appeals to be initiated by others it judged to have a “viable, direct and substantial” connection. The appeal process should include detailed instructions about timeframes for submissions of appeals and the decisions arising from the appeals to ensure that a student’s academic progress is not compromised.

In the case of a degree notwithstanding, no appeal would be available as the decision is made at the highest possible level, i.e. Senate.

**e. Programs External to the University**

The Committee is aware that the University has a growing number of programs which are dependent on relationships with external parties. For example, there are programs for which the University and external partners share responsibility for delivering components or content, and there are a growing number of joint programs with other educational institutions. As well, there are many programs which require practical, fieldwork or clinical experience in settings that the University does not control. Initial decision makers, Deans, and others will be expected to engage in the important consultations that are necessary to set up and administer programs with external partners. In new or renegotiated agreements with external partners, the committee strongly recommends that there be provisions respecting the accommodation of students with disabilities that conform to the principles and procedures recommended in this report. In negotiations to establish such programs, the University must do its utmost to assure that both the right of students with disabilities to reasonable accommodation and the right of the University to maintain the academic integrity of its programs be as fully protected as if the programs were offered by the University of Manitoba alone.

**6. Students with Disabilities**

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.<sup>13</sup> The definition of what constitutes a disability is constantly evolving, but disability is a recognized human rights issue covered by the relevant legislation and jurisprudence. The terms ‘disability’ and ‘mental disabilities’ are not defined in the *Manitoba Human Rights Code*; tribunals have taken a broad and flexible interpretation of these terms and the focus is on whether or not full participation in society is impaired, rather than of the actual condition or state.

Not all disabilities are visible or pre-existing; a disability may be invisible, for example depression or a learning disability, or may be acquired, for example a brain injury or multiple

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<sup>13</sup> *United Nations Convention on the Rights of Persons with Disabilities*.  
<http://www.un.org/disabilities/default.asp?id=261>

sclerosis. Disability may have a negative impact on students' academic performance by limiting their activities and participation in student life, or by restricting their modes of learning. Some students will not enter the university with a diagnosed disability but may develop a disability while in a program. Disabilities may first surface in university, as the age of onset for certain mental and degenerative illnesses is typically in young adulthood.<sup>14</sup> As well, undiagnosed disabilities such as a learning disability may first become evident in the university setting.

The University is legally bound to offer reasonable accommodation to students who have established that they have a disability. From this perspective, the establishment of appropriate policies, procedures and practices relating to accommodation is an important risk management issue for the University. The University is also morally bound to provide opportunities for all students to reach their full potential with respect to learning and fulfilling program requirements.

The Committee noted that the policy and processes currently in place at the University related to offering reasonable accommodation to students with disabilities generally work very well; students with disabilities attain their academic goals, academic standards are maintained, and students' right to privacy is respected. However, the Committee observes that there is a general lack of awareness across the University about the various types of disabilities, accommodation for disabilities, and of the duty to accommodate those with documented disabilities. Therefore, we recommend that broad education be provided to the university community on a regular basis about disability, accommodation for students with disabilities, and the processes in place to effect reasonable accommodation.

## **7. Student Accessibility Services (SAS)**

Student Accessibility Services (known as Disability Services until September 2011) is the centralized service for the University of Manitoba community. On behalf of the University, SAS provides a central, confidential service to ensure adherence to the Accessibility Policy and Procedures. SAS provides and/or arranges for the provision of accommodation to students with documented disabilities. SAS provides a focus for activity and expertise regarding disability-related accommodations within the University, and for liaison with outside organizations regarding accessibility issues, and programs and services for students with disabilities at the University of Manitoba.

### **a. Staffing – SAS is overseen by a Coordinator with support from four full time Accessibility Advisors who each have expertise within specific areas of disability and accommodation:**

- Carolyn Christie (B.A. P.B.D.E.), Medical/Chronic and multiple disabilities;
- Jamie Penner, (B. A.), Learning Disabilities, Asperger Syndrome, visual disabilities;

<sup>14</sup> Kessler, R.C., Berglund, P., Demler, O., Jin, R., Merikangas, K.R., & Walters, E.E., (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry*, 62 (5) 93-602. Retrieved December 13, 2011, from <http://archpsyc.ama-assn.org/cgi/reprint/62/6/593>



- Arlana Vadnais, (M.A. B.A.), Mental health and Acquired Brain Injury;
- Cindy Koskie, (B. A.), Deaf and Hard of Hearing; and
- Lisa Banash, (B. A.) Attention Deficit Disorders.

The Test Centre is overseen by two full time staff, Charity Pascual, B.HEc. and Jeff Buhse, B.A., who coordinate test services for the Fort Garry and Bannatyne campuses. Ms. Pascual also works with students who have a temporary disability.

SAS also employs a cadre of professional and dedicated part time and term staff including American Sign Language/English Interpreters, Computerized Note-takers, Invigilators, Academic Attendants, and Professional and Volunteer Note-takers.

- b. Services Provided and Accommodations Offered** - SAS coordinates the provision of reasonable accommodation; the accommodation recommended by SAS is based on information provided by an accredited health professional, expertise of SAS staff, and standards for accommodations for similar disability types. SAS has the responsibility of consulting with the appropriate academic authority to ensure that the University's academic standards are not compromised by the accommodation. The following accommodations are currently provided at the University of Manitoba: American Sign Language Interpretation, Computerized Note-taking Interpretation, Textbooks in Alternate Form, On-Campus Transportation, Lift Keys (for access to elevators), Classroom Accommodations (Special equipment in the classroom, Volunteer Note-Takers), and Test and Exam Accommodations (additional time, and use of Readers and Scribes). Other accommodations provided by SAS but not specifically referred to in the procedures are: Attendants, Adaptive Technology, Coaching, Alternative Scheduling of Exams, Professional Note-Taking, Recorded Lectures, and Reserved Seating.

The University of Manitoba Accessibility for Students with Disabilities Policy and Procedures<sup>15</sup> notes that the University cannot guarantee accommodation and may be required to alter the level and/or type of services and accommodations it provides without breaching its legal obligation under this policy.

The provision of services and supports in postsecondary education to students with disabilities is a dynamic and challenging field due to a number of factors including:

- Increased number of students with disabilities
- Different types of disabilities are being presented ('hidden', more complex disabilities)
- Different approaches to teaching and accommodation are being developed
- Continuing discussion about what constitutes reasonable accommodation
- 'Best practices' are being revisited and revised
- Ill-defined academic standards in some areas
- Development of essential skills documents in professional

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<sup>15</sup> [http://umanitoba.ca/admin/governance/governing\\_documents/students/906.html](http://umanitoba.ca/admin/governance/governing_documents/students/906.html)

## Faculties/Schools

- Role of technology.

The Committee learned that providing access and services to students with disabilities is a challenge across the country. Many providers of postsecondary education and, indeed, other public bodies, are being challenged to become truly accessible.

- c. **SAS Caseload** - Table 1 presents the range of disabilities and numbers of students registered in SAS for the past two academic years.

**Table 1. Student Accessibility Services' Caseload for 2009-2010 and 2010-2011**

Category of Disabilities	2010-2011		2009-2010	
	Number of students	%	Number of students	%
ADHD	198	16.9%	157	16.0%
Asperger's Syndrome	24	2.0%	n/a	n/a
Blind/Visual	40	3.4%	27	2.8%
Brain Injury	24	2.0%	17	1.7%
Medical/Chronic Illness	197	16.8%	160	16.3%
Deaf/Hard of Hearing	42	3.6%	40	4.0%
Exam Anxiety	108	9.2%	141	14.4%
Learning Disability	126	10.7%	107	10.9%
Mental Health	264	22.5%	157	16.0%
Mobility	51	4.3%	77	7.9%
Temporary	88	7.5%	82	8.4%
Other	12	1.0%	13	1.3%
<b>Total</b>	<b>1,174</b>	<b>100%</b>	<b>978</b>	<b>100%</b>

Over the past 15 years, there has been a steady increase in the number of students registered with SAS; in the past two years a disproportionate number of students have had invisible disabilities (62% in 2009/10, 72% in 2010-11). This is a nation-wide trend that is influenced by more students declaring or being diagnosed with a disability and increased university access for students with mental health issues. In Canada, half of all mental disorders begin by age 14, and 75% begin by age 24.<sup>16</sup>

Although the Committee concerned itself with many different types of accommodation issues, certain topics were identified as particularly challenging. How to address mental health disabilities appropriately is among the most perplexing issues facing academic staff members and administrators, and the Committee noted that the number of persons diagnosed with a mental health disability is increasing. Within this category, anxiety and stress disorders form a significant and growing subset. The Committee heard evidence that nearly one third of cases before the Manitoba Human Rights Commission now involve

<sup>16</sup> Kessler, R.C., Berglund, P., Demler, O., Jin, R., Merikangas, K.R., & Walters, E.E., (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry*, 62 (5) 93-602. Retrieved December 13, 2011, from <http://archpsyc.ama-assn.org/cgi/reprint/62/6/593>

allegations of failure to accommodate mental health disabilities. Because such disabilities are 'hidden' or 'invisible', the existence of a mental health disability is not always uniformly accepted, and the consideration of a reasonable accommodation can frequently be controversial (See Appendix D).

Among the invisible disabilities reported, one that has increased over time is exam anxiety. Exam anxiety is a manifestation of an anxiety or stress disorder; the Committee reviewed recent court and tribunal cases relating to such issues, and was left with little doubt that these disorders can result in legitimate disability for which the University is obligated to consider reasonable accommodation. This is clearly a worrisome concept for some academic staff members, who are involved in the pursuit of teaching and evaluation and who strive to ensure academic standards are maintained. Nevertheless, the Committee was satisfied that students presenting with 'exam anxiety' are being regularly required, as per the University's Policy and Procedures, to present documentation (evidence) before such a diagnosis is accepted. The Committee heard from the Director of Counselling Services (CS) who indicated that a large number of students present at CS offices with complaints relating to the stress of exams, assignments, and other evaluation methods. The vast majority of such students receive counselling and are referred to other resources to learn coping skills; only a small portion (although statistics are not kept, perhaps as few as 10%) are diagnosed with a form of exam anxiety so extreme that it would be considered a mental disability. Those students are referred to Student Accessibility Services (SAS) for consideration of appropriate accommodations.

We recommend that SAS increase its communication to the university community about its activities. For example, similar to Student Advocacy, SAS should provide an annual report to Senate on the accommodation of and services provided for each of the main categories of disabilities. SAS could also create information such as 'Best Practices Information Reports' which could be posted on their website; such information would provide education and a more transparent account about accommodations.<sup>17</sup>

#### **d. Current Practice and Suggested Modifications**

The preceding section on Academic Standards addressed some of the current practices at this institution in accordance with the University of Manitoba Accessibility Policy and Procedures for Students with Disabilities. An overview of the **current** practices employed by SAS is presented below:

- i. Registering a disability** - A disability must be diagnosed by a qualified professional and accepted by SAS. The student must provide information about his/her disability as specified in the procedures. The Committee recommends that the term 'accredited health professional' be clarified in the policy and procedures documents to include information and requirements about those eligible to provide diagnoses.

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<sup>17</sup> *Alberta Guidelines for Accommodating Students with Disabilities in Postsecondary Studies* (November 25, 2010). <http://www.idalberta.ca/wp-content/uploads/2010/11/PSPSD-Alberta-Guidelines-FINAL-Oct-2011.pdf>

We further recommend that SAS review the documentation requirements to establish a disability and that a web-based printable form be provided for use by the professional submitting a diagnosis on behalf of a student with a disability. The University of California - Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities should be used to inform this review.<sup>18</sup>

- ii. **Accommodation process** - The process for accommodating students with disabilities is a shared responsibility of the SAS office, the student, and the instructor. A student must register with the SAS office in a timely manner. Many students declare a disability prior to first registration and it is not unusual for students to meet with SAS staff as they plan the transition from high school to university. Early identification assists both the student and SAS to prepare for an accommodation plan.

#### ***Accessibility Advisor and Consultation Process***

A student is assigned an Accessibility Advisor upon declaration of a disability and registration with SAS. The Accessibility Advisor and the Coordinator of SAS have the expertise to evaluate the professional documentation, review the student's history, and suggest to the instructor initial accommodations that do not jeopardize academic standards. In matters involving graduate students, consultation with the chair of the graduate program/committee and the student's advisor may be necessary. In complex cases or where the provision of accommodation is novel, others such as academic staff members and administrators are consulted.

#### ***Accommodation Teams***

In Faculties/Schools that have approved an 'Essential Skills' document and have an Accommodation Team, the Team is consulted. The work of Accommodation Teams is guided by the technical requirements of the programs and/or essential skills documents that are tightly integrated with professional practice standards and criteria. Typically the Accessibility Advisor is a member of the Accommodation Team and can provide input about how well certain accommodations are working or are in need of adjustment. Several Faculties have an Accommodation Liaison person rather than an Accommodation Team; this individual works with the student and the Accessibility Advisor.

- iii. **SAS and 'Reasonable Accommodation'**

The process of agreeing upon a reasonable accommodation is important and should be characterized by flexibility, individualization, helpfulness, respect, dignity and timeliness. As noted previously, the University's obligation is to provide *reasonable* accommodation; this does not have to be a 'perfect' accommodation. Students are

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<sup>18</sup> University of California - Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities, University of California at Berkeley. <http://dsp.berkeley.edu/policies.html>

obligated to accept a reasonable accommodation. What is 'reasonable' is fact-specific and contextual. The determination of when the limit of reasonable accommodation is reached is dependent upon the condition diagnosed, whether the condition constitutes a disability for the student, and what accommodation is possible given the availability of resources and the *bona fide* academic requirements of the student's program.

As presented previously under Academic Standards, the academic standard and requirements of a course or program must be defensible and accompanied by strong objective evidence. A body of expertise has been developed by disability service providers regarding types of disabilities and the range of accommodations for them that are accepted as reasonable.

**iv. Delayed Registration of a Disability**

If a student does not declare a disability at the beginning of his/her university experience and later a disability becomes evident, or if the student acquires a disability during the program of study, the practice is that the student registers with SAS, an interim assessment is completed by University of Manitoba staff and an interim accommodation may be put into place until professional documentation is available. In cases such as this, the lowest level of accommodation is provided to the student initially; this type of interim accommodation is closely monitored by the Accessibility Advisor who consults with academic staff members or the accommodation team. The Committee recommends that the Accessibility Policy and Procedures be revised to include information about how *ex post facto* requests for accommodation will be managed.

**v. Privacy and Protection of Personal Health Information**

To safeguard a student's privacy, a minimum number of people should be involved in the decision-making process about reasonable accommodations. The guidelines for sharing information about a student's disability are: the student is consulted; the 'need to know' principle is applied along with 'when to know' and 'how much information is required to be known'. When a request for accommodation is atypical or novel, it is recognized that there may be a need for more individuals to be involved in the deliberations of arriving at the appropriate accommodation. This can, and in most cases should, be done through a collegial process involving consideration of the accommodation proposed and the *bona fide* academic requirements of the program, and need not involve information related to the student's disability.

Individuals involved in the accommodation process should be aware of and comply with the requirements of FIPPA and PHIA. Reasonable security measures should be in place to protect privacy of documents and files. The University must follow practices and policies which are consistent with legislation, including human rights requirements.

We also recommend that a web-based handbook on accommodating students with disabilities be developed for instructors. The handbook would contain comprehensive information about accommodation of students with disabilities, including the processes outlined in Observation 7d. The handbook developed by Queen's University could serve as an example of what might be done.<sup>19</sup>

## Recommendations

- a. *that the university adopt a standard set of definitions for terms related to accommodation. (Observation 2)*
- b. *that where academic programs are subject to external accreditation or approval, a document outlining essential skills and abilities be developed and submitted for approval by Senate; the content of this document should be congruent with the requirements outlined by the respective registering college or approval body (e.g., College of Registered Nurses of Manitoba; College of Physicians and Surgeons of Manitoba). (Observation 4c)*
- c. *that Senate require each unit to identify and submit to Senate for approval written rationales for the bona fide academic requirements of its existing programs and of any newly developed programs. (Observation 4c)*
- d. *that Senate adopt a new or revised policy regarding accommodation that:*
  - i. *reflects the right of students with disabilities to accommodation and to a fair, timely, respectful, and confidential process to reach accommodation decisions as well as the right of the University to uphold high academic standards. (Observation 4e)*
  - ii. *includes provision for delegation of authority, reflecting the following points:*
    - *delegation of authority should be based upon the type of accommodation sought (Observation 5a)*
    - *decisions are grounded in individuals with the expertise most appropriate to the case in question (Observation 5a)*
    - *Departments (or the Unit, in the case of Faculties without Departments) have an essential role in the accommodation process (Observation 5a)*
    - *The recipient of authority to deal with accommodations be given express permission to sub-delegate (so long as the sub-delegation is well documented) to ensure timely and consistent decision making and fairness to the student as well as protection of the student's privacy and the confidentiality of the information. (Observation 5a)*

<sup>19</sup> [http://library.queensu.ca/websrs/faculty\\_guide-Index.html](http://library.queensu.ca/websrs/faculty_guide-Index.html)

- iii. *requires each Faculty/School to establish an Accessibility Advisory Committee to serve as an advisory body to the Dean/Director on all matters related to accommodation of students with disabilities including resolution of conflicts within the Faculty/School. The Accessibility Advisory Committee is obligated to consult the academic Department/Unit before giving advice. (Observation 5b)*
- iv. *sets out review mechanisms to resolve conflicts regarding accommodations within a Faculty/School. These mechanisms should:*
  - *explicitly address the authority delegated by Senate to the Dean/Director with respect to accommodation and the obligation for the Dean/Director to consult with appropriate individuals and the Faculty/School-level Accessibility Advisory Committee before rendering a decision about accommodation. (Observation 5c)*
  - *define the process to be followed when the conflict involves accommodation in inter-Faculty programs such as graduate or joint programs. (Observation 5c)*
- e. *that Senate establish an Academic Accommodation Appeal Committee, a standing committee of Senate, whose role it is to hear and decide upon appeals related to accommodation. (Observation 5d)*
- f. *that broad education be provided on a regular basis to the university community on the University's duty to provide reasonable accommodation to students with disabilities, and on the procedures to be followed when accommodation is requested, including: guidelines on how to deal appropriately and in a confidential manner with matters involving personal issues, in particular, personal health information. The education should be delivered by Student Accessibility Services in collaboration with the Office of Fair Practices and Legal Affairs. (Observation 6)*

**Process:** Individuals and or Groups that should be involved in development of the education program: UTS, Student Accessibility Services, Student Services, Office of Fair Practices and Legal Affairs, academic staff members, student unions.
- g. *that SAS develop a web-based handbook for instructors on accommodating students with disabilities (Observation 7dv)*
- h. *that SAS provide information to the university community through an annual report to Senate (similar to the Student Advocacy Annual Report) on the accommodation of and services provided for each of the main categories of disabilities. SAS could also create information such as 'Best Practices Information Reports' which could be posted on the SAS website and would provide education and a more transparent account about accommodations. (Observation 7c)*
- i. *that the University of Manitoba Accessibility Policy and Procedures be revised to:*

- i. *clarify the lead role taken by SAS to verify the existence of a disability and propose accommodations and the professional documentation that students must provide to SAS (e.g., University of California - Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities). (Observation 7di)*
- ii. *use the term 'accredited health professional' by which is meant "professionals conducting assessments and rendering diagnoses must be regulated and qualified to do so" <sup>13</sup>In the case of students with mental health issues, a list of qualified diagnosticians would include, but not be limited to, licensed psychologists, psychiatrists, and neurologists, or other professionals with training and expertise in the diagnosis of mental disorders. (Observation 7di)*
- iii. *establish a web-based printable form for use by the professional submitting a diagnosis on behalf of a student with a disability. (Observation 7di)*
- iv. *include information about how ex post facto requests for accommodation will be managed. (Observation 7d iv)*
- v. *specify how communications will flow to those with a 'need to know' and 'when to know', taking into account both the University's obligation to protect the student's confidentiality and the need for collegial academic decision making. (Observation 7d v)*
- vi. *specify the roles, rights and responsibilities of the following parties in development and implementation of the accommodation plan: Student; Accessibility Advisor; Coordinator, Student Accessibility Services; Course Instructor; Department Head; Dean/Director; Graduate Chair; Graduate Advisor; Graduate Committee; Accessibility Advisory Committee/ Accommodation Team. (Observation 7d)*

**Process:** *Individuals and or Groups that should be involved in revisions: Coordinator of Student Accessibility Services, Director of Student Advocacy and Accessibility, representatives from the Faculties of Arts and Science, representative(s) from professional Faculties (academic staff members, student advisors).*

Respectfully submitted,

Prof. J. Cooper, Chair

**Committee Members:**

Dean D. Crooks  
Prof. M. Gabbert  
Ms. L. Leclair  
Chancellor H. Sector  
Prof. A. Shalaby  
Dean M. Whitmore

**Resource Members:**

Mr. G. Juliano  
Dr. L. Smith  
Mr. J. Leclerc  
Ms. M. Brolley (until Sep. 23, 2011)  
Dr. S. Coyston (from Oct. 11, 2011)



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## APPENDIX A:

### TERMS OF REFERENCE OF THE AD HOC COMMITTEE OF SENATE EXECUTIVE

The objective of the Ad Hoc Committee is to understand the University's current practices and to examine and propose ways by which the University can improve its policies, procedures and practices. The Committee will not review any specific situations, but rather examine university policies, procedures and practices generally.

The Committee shall:

1. Discuss, consider, and make recommendations on issues related to the accommodation of students with disabilities, including a review of:
  - a. How to balance the University's legal obligation to offer reasonable accommodations to students with disabilities while protecting academic standards;
  - b. What types of accommodations may be offered, without compromising academic standards;
  - c. Who should decide on whether accommodations should be offered, and if so, what type;
  - d. What types of evidence of disability should the decision maker require;
  - e. With whom is the decision-maker expected to consult;
  - f. How to determine timely decisions on accommodations are made, so that a student's academic progress is not compromised; and,
  - g. How to protect the privacy of students while assessing a case and implementing accommodations.

As a part of this consideration, the Committee shall invite written and oral submissions from experts on the University's Policy on *Accommodations for Students with Disabilities*, as well as the legal issues surrounding reasonable accommodations and the University's obligations under *The Human Rights Code*, *The Charter of Rights and Freedoms*, *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.

2. Discuss, consider, and make recommendations on issues surrounding Degrees Notwithstanding a deficiency, including:
  - a. What constitutes a degree notwithstanding a deficiency;
  - b. What constitutes a deficiency; and
  - c. How cases of a degree notwithstanding a deficiency should be brought forward for approval, being mindful of privacy legislation and appropriate academic oversight.
3. Discuss, consider, and make recommendations with regard to better defining the authority of deans, department heads, and faculty members as it relates to:
  - a. Substituting academic requirements;
  - b. Waiving course pre-requisites;
  - c. Waiving faculty requirements; and,
  - d. Waiving degree program requirements.

Conduct a review of the practices at other Canadian universities around the questions above, and to incorporate accepted "best practices" into its recommendations. In conducting this review, the Committee will research mechanisms by which faculty members can express concerns about the

perceived undue compromise of academic standards.

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The work of the Committee will require soliciting the participation of students, faculty, staff and experts in various fields, including law, disability services, student advocacy and privacy. The Committee shall determine who should be solicited for input, how input will be solicited, and how representations will be made to the Committee (written, oral, etc.).

At the conclusion of its work, the Committee shall produce a detailed report, which shall include the following:

1. A summary of the individuals who have made submissions to the Committee;
2. A listing of recommendations resulting from the Committee's work; and
3. An explanation for each of the Committee's recommendations, based upon the evidence and information acquired by the Committee.

The Chair shall submit the report for consideration by the Senate Executive. Senate Executive will consider which, if any, of the recommendations it intends to recommend to Senate or to Administration, as appropriate. The recommendations recommended by Senate Executive will be presented to the full Senate.

**Committee Members:**

Prof. J. Cooper, Chair  
Dean D. Crooks  
Prof. M. Gabbert  
Ms. L. Leclair  
Chancellor H. Secter  
Prof. A. Shalaby  
Dean M. Whitmore

**Resource Members**

Mr. G. Juliano  
Dr. L. Smith  
Mr. J. Leclerc  
Ms. M. Brolley (until Sep. 23, 2011)  
Dr. S. Coyston (from Oct. 11, 2011)

## APPENDIX B: INDIVIDUALS WHO PROVIDED INPUT TO THE COMMITTEE

### 1. SPECIAL PRESENTATIONS

*'Disability Services and Reasonable Accommodations'* – L. Smith (Executive Director, Student Services) and D. Stewart (Director of Student Counselling and Career Centre)

*'Accommodation of Students, A Human Rights and Privacy Context'* – G. Juliano (Director and General Counsel, Office of Fair Practices and Legal Affairs), J. Gruber (Human Rights and Equity Advisor), and K. Krahn (Records Analyst/Archivist)

*'Authority of Deans and Other Academic Administrators'* – J. Leclerc (University Secretary).

### 2. CONSULTATION MEETING

N. Marnoch, Registrar, University of Manitoba – regarding awarding of degrees notwithstanding

### 3. RESPONSES TO AN INVITATION FOR SUBMISSIONS FROM MEMBERS OF THE UNIVERSITY COMMUNITY

Prof. Sharon Alward (representing  
UMFA)

Dr. Judy Anderson

Ms. Terri Ashcroft

Dr. Brian Blakley

Dr. Peter Blunden

Ms. Cara Brown

Dr. Colin Dawes

Dr. John Doering

Dr. Emily Etcheverry

Ms. Claire Fleet

Dr. Rick Freeze

Dr. DeLloyd Guth

Ms. Mary Horodyski

Dr. Philip Hultin

Ms. Cindy Isaak-Ploegman

Dr. Terry Janzen

Dr. Sylvia Kovnats

Dr. Cheryl Kristjanson

Dr. Ed Kroeger

Prof. Laura MacDonald

Ms. Joan McConnell

Dr. Charles Mossman

Dr. Michele Piercey-Normore

Dr. Pamela Orr

Mr. Greg Sobie

Dr. Richard Sparling

Dr. Wesley Stevens

Dr. Shelley Sweeney

Dr. Robert Thomas

Ms. Brandy Usick (representing Student Advocacy and  
Accessibility)

Dr. Allan Woodbury

Dr. Elizabeth Worobec

## **APPENDIX C: DEFINITIONS IN THE UNIVERSITY OF MANITOBA ACCESSIBILITY PROCEDURES FOR STUDENTS WITH DISABILITIES**

**Student(s) with a Disability(ies):** Any students(s) registered with the Disability Services (DS) office following procedures as outlined in section 2.3.

**Accommodations:** A service provided through the DS office which allows the student access to programs at the University of Manitoba.

**DS Advisor:** DS staff responsible for providing direct service to students with disabilities.

**Interpreter:** DS Staff American Sign Language/English interpreter responsible for providing course-related interpretation.

**Invigilator:** DS Staff responsible for overseeing tests and exams written at DS.

**Scribe/Reader:** DS staff responsible for working one-on-one with a student to write on behalf of the student or read course-related information to the student.

**Computerized Notetaker:** DS staff responsible for providing in-class notetaking services on a computer for students who are hard of hearing or deaf.

[http://umanitoba.ca/admin/governance/governing\\_documents/students/906.html](http://umanitoba.ca/admin/governance/governing_documents/students/906.html)

## **APPENDIX D: IMPORTANT LINKS FOR LEGAL CONTEXT IN THE ACCOMMODATION OF STUDENTS**

### **MANITOBA HUMAN RIGHTS COMMISSION POLICIES**

Definition of Disability:

[http://www.gov.mb.ca/hrc/publications/policy/policy\\_defining-physical-and-mental-disability.html](http://www.gov.mb.ca/hrc/publications/policy/policy_defining-physical-and-mental-disability.html)

Reasonable Accommodation:

[http://www.gov.mb.ca/hrc/publications/policy/policy\\_disability.html](http://www.gov.mb.ca/hrc/publications/policy/policy_disability.html)

*Bona Fide:*

[http://www.gov.mb.ca/hrc/publications/policy/policy\\_bona-fide-and-reasonable-cause.html](http://www.gov.mb.ca/hrc/publications/policy/policy_bona-fide-and-reasonable-cause.html)

### **COURT AND TRIBUNAL DECISIONS**

Mercier Decision:

<http://www.canlii.org/en/ca/scc/doc/2000/2000scc27/2000scc27.html>

Berg Decision:

<http://www.canlii.org/en/ca/scc/doc/1993/1993canlii89/1993canlii89.html>

Halliday Decision:

<http://www.canlii.org/en/ns/nshrc/doc/2006/2006nshrc5/2006nshrc5.html>

Singh Decision:

<http://www.canlii.org/en/bc/bcca/doc/2010/2010bcca485/2010bcca485.html>

Council of Canadians with Disabilities Decision:

<http://www.canlii.org/en/ca/scc/doc/2007/2007scc15/2007scc15.html>

Meiorin Decision:

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Jaffer Decision:

<http://www.canlii.org/en/on/onsc/doc/2009/2009canlii60086/2009canlii60086.html>

Renaud Decision:

<http://www.canlii.org/en/ca/scc/doc/1992/1992canlii81/1992canlii81.html>

## **APPENDIX E: POLICIES REVIEWED FROM OTHER CANADIAN UNIVERSITIES**

Carleton University  
Concordia University  
Dalhousie University  
McGill University  
McMaster University  
Memorial University  
Queen's University  
Ryerson University  
Simon Fraser University  
University of Alberta  
University of British Columbia  
University of Calgary  
University of Guelph  
University of Ottawa  
University of Regina  
University of Saskatchewan  
University of Toronto  
University of Victoria  
University of Waterloo  
University of Western Ontario  
University of Winnipeg  
Wilfred Laurier University  
York University



**APPENDIX F –LINKS TO ONLINE SOURCES**

INSTITUTION/UNIT	NAME OF DOCUMENT	SOURCE
Government of Manitoba	The Freedom of Information and Protection of Privacy Act	<a href="http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=f175">http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=f175</a>
Government of Manitoba	The Human Rights Code	<a href="http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php">http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php</a>
Government of Manitoba	The Personal Health Information Act	<a href="http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=p33.5">http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=p33.5</a>
Government of Manitoba	Personal Health Information Regulation	<a href="http://web2.gov.mb.ca/laws/regs/pdf/p033-5-245.97.pdf">http://web2.gov.mb.ca/laws/regs/pdf/p033-5-245.97.pdf</a>
Government of Manitoba	The University of Manitoba Act	<a href="http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=u60">http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=u60</a>
Manitoba Human Rights Commission	Defining Physical & Mental Disability	<a href="http://www.gov.mb.ca/hrc/publications/policy/policy_defining-physical-and-mental-disability.html">http://www.gov.mb.ca/hrc/publications/policy/policy_defining-physical-and-mental-disability.html</a>
Manitoba Human Rights Commission	Reasonable Accommodation	<a href="http://www.gov.mb.ca/hrc/publications/guidelines/reasonable-accommodation.html">http://www.gov.mb.ca/hrc/publications/guidelines/reasonable-accommodation.html</a>
Court of Queen's Bench of Manitoba	Lukács vs. Doering et al.	<a href="http://www.canlii.org/en/mb/mbqb/doc/2011/2011mbqb203/2011mbqb203.html">http://www.canlii.org/en/mb/mbqb/doc/2011/2011mbqb203/2011mbqb203.html</a>
Government of Ontario, Ministry of Community and Social Services	Understanding Accessibility	<a href="http://www.mcscs.gov.on.ca/en/mcss/programs/accessibility/understanding_accessibility/index.aspx">http://www.mcscs.gov.on.ca/en/mcss/programs/accessibility/understanding_accessibility/index.aspx</a>
Ontario Human Rights Commission	The opportunity to succeed; achieving barrier-free education for students with disabilities	<a href="http://www.ohrc.on.ca/en/resources/discussion_consultation/ConsultEduDisablt2/pdf">http://www.ohrc.on.ca/en/resources/discussion_consultation/ConsultEduDisablt2/pdf</a>
University of Manitoba Access and Privacy	The Personal Health Information Act	<a href="http://umanitoba.ca/admin/vp_admin/ofp/fippa/PHIA_Index.html">http://umanitoba.ca/admin/vp_admin/ofp/fippa/PHIA_Index.html</a>
University of California, Berkeley Division of Equity & Inclusion	Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities	<a href="http://dsp.berkeley.edu/policies.html">http://dsp.berkeley.edu/policies.html</a>
University of California, Irvine Office of Student Conduct	141.00 Definitions	<a href="http://www.dos.uci.edu/conduct/policy.php?s=141.00">http://www.dos.uci.edu/conduct/policy.php?s=141.00</a>
University of Manitoba Access and Privacy	Personal Health Information	<a href="http://www.umanitoba.ca/admin/vp_admin/ofp/fippa/Health_information.html">http://www.umanitoba.ca/admin/vp_admin/ofp/fippa/Health_information.html</a>
University of Manitoba Administrative Bulletin	Administrative Bulletin 76 re FIPPA and PHIA	<a href="http://www.umanitoba.ca/admin/vp_admin/media/bulletin76.rev.pdf">http://www.umanitoba.ca/admin/vp_admin/media/bulletin76.rev.pdf</a>
University of Manitoba Department of Occupational Therapy	Essential Skills and Attributes Required for the Study of Occupational Therapy at the University of Manitoba	<a href="http://www.umanitoba.ca/faculties/medicine/units/medrehab/media/ot_skills.pdf">http://www.umanitoba.ca/faculties/medicine/units/medrehab/media/ot_skills.pdf</a>
University of Manitoba Department of Physical Therapy	Essential Skills and Attributes Required for the Study of Physical Therapy at the University of Manitoba	<a href="http://umanitoba.ca/faculties/medicine/units/medrehab/pt/media/pt_skills.pdf">http://umanitoba.ca/faculties/medicine/units/medrehab/pt/media/pt_skills.pdf</a>
University of Manitoba Department of Respiratory Therapy	Essential Skills, Attributes and Abilities Required for the Study of Respiratory Therapy at the University of Manitoba	<a href="http://umanitoba.ca/faculties/medicine/units/medrehab/media/rt_skills.pdf">http://umanitoba.ca/faculties/medicine/units/medrehab/media/rt_skills.pdf</a>
University of Manitoba	Essential Skills and	<a href="http://umanitoba.ca/faculties/medicine/media/Essential_Skills_and_Abilities_for_Admi">http://umanitoba.ca/faculties/medicine/media/Essential_Skills_and_Abilities_for_Admi</a>

Faculty of Medicine	Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program	<a href="#">ssions Promotion and Graduation.pdf</a>
University of Manitoba Faculty of Medicine	Accommodation for Undergraduate Medical Students with Disabilities	<a href="http://umanitoba.ca/faculties/medicine/media/Accommodations_Policy.pdf">http://umanitoba.ca/faculties/medicine/media/Accommodations_Policy.pdf</a>
University of Manitoba Faculty of Medicine	Procedures for Special Circumstances	<a href="http://umanitoba.ca/faculties/medicine/student_affairs/special_circumstances.html">http://umanitoba.ca/faculties/medicine/student_affairs/special_circumstances.html</a>
University of Manitoba Faculty of Nursing	Faculty of Nursing Disability Policy	<a href="http://umanitoba.ca/faculties/nursing/students/523.html">http://umanitoba.ca/faculties/nursing/students/523.html</a>
University of Manitoba Faculty of Nursing	Representative Skills, Abilities, and Capacities for the 4-Year Baccalaureate Program	<a href="http://umanitoba.ca/faculties/nursing/prospective/undergrad/rep_skills.html">http://umanitoba.ca/faculties/nursing/prospective/undergrad/rep_skills.html</a>
University of Manitoba Governance	Accessibility for Students with Disabilities - Policy	<a href="http://umanitoba.ca/admin/governance/governing_documents/students/281.htm">http://umanitoba.ca/admin/governance/governing_documents/students/281.htm</a>
University of Manitoba Governance	Accessibility for Students with Disabilities – Procedure	<a href="http://umanitoba.ca/admin/governance/governing_documents/students/906.htm">http://umanitoba.ca/admin/governance/governing_documents/students/906.htm</a>
University of Manitoba Governance	Deans of Faculties	<a href="http://umanitoba.ca/admin/governance/governing_documents/officers/220.htm">http://umanitoba.ca/admin/governance/governing_documents/officers/220.htm</a>
University of Manitoba Governance	Directors of Schools of the University	<a href="http://umanitoba.ca/admin/governance/governing_documents/officers/221.html">http://umanitoba.ca/admin/governance/governing_documents/officers/221.html</a>
University of Manitoba Governance	Examination Regulations	<a href="http://www.umanitoba.ca/admin/governance/governing_documents/academic/454.htm">http://www.umanitoba.ca/admin/governance/governing_documents/academic/454.htm</a>
University of Manitoba Governance	FIPPA and PHIA	<a href="http://umanitoba.ca/admin/governance/governing_documents/community/244.htm">http://umanitoba.ca/admin/governance/governing_documents/community/244.htm</a>
University of Manitoba Governance	Heads of Departments	<a href="http://umanitoba.ca/admin/governance/governing_documents/officers/223.htm">http://umanitoba.ca/admin/governance/governing_documents/officers/223.htm</a>
University of Manitoba Governance	Jurisdiction of Board and Senate	<a href="http://umanitoba.ca/admin/governance/jurisdiction/601.htm">http://umanitoba.ca/admin/governance/jurisdiction/601.htm</a>
University of Manitoba Governance	PHIA	<a href="http://umanitoba.ca/admin/governance/governing_documents/community/827.htm">http://umanitoba.ca/admin/governance/governing_documents/community/827.htm</a>
University of Manitoba Governance	Responsibilities of Academic Staff with Regard to Students	<a href="http://www.umanitoba.ca/admin/governance/governing_documents/students/278.htm">http://www.umanitoba.ca/admin/governance/governing_documents/students/278.htm</a>
University of Manitoba Senate	Report of Senate Committee on Rules and Procedures	<a href="http://umanitoba.ca/admin/governance/media/senagenda_nov2010.pdf">http://umanitoba.ca/admin/governance/media/senagenda_nov2010.pdf</a>
University of Manitoba Senate	Senate Minutes, November 3, 2010	<a href="http://umanitoba.ca/admin/governance/media/senminnov2010.pdf">http://umanitoba.ca/admin/governance/media/senminnov2010.pdf</a>
University of Manitoba Student Affairs	Booking your Tests/Exams with DS	<a href="http://umanitoba.ca/faculties/medicine/media/Exam_Accommodation.pdf">http://umanitoba.ca/faculties/medicine/media/Exam_Accommodation.pdf</a>
University of Manitoba Student Affairs	Student Accessibility Services, How Do I Register?	<a href="http://umanitoba.ca/student/resource/disability_services/register.html">http://umanitoba.ca/student/resource/disability_services/register.html</a>
University of Manitoba Student Affairs	Verification of Disability/Illness Form	<a href="http://umanitoba.ca/student/resource/disability_services/pdf/Medical_Questionnaire.pdf">http://umanitoba.ca/student/resource/disability_services/pdf/Medical_Questionnaire.pdf</a>
Carleton University	Paul Menton Centre for Students with Disabilities	<a href="http://www1.carleton.ca/pmc/">http://www1.carleton.ca/pmc/</a>
Queen's University	Post-secondary Accessibility Consulting Team PACT	<a href="http://www.queensu.ca/hcds/rarc/pact/index.html">http://www.queensu.ca/hcds/rarc/pact/index.html</a>
Trent University	Learning Outcomes	<a href="http://www.trentu.ca/administration/pdfs/CoCurricularRecordfinal.Oct.pdf">http://www.trentu.ca/administration/pdfs/CoCurricularRecordfinal.Oct.pdf</a>
University of Guelph	Universal Instructional Design (UID): a Faculty Workbook	<a href="http://www.tss.uoguelph.ca/projects/uid/UG17-workbook%20FTF.pdf">http://www.tss.uoguelph.ca/projects/uid/UG17-workbook%20FTF.pdf</a>
University of Windsor	Undergraduate Degree Level Expectations	<a href="http://web4.uwindsor.ca/units/senate/main.nsf/0/3320D4E32399A684852570D800705E73?OpenDocument">http://web4.uwindsor.ca/units/senate/main.nsf/0/3320D4E32399A684852570D800705E73?OpenDocument</a>

	(UDLE) and Graduate Degree Level Expectations (GDLE)	
York University	Senate Appeals Committee Procedures	<a href="http://www.yorku.ca/secretariat/senate/committees/sac/appeals.htm">http://www.yorku.ca/secretariat/senate/committees/sac/appeals.htm</a>
Council for the Advancement of Standards	Learning and Developmental Outcomes	<a href="http://www.cas.edu/wp-content/uploads/2010/12/Learning-and-Developmental-Outcomes-2009.pdf">http://www.cas.edu/wp-content/uploads/2010/12/Learning-and-Developmental-Outcomes-2009.pdf</a>