

**AGENDA**

	<b>Presenter</b>	<b>Page</b>
<b>1. ANNOUNCEMENTS</b>	Chair	
<b><u>FOR ACTION</u></b>		
<b>2. APPROVAL OF THE AGENDA</b>	Chair	
<b>3. MINUTES (Open Session)</b>	Chair	
3.1 Approval of the Minutes for the May 19, 2009 meeting (Open Session) as circulated or amended		1
3.2 Business arising – none		
<b>4. UNANIMOUS CONSENT AGENDA</b>	Chair	
<i>Any member who wishes to debate an item that is listed below may have it removed from the consent agenda by contacting the University Secretary prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motions.</i>		
<b>5. REPORT FROM THE PRESIDENT</b>	President	
5.1 President's Report		7
5.2 Strategic Planning Framework		11
<b>6. FROM FINANCE, ADMINISTRATION AND HUMAN RESOURCES COMMITTEE</b>	Ctte. Chair	
6.1 Annual Financial Report		27
6.2 <u>GSA: Redirection of Fees for Graduate Students' Magazine</u>		109
<b>7. FROM SENATE</b>	President	
7.1 Proposed Site for the Art Research Technology (ART) Laboratory		121
7.2 Proposal for a Ph.D. in Native Studies		127
7.3 <u>Report of the Senate Committee on Awards [dated April 6, 2009]</u>		179
7.4 <u>Report of the Senate Committee on Awards [dated April 6, 2009]</u>		191
7.5 <u>Proposal for a Master of Physical Therapy</u>		197
7.6 <u>Proposal for a Bachelor of Dental Hygiene Completion Program</u>		237
<b>8. OTHER BUSINESS</b>		
8.1 Policy and Procedure: Conflict of Interest		267



**BOARD OF GOVERNORS**  
160 Extended Education  
Tuesday, May 19, 2009  
4:00 p.m.

**OPEN SESSION**  
Page 2 of 2

**FOR INFORMATION**

9. **UPDATES**

9.1 Update from the UMSU President UMSU President (oral)

10. **FROM SENATE**



10.1 Statement of Intent RE: Ph.D. in Environment and Geography 285

**MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION**  
**MOTION TO ADJOURN**



**Minutes of the Meeting of the Board of Governors  
Open Session  
May 19, 2009**

---

The meeting was held at 4:00 p.m. in Room 160, Extended Education Complex.

Present: T. Sargeant, Chair  
J. Leclerc, Secretary

J. Anderson	D. Barnard	A. Black	P. Bovey	R. Dhalla	R. Eyford
G. Hatch	J. Lederman	H. Milan	W. Norrie	S. Rashid	A. Sabouni
R. Sigurdson	M. Sitter	T. Strutt	M. Tripple	S. Van Schie	

Assessors Present:

B. Austin-Smith J. Sealey

Officials Present:

E. Goldie K. Inskip D. Jayas R. Lobdell D. McCallum

Regrets:

A. Berg R. Mahé D. Ruth R. Zegalski

1. **Announcements**

Mr. Sargeant welcomed Mr. Rashid, Mr. Sabouni and Dr. Austin-Smith as members of the Board of Governors. He thanked Mr. Black and Ms. Van Schie for their nine years of service to the Board and noted their excellent work and contributions to the Board and its Committees over their three terms. He also noted that the terms of Dr. Anderson, Mr. Eyford, Ms. Sitter, Mr. Dhalla, Ms. Sealey and Mr. Mahé were ending and thanked them all for their service while adding that some of them may be returning for another term pending appointments and election results.

2. **Approval of the Agenda**

It was moved by Dr. Norrie and seconded by Ms. Bovey:

**THAT the agenda for the May 19, 2009 Open Session be approved as circulated.**

**CARRIED**

### 3. Minutes

#### 3.1 Open Minutes

Ms. Lederman noted that she was not present at the April 27, 2009 meeting.

The final sentence of the third paragraph of section 5 should be changed from "will" to "may".

It was moved by Dr. Anderson and seconded by Ms. Sitter:

**THAT the minutes of the April 27, 2009 Open Session be approved as amended.**

**CARRIED**

#### 3.2 Business Arising - none

### 4. Report from the President

Dr. Barnard noted that federal funding announcements through the Knowledge Infrastructure Program investments have been made in three provinces so far and that there would be an announcement tomorrow at the University of Winnipeg. He added that there has not been any details released regarding funding for the University of Manitoba yet, however the feedback received on the proposed projects has been positive.

The President advised the Board that a funding partnership with a private sector organization, which will support the University of Manitoba in its efforts to enhance Aboriginal achievement, will likely be confirmed in the near future.

Mrs. McCallum informed the Board of a donation of \$6.9 million towards the new student residence building from the College Housing Holdings Inc. Board. The College Housing Holdings Inc. Board had decided it was in the best interest to sell the apartment at 99 Dalhousie Drive and found a vendor who is willing to continue to operate it as cooperative housing. Mrs. McCallum, who has been the chair of the Board for the past nine years, noted that the Board has student representation and that Mr. Dhalla sat on the Board as well. As a result of the sale, assets became available and the College Housing Holdings Board decided unanimously to donate the proceeds to the University.

### 5. From Finance, Administration and Human Resources Committee - none

#### 5.1 Operating Budget 2009-2010

Ms. Bovey noted that the Finance, Administration and Human Resources Committee had a thorough and good discussion regarding the operating budget submission. The budget is balanced and responsive to the reality of the current economic situation of the University. Ms. Bovey thanked Mrs. McCallum and everyone involved in the process for their hard work.

Mrs. McCallum began with a summary of the annual process used to develop the operating budget and reviewed the definitions of the terms used throughout the documents. She outlined the factors upon which the budget development had been based; including the COPSE base grant increase of 4.5%, a tuition increase of 4.5% inclusive of ancillary fees, a 22% increase to undergraduate international student fees and projected decreases in enrolment of 1%, and a 5% decrease in international student enrolment. Mrs. McCallum noted that the proposal to increase graduate students continuing fees by \$150 was pending COPSE approval and that if approved, all the funds collected would be directed towards graduate student support.

Mrs. McCallum detailed the approach used to create a pool of funds of \$4.8 million for reallocation in support of the strategic initiatives of the University. These included changes to the Strategic Initiatives Process, backing out inflationary increases in areas such as library acquisitions and supplies and expenses, a 1% reduction across all units and the reduction or elimination of baseline funding to select units.

Dr. Barnard highlighted the three areas identified as strategic priorities, which were included in the President's Report, as Academic Enhancement which would provide funding to new programs already approved by Senate and the Board, Aboriginal Achievement and enhancing the Student Experience.

Mrs. McCallum remarked that it is the first year since 1999 that cuts have been made, with the anticipation of next year being more difficult and that plans have already begun to consider other long-term options for next year. Dr. Barnard added that the Provost's Council and Executive Council have scheduled two days in early June to begin the discussions.

Ms. Lederman commended the work of those involved with developing the budget and commented that going forward, it seems as though the University would have to make some difficult decisions on the priorities of the University and noted that the Board had a role to play in that process, especially concerning policy decisions. Dr. Barnard agreed and stated that the motivation behind the Provost's Council meetings in early June was to start that process and engage the Board earlier in the process than in past years.

Mr. Eyford asked if the projections on the turnover savings from the SIP had been considered in the future and if they will be impacted by lower rates of retirement. Mrs. McCallum replied that while it was an important point that the retirement levels may peak, vacancies are created by other circumstances as well.

In response to a question, Mrs. McCallum noted that through an arrangement with the City of Winnipeg, transit services between the two campuses on the #36 bus had been increased to every 30 minutes and that it was a factor which impacted the decision to no longer offer the University Shuttle Bus service free of charge.

Mr. Tripple asked how students would be informed of the change in the fee refund schedule. Mrs. McCallum replied that the information would be advertised widely by the Registrar's Office and on the website.

Mr. Tripple asked for clarification on the increase to international undergraduate student fees. Mrs. McCallum outlined that the current structure includes a \$570 surcharge on a three credit-hour course, resulting in a fee of \$810 and that under the proposed increase, that amount would increase to \$987.

Mr. Rashid commended those involved in developing the proposed budget, however noted that he would not support an increase to international undergraduate students fees and that all students on campus would find this increase concerning. He added that this was not a sustainable solution to budgetary shortfalls.

Mr. Tripple suggested that perhaps the Board should consider the measure of passing an unbalanced budget.

Mr. Dhalla commented that UMSU had the capability to mobilize its students, and that UMSU should use this advantage and approach the provincial government.

Dr. Barnard noted that the two areas of priority for the province this year had been education and health, so in the context of where allocations were made, the University received an increased grant while other departments received no increase. He added that he appreciated the concern of increased fees, however it has been agreed that the University needs to find a way to move forward in the most effective way while considering what is required to deliver a high quality education.

Dr. Anderson asked what the projected revenue of the increased fees would be. Mrs. McCallum responded that the increase would result in \$1.3 million of additional revenue.

It was moved by Mr. Rashid and seconded by Mr. Sabouni:

**THAT the Operating Budget be amended by removing the proposed increase to undergraduate international student fees.**

By a vote of 4 in support of and 13 against, the motion was **DEFEATED**. Mr. Tripple requested that his vote in support of the motion to amend the budget be noted.

It was moved by Ms. Bovey and seconded by Ms. Lederman:

**THAT the Board of Governors approve the operating budget based on total revenue and expenditures of \$487,161,820 for the year ending March 31, 2010 as presented.**

**CARRIED**

5.3 Policy and Procedure: Salary Administration for Nurses in Northern Manitoba

It was moved by Ms. Bovey and seconded by Ms. Lederman:

**THAT the Board of Governors approve the Salary Administration for Nurses in Northern Manitoba Policy as presented.**

**CARRIED**

6. **From Senate**

6.1 Proposed Site for the new Pembina Hall Student Residence

Mr. Simms provided the Board with a presentation regarding the proposed new 13 story residence building that would clear-span the existing Pembina Hall structure. He discussed the alternate sites that had been considered and possible plans for developing a residence row in the future. The presentation detailed an assessment of how the building's shadow would impact the surrounding areas, which would especially be of importance when considering the development of the rooms for Music and Art at the back of Taché Hall.

Mr. Simms, in response to questions from members of the Board, discussed specific details of the design, including elements of the exterior and interior of the building and noted that there would be 360 units for individual occupancy.

Members of the Board expressed excitement regarding the boldness of the design.

Dr. Barnard remarked that it was gratifying to have the both the Senate and Board's response to the plan to be as positive as it has been.

It was moved by Dr. Barnard and seconded by Ms. Bovey:

**THAT the Board of Governors approve the site for the proposed Pembina Hall Student Residence [as recommended by Senate on May 13, 2009].**

**CARRIED**

The Board of Governors received the following items for information:

7. **Reports**

7.1 Update from the UMSU President

Mr. Rashid remarked that the new UMSU executive had participated in a retreat and that he, along with Mr. Tripple, had returned earlier in the day from the national CFS AGM in Ottawa where 84 universities had been represented. Mr. Sabouni added that he was looking forward to working with the Board throughout the upcoming year.

8. **Other Business - none**

Motion to Move to Closed and Confidential Session

It was moved by Dr. Anderson and seconded by Ms. Sitter:

**THAT the Board of Governors move into Closed and Confidential Session.**

**CARRIED**

Motion to Adjourn

It was moved by Ms. Van Schie:

**THAT the meeting adjourn.**

**CARRIED**

---

Chair

---

University Secretary

## PRESIDENT'S REPORT: June 16, 2009

### I. GENERAL

On May 26, a draft of the University's planning framework was circulated to members of Senate for their review and comment. It was subsequently sent to the broader university community to solicit their feedback as well. Many responses were submitted and overall, the feedback suggests there is substantial support for the framework's shape and approach. The feedback that has been received has been incorporated into the document to the extent it is possible, while remaining true to its purpose as a framework rather than a detailed strategic plan and while recognizing that the perspectives that have been shared are not, in all cases, consistently-held. Senate's endorsement of the framework for the purposes of planning will be sought at its June 24 meeting.

Efforts are already underway to prepare for the 2010/11 budget year, and beyond. Last week, the President's Executive Team, Deans and senior Directors participated in a facilitated retreat to formulate options and ideas that are consistent with the framework and that respond to the anticipated funding pressures of the next few budget cycles. The retreat generated a series of ideas and options that could assist the university in approaching its strategic priorities while also presenting options for addressing the budgetary situation. In the coming weeks, work will be undertaken to further define and structure the options being considered, in order to determine which of them should be pursued.

A joint federal/provincial funding announcement was held on May 21, 2009 for the government support awarded through the Knowledge Infrastructure Program. The federal government awarded the University of Manitoba \$20 million: \$15 million for the Art Research Technology (ART) Lab; \$2.5 million for Smartpark Lake 2 Infrastructure Development; and \$2.5 million for the Space Renovation and Development for the Regenerative Medicine Program. The province is contributing \$18.5 million to the ART Lab and \$2.5 million toward the Space Renovation and Development for the Regenerative Medicine Program. The Smartpark development is further supported with \$27 million in private contributions.

I had the great pleasure to participate with the graduating students in their Convocation celebrations, which spanned three campuses and ten ceremonies this Spring. The completion of one's course of study marks a tremendous achievement for students and presents tangible evidence for the university community of the value of their individual contributions as well. Many faculty members attended to support and honour the students with whom they have worked and I would like to extend my thanks to them for their participation, along with my sincere congratulations to our new graduates.

### II. ACADEMIC MATTERS

- Lori Wallace, Dean, Extended Education, was recently appointed to serve as President and Chair of the Board of Directors of the Canadian Virtual University (CVU) beginning August 2009. CVU is a consortium of ten Canadian Universities specializing in online and distance education.

- Mike Namaka, Pharmacy, was awarded the Sanofi-Aventis Biotech Challenge Trophy for his outstanding mentorship of two high school students, Aresh Sepehri and Mark Xu, for their research project entitled “Antigenic Induction of Spinal Cord Brain Derived Responsive Cells”.
- Roberta Woodgate, Nursing, was elected as the Manitoba representative to the Canadian Association of Nursing Research Board of Directors.
- Rick Suffield, Kinesiology and Recreation Management, recently published a book entitled Coaching Defensive Basketball: Becoming the Best. This book will become part of Nike’s 2010 Championship Basketball Clinics, marking the first time a Canadian coach’s publication has been included in the resource materials.
- The Canadian National Section of the International Board on Books for Young People, presented Dave Jenkinson, Education, with one of two 2008 Claude Aubry Awards for “distinguished service in the field of children’s literature”.

### III. RESEARCH MATTERS

- A new partnership led by Dr. John Sinclair, Natural Resources Institute, will receive \$1 million in funding over the next six years through a Community-University Research Alliances (CURA) grant administered by the Social Sciences and Humanities Research Council of Canada (SSHRC). The team includes Dr. Alan Diduck from the University of Winnipeg and Dr. Iain Davidson-Hunt from the University of Manitoba. Partners on the project number more than twenty organizations, some of which include the City of Kenora, Northern Ontario Sustainable Communities Partnership, Grand Council Treaty Number Three, and Kenora Métis Council. The project titled the Common Ground Research Forum will examine how northern Ontario and First Nations communities are working together in a unique partnership to jointly manage the use of former Abitibi-Consolidated Inc. lands and promote economic development in the region.
- Dr. Verena Menec, Director of the Centre on Aging and Canada Research Chair in Healthy Aging, is leading one of ten data collection centres across Canada, all part of the new Canadian Longitudinal Study on Aging (CLSA). This new study will increase the understanding of common health problems affecting seniors. This long-term study of 50,000 Canadians will look into the many factors affecting Canadians as we age, while at the same time creating several new science-related jobs. The study is one of the most comprehensive studies on aging ever undertaken and will inform the Government of Canada’s programs and services for the elderly. It is estimated that study organizers will be hiring as many as 160 researchers and research co-ordinators, laboratory staff and IT systems personnel over the next year at ten centres across the country.
- The Natural Sciences and Engineering Research Council’s operating grant programs have provided the University of Manitoba with total funding of \$8,757,894 as follows: 9 grants totalling \$541,791 for Research Tools and Infrastructure; 54 new awards totalling \$1,749,317 for Discovery and Sub Atomic Physics grants; and 217 ongoing awards totalling \$6,466,786.

- In early May, 650 students and delegates from across Canada came to the University of Manitoba for the Canada Wide Science Fair. As host site for this national fair, the University of Manitoba, through the Office of the Vice-President (Research), hosted a day of lab tours and science lectures. The students and delegates enjoyed the day and gained new insight into research activities through this activity. Many delegates were very impressed with the calibre of the research and researchers at the University of Manitoba and commented on the enthusiasm and dedication of our research teams.
- On June 1, the Office of Research Services launched a new tool for researchers called “My Research Tools.” This new set of web applications is designed to alert researchers to external funding opportunities; identify internal collaboration opportunities; help researchers connect with potential collaborators; provide researchers with online access to their research projects; and make research expertise searchable. The application for the first time integrates information in InfoEd (an Office of Research Services system) with Aurora (Budgets & Grants) and VIP (Human Resources).

#### IV. ADMINISTRATIVE MATTERS

- **Campus Beautification Day** - The 12th annual Campus Beautification Day took place on May 21, 2009. Approximately 1200 staff, students, faculty and retirees participated by planting flowers and trees, pulling weeds, raking, sweeping, picking up litter etc. This highly popular event provides an opportunity for staff, students and retirees to work together to beautify the campus instilling a sense of pride in the University. A noon hour barbeque featuring a “low waste” lunch sponsored by ARAMARK was held in the quadrangle on the Fort Garry Campus and in front of the Brodie Centre on the Bannatyne Campus. The Book Store and other campus businesses donated “door” prizes for the event. The grand prize of two airline tickets was donated by West Jet.
- **Operating Budget Development** – The Operating Budget for 2009-2010 was approved by the Board of Governors on May 19, 2009. The 2009-2010 operating budget was developed on the basis of a 4.5% base grant increase, a 4.5% tuition increase for domestic students, a 22% increase for undergraduate international students and a revised tuition fee refund policy in which the 50% refund category was eliminated. Through the application of some targeted baseline reductions a balanced budget was achieved and a small pool of funds was made available for reallocation to address the University’s most critical needs and strategic priorities.
- **Aramark Campus Food Services** - Kevin Nagy, Executive Chef, UM Food Services recently won the bronze medal in at the Cutting Edge Culinary Conference. The conference featured 24 Chefs competing from Universities across Canada.
- **Canada Wide Science Fair** – The University of Manitoba was host to approximately 700 participants in the Canada Wide Science Fair, May 9-17, 2009 in which over 450 students from across Canada competed in nine divisions and three age categories for medals and other prizes worth over \$360,000. The students attending this fair were chosen from 25,000 competitors in more than 100 regional science and technology fairs across the country.

- **EMAIL Problems** – The ongoing problems experienced by the email system last month have been resolved. IST will be engaging consultants to review our existing email infrastructure as well as looking at alternatives for staff and student email services.
- **Sanitary Sewer Line** – replacement is underway and will be completed in two phases:
  - 1) Dafoe Road East has been closed to traffic until July 1, 2009 pending completion of this phase.
  - 2) N Lot will be closed to traffic and permit holders effective July 1, 2009 to enable phase 2 to commence.
  - 3) Work is also proceeding adjacent to the Duff Roblin Building.

## V. EXTERNAL MATTERS

- Total funds raised to June 1, 2009: \$1,933,196.07
- Nestor Burtnyk, CM, BscEE/50, was chosen as the recipient of the 2009 Distinguished Alumni Award. He had a 45-year career with the National Research Council as a software engineer where he worked with Marcelli Wein, a physicist, to develop key-frame animation, which became the basis for all computer animation. The technology was used to create the 1974 film “Hunger”, which won the jury prize at Cannes and became the first computer-animated film to be nominated for an Academy Award for best short. Burtnyk won an Academy Award in 1997 for technical achievement in computer animation. The award will be presented at fall convocation in October.
- The Alumni Association board of directors approved a five-year affinity agreement with TD Insurance Meloche Monnex, provider of home and auto insurance. Alumni receive a significant discount through this program, and the association will receive a minimum of \$75,000 over the term of the agreement, plus a signing bonus of \$7,500 this year. TDIMM will also provide a \$1,000 scholarship annually.
- On May 29, 2009 the Faculty of Medicine announced the establishment of the Renal Transplant Research Chair and opened the Frederic Gaspard Theatre (formerly Theatre A) in the Basic Medical Sciences building. The chair is the result of a generous community campaign and support by faculty members in the Department of Internal Medicine to raise the \$3 million endowment. The final gift to complete the fundraising for the chair was provided by Inge Gaspard in honour of her husband Frederic Gaspard—who had a personal connection with the research area—and the lecture theatre was renamed in his memory. Frederic Gaspard was president and CEO of Gaspard & Sons, a successful manufacturing company famous for its convocation gowns and academic regalia with a head office and factory in Winnipeg, and branch offices in Canada and the United States.
- The Immunology Centre, the 4th floor of the Apotex building, will be officially opened at an event on Wednesday, September 9, 2009 at 11:00 am, in conjunction with an immunology symposium presented by the University of Manitoba.



**AGENDA ITEM:** *University of Manitoba Strategic Planning Framework*

**RECOMMENDED RESOLUTION:**

*That the Board of Governors endorse the Strategic Planning Framework for the purposes of planning, subject to similar endorsement being granted by Senate.*

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

*A new planning framework for the University of Manitoba has been the subject of many discussions, both formal and informal, over the past several months. Initial informal discussions about priorities for the university have evolved more recently into consultations on a draft planning framework (attached), which has been circulated directly to both members of Senate and members of the broader university community for review and comment.*

*This framework is intended to guide the major decisions that will be made at the University of Manitoba such as those related to programs, organizational structures, and resourcing. The major ideas it contains have been synthesized from the formal and informal sources of input referenced above. Rather than presenting a detailed action plan for the University of Manitoba, the draft framework is intended to be a starting point for where we go from here as a community.*

*Overall, the feedback that has been offered on the framework suggests there is substantial support for the framework's shape and approach. The suggestions that have been offered have been incorporated to the extent possible, while remaining true to the document's purpose as a framework rather than a detailed strategic plan and while recognizing that the perspectives that have been shared are not, in all cases, held consistently. In addition, there were many detailed suggestions that we believe could be of interest to units, departments and faculties as they proceed with their individual planning efforts and we will synthesize those suggestions and make them available to all who may have an interest.*

*Senate's endorsement, for the purposes of planning, of the attached framework will be sought at its June 24 meeting.*

**ALTERNATIVES:**

*Not applicable. The University's previous strategic plan concluded with the publication of Building for a Bright Future: Final Report on the Strategic Plan for the University of Manitoba.*

**CONSULTATION:**

*The draft planning framework has been discussed informally in a number of fora in recent months, and more formally in others including the Senate Planning and Priorities Committee, Provost's Council and Executive Council.*

*A draft of the framework was circulated to members of Senate for review and comment on May 26, and to the broader university community on May 29.*



UNIVERSITY  
OF MANITOBA

## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>David T. Barnard</i>	<i>June 10, 2009</i>
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

**Kerry McQuarrie Smith**

**Submission prepared by:**

**Submission approved by:**

*David T. Barnard*  
*President and Vice-Chancellor*

### Attachments

*University of Manitoba Draft Planning Framework*

# University of Manitoba Strategic Planning Framework 2009-2014

June 10, 2009

## President's Message

This framework is intended to guide the major decisions we make at the University of Manitoba: what programs to have (teaching, research, administrative, co-curricular), what organizational structures are best suited to mounting those programs, how to find the necessary resources, and so on. For many of us this framework will be in the background – sometimes distantly – as we do our daily work.

By analogy, if a family or a group of friends were to take a road trip, the decision about whether to head east from Winnipeg to Toronto or west to Vancouver is the kind of major direction-setting found here. How the person responsible for driving chooses a vehicle, or the one responsible for food chooses the meal, will derive from wisdom informed by experience in each academic or administrative unit.

The major ideas presented here have been synthesized from many formal and informal consultations over the past academic year. Responses to this document have been solicited from the University community and to the extent possible, incorporated into this version. The wealth of constructive suggestions that were submitted could not all be addressed here, but the framework is a starting point for where we go from here as a community. We will ensure that the suggestions that have been made – about how departments and faculties see themselves contributing to the priorities articulated in the framework, or about how ideas could be implemented – are made available to the university community, so that they can be considered by units, departments and faculties as they go about their detailed planning.

It must be emphasized that the University of Manitoba's commitment to teaching and to basic and applied research, in both traditional and professional programs, remains strong. What we are proposing is that we also take advantage of the opportunities that have been identified for us to focus specific attention on areas of particular relevance in today's world.

The next several years will require prudent direction setting and diligent detailed work from all of us. During these years we will shape the continuing development of a wonderful and important institution, and if we do our work well we will see this University increasingly recognized for its greatness.

Let's work together to make the University of Manitoba one of a handful of outstanding universities in Canada, with international significance, and let's provide the evidence for others to see us that way. As we make each decision, let's keep in mind making the University a better place, not being satisfied with the *status quo*.

## Contents

1. WHY DOES THE UNIVERSITY OF MANITOBA EXIST? .....	1
2. WHERE ARE WE NOW? .....	1
3. HOW WILL WE BEHAVE?.....	3
4. WHAT FUTURE ARE WE CHOOSING TO CREATE? .....	4
5. WHAT WILL WE DO TO BRING THIS ABOUT? .....	4
6. HOW WILL WE KNOW HOW WELL WE'RE DOING? .....	9
7. WHAT HAPPENS NEXT? .....	10

Perhaps what is inexplicable is this:

The huge faint height beyond the shadowed heart  
Against which we must measure lives,  
the possibility of truth.

[from Rosro, County Galway by Jan Zwicky in *Wittgenstein Elegies*]

## **1. Why does the University of Manitoba exist?**

The pursuit of knowledge is a fundamental part of the human experience. We are on a voyage of shared exploration and imagination, expanding the boundaries of our ability to create, to learn and to understand. In support of this voyage, universities have embraced a three-fold mission based on communicating knowledge through teaching, pursuing knowledge through research and applying knowledge to serve society. Over time, we have come to recognize that this mission also includes the important role that universities play in educating for the knowledge economy. This is reflected in the comprehensive menu of high-calibre professional programs that have become a core feature of the university, and which are unique among the post-secondary institutions in Manitoba. These perspectives all are upheld in the mission of the University of Manitoba:

To create, preserve and communicate knowledge, and thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

The University of Manitoba was established less than a decade after the province was born and has grown and evolved along with the province. Over 130 years later, we remain “Manitoba’s university”, with close connections to its people and communities and a strong desire to preserve while at the same time nurture and grow these bonds. Our strong interest in working with and serving Manitoba’s Aboriginal communities is an important case in point. We believe that education has transformative power for the individual student, their families and communities. There is more that we can contribute to Manitoba’s Aboriginal people and their communities and we will work with them to determine how we can best contribute to meeting their needs. Similarly, we are committed to being an active contributor to solutions to the challenges faced by our province and its citizens, and in the enduring discourse about how to shape its future. We do not believe we should work in isolation, but should explore opportunities for cooperation and collaboration both within the university community and beyond it – with our partners in the community, in government and in other post-secondary institutions.

We also have become part of the global community, welcoming faculty and students from other countries along with the unique perspectives they offer, and considering how our experiences and viewpoints together can benefit the world. We live in a world of extraordinary potential and countless interconnections that can “contribute to cultural, social and economic well-being”.

## **2. Where are we now?**

Manitoba is a place of great diversity: from prairie to the Canadian Shield, from our international border, to the Arctic coast. We live within a major system of rivers that offer both enormous potential for energy development and constant environmental challenges. We experience a global climate ranging from the deepest depths of winter to the warmth of the extended twilight of summer.

Manitoba is a multi-ancestral province, with roots extending deeply into every country in the world. It is also home to a large Aboriginal population that has fundamentally shaped the history and will fundamentally shape the future of the province.

In 2009 the University is in a significant period of change, partly in response to a global economic situation unlike anything that has occurred in our lifetimes, the ending of the previous planning period and changes in the senior administrative ranks including the installation of a new President. We have been presented with an opportunity to assess how the university has been achieving its mission and to identify desired adjustments to move into the next decade and to evolve as a learning organization that can respond and adapt to an unpredictable and turbulent external environment

Charting a path forward requires an understanding of where the path begins. *Building for a Bright Future: Final Report on the Strategic Plan for the University of Manitoba* presented the starting point for assessing the current situation. It was supplemented by a detailed analysis of weaknesses and strengths, where future opportunities may lie, and what threats may need to be confronted (SWOT). This table presents, at a very high level, the most significant points made during these discussions<sup>1</sup>.

	<b>Positive</b>	<b>Negative</b>
<b>Internal</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Broad mandate: medical and doctoral university with professional programs</li> <li>• Important role in graduate education</li> <li>• High quality faculty and staff</li> <li>• Connected with the community</li> <li>• Broad range of programs and choice</li> <li>• Nationally recognized/world class research</li> <li>• Academically strong, diverse students</li> <li>• Supportive learning/work environment</li> <li>• SmartPark</li> <li>• Large expanse of land</li> <li>• Geographically dispersed</li> <li>• Open to partnerships</li> <li>• New information systems</li> <li>• Commitment to accessibility</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Inadequate operating and capital funding</li> <li>• Inadequate student financial support</li> <li>• Infrastructure deficit / need to modernize buildings</li> <li>• Silo mentality</li> <li>• Inadequate staff development systems</li> <li>• Limited student engagement</li> <li>• Lack of clear direction or priorities</li> <li>• Inequity in services between campuses</li> <li>• Morale issues due to national rankings</li> <li>• Strained labour relations</li> <li>• Aging staff</li> <li>• Respect issues</li> <li>• Inconsistent service</li> <li>• Inefficient governance processes</li> <li>• Afraid to think big</li> </ul>
<b>External</b>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Interest from external community</li> <li>• New or renovated facilities</li> <li>• Increased visibility – Human Rights</li> <li>• Enrolment growth from economic uncertainty</li> <li>• University of first choice for all Manitobans</li> <li>• Large alumni base</li> <li>• Connections with the Aboriginal community</li> <li>• International student recruitment</li> <li>• Global citizenship</li> <li>• Experiential learning</li> <li>• Research / programming partnerships</li> <li>• Innovation engine of the province</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Competition for students and faculty</li> <li>• Increasing workloads</li> <li>• Rapidly changing technology</li> <li>• Fee restrictions</li> <li>• Economic uncertainty</li> <li>• Changing demographics</li> <li>• Tolerance for incivility and anti-intellectualism</li> <li>• Not on national radar intellectually</li> <li>• Taken for granted locally</li> <li>• Duplication of programs provincially</li> <li>• Potential for difficult government relations</li> </ul>

<sup>1</sup> The more detailed SWOT will be posted on the website as a supporting document

In assessing the outcomes of this review, a few broad themes emerge:

- *Existing Excellence*: the University has many programs and research foci that are nationally or internationally recognized. There are also innovations in how we offer learning opportunities to our students, such as interdisciplinary and inter-professional programs, the unique University 1 program, and a commitment to accessibility. These accomplishments should be celebrated.
- *Employees*: Our faculty and staff exemplify tremendous skill, dedication and excellence. They are the key resource that fuels all activity on campus. But we have not yet found the best approach to identifying and developing employee potential. We also face a high degree of competition from other institutions in attracting talent. As this competition increases, we must devote greater attention to how talented people might be persuaded to join us, and how to retain the excellent people already on faculty and staff. We need to do a better job of succession planning, and improve our hiring processes.
- *Manitoba Community*: The university contributes to the community on an ongoing basis through a wide range of initiatives, including inner-city outreach, advising government on important areas of public policy, and providing interesting and innovative learning opportunities for children. Our strong relationships with local business, community and political leaders carry with them a willingness to develop partnerships. We have been able to pursue initiatives that benefit the University and the broader community alike, such as the new football stadium and recreational facility, SmartPark, the indoor soccer complex and a transformation of the Southwood golf course. We also see tremendous potential to explore additional partnerships, such as with the Canadian Museum for Human Rights.
- *Funding*: like other publicly-funded institutions, the University of Manitoba faces ongoing concerns about funding and how to allocate available resources effectively. Despite its challenges, the University has a substantial funding base and benefits from a considerable level of support from government, the community and alumni. As a result, there is a great deal that *can* be done.
- *Priority-setting*: With about 27,000 students, 7,700 faculty and staff and 90 degree programs, the University is an extremely diverse organization. This complexity creates difficulties in identifying, adjusting and supporting core priorities. It also suggests we should consider the adaptation of existing programs to meet changing needs, when contemplating program additions. By considering how better to do this, we can pursue opportunities to innovate in how we structure and deliver priority programs.
- *Public Perceptions*: There is a sense that we do not convincingly sell our advantages. Recognizing that the University has many supporters, both on- and off-campus, it is a challenge for them to counter certain perspectives, such as that the University is too far removed from the heart of the community, or that our two locations are not connected enough. We are a good partner with others in the larger community outside the University and we must work for broader acceptance and respect.
- *Administrative Resources*: underpinning all academic, research and community outreach efforts is the machinery of the university: the information technology to enable effective analysis, the capacity to consider the future staffing needs of the institution, and financial management expertise. Investments in these areas may need to be assigned higher priority. It will be critical for us to consider the most effective ways for administrative resources to inform decision-making, whether through improved budget processes, analysis of student enrolment trends, or other mechanisms.

### **3. How will we behave?**

Words like “institution”, “academy”, or “place of higher learning” do not convey the full impact of the University of Manitoba. A university can be seen as a living organism, fuelled by the energy of the ideas generated within its walls and conscious, through its members, of its values and responsibilities.

To achieve our vision, we require a commitment to a common set of ideals. The University of Manitoba places a high degree of importance on the following principles:

- *Excellence*: We aspire to excellence in teaching and in research, scholarship and creative work. We expect superior performance of our faculty, students and staff.
- *Innovation*: Experimentation and exploration foster discovery; so we encourage them. We must continue to evolve to maximize opportunities for learning and to achieve excellence in teaching.
- *Responsibility to society*: Our teaching, research and service will be in the best interests of the people of Manitoba, will improve quality of life and will assist in the economic, social and cultural development of our province and the world.
- *Selectivity*: We will respect and build upon the foundational strength of traditional programs and disciplines and provide an outstanding environment in focused areas of academic strength.
- *Equity and diversity*: All who have the potential to succeed at our University should have access to it. We promote equity in access to our programs and employment, and in the conduct of the University's affairs. Similarly, we ascribe a high value to a profusion of ideas. We believe in rational and respectful debate and in the importance of understanding alternate perspectives. We promote peaceful discussion, the consideration of alternatives, and the forging of consensus.
- *Integrity*: We are committed to intellectual honesty.
- *Academic freedom*: We will protect the right of everyone in our academic community to intellectual independence and critical inquiry. Advancement of understanding in research, scholarship and creative work and the transmission of that knowledge to students require the privilege of speaking and writing freely. Members of our University have a personal and institutional commitment to academic freedom, responsibly pursued in the performance of their academic duties.
- *Accountability*: We are accountable for what we do: we can and should be required to answer for the use of public resources. We have a responsibility to facilitate research, scholarship and creative works that are of high quality as judged by international standards.
- *Environmental Sustainability*: We believe in the importance of operating in an environmentally sustainable manner and we lead by integrating this principle into our operating decisions.
- *Humanity*: We will maintain a safe and welcoming environment where we will offer respect and consideration to all, and expect it to be demonstrated by our students, faculty, researchers and staff.

#### **4. What future are we choosing to create?**

We will uphold these values in pursuing our vision:

The University of Manitoba will lead through excellence, challenging the finest students, teachers, scholars and researchers to approach the pursuit of knowledge with vigour, imagination, innovation, discipline and respectful debate. Our university will be a vibrant, innovative and connected place to learn, live and work, recognized for a dynamic student experience, for the confidence and pride it instills in students, faculty, staff and alumni, for its tradition of excellence, and for its positive contributions to Manitoba and beyond.

Simply put: We want our students, scholars, staff and alumni to have an association with the University of Manitoba that is transformative and we want their discoveries to be of the greatest possible benefit to their own lives, and to the lives of others.

#### **5. What will we do to bring this about?**

The University of Manitoba is a large, diverse and complex organization. This diversity is one of the tremendous strengths of the University and one that should be preserved.

At the same time, in the discussions that have taken place with faculty, staff and students it has been clear that there is both willingness and a need to target priority areas where, by devoting focused attention and resources, we can make the most progress toward achieving our mission and vision.

Leadership in the academy comes from many sources. So too do the many contributions required to assure a vibrant, cohesive whole. As a result, this planning framework represents a call to action; its lack of prescriptive approaches is a signal of our confidence that members of the University community will use their imaginations to see how they can best contribute to meeting its broad objectives.

Our vision evokes a community of excellence and excitement: an environment to which people want to belong. For this reason, our focus of attention needs to be on people: on creating fertile ground for *teaching and research*; on developing the wealth of *student experience*, especially for *Aboriginal achievement*; and on being a place *where people are proud to work*.

### **I. Academic Enhancement: Innovations in Academic and Research Programs**

From the consultations that took place with faculty and school members emerged a consistent message: that there were opportunities to focus on areas of particular relevance in today's world without abandoning the wealth of opportunities for learning and discovery that are offered at the University of Manitoba. This framework is built upon that basic premise. It does not, however, negate the importance of a continued emphasis on basic and applied research and teaching, in both traditional and professional programs.

In considering areas that could be specifically enhanced over the next few years, a number of criteria have been used:

- The uniqueness of the activity
- The potential to draw on strengths from across the University
- The potential to exploit being a great research university and thus to combine teaching, research and public service activities; and
- Provincial imperatives.

This is Manitoba's university and, as such, we should focus on those disciplines that are of vital interest to the province. The expertise we are gaining by pursuing these priorities should be of excellent quality, applicable nationally and globally. The following themes will be particularly important in the next stage of our development.

Each theme is described briefly by showing some of the activities that can be considered under the general heading. Departments and faculties will find many ways to enrich our participation in these areas, and our descriptions of them.

***a. Healthy, safe, secure and sustainable food and bioproducts:*** With projected increases in the world's population, increasing fuel costs and growing concerns about climate change, the provision of healthy and safe food on a global scale and in an environmentally sustainable way is a major challenge for the 21<sup>st</sup> century. Further, the development of environmentally-friendly bioproducts, including alternate energy, from renewable bioresources is seen as an innovative way to reduce society's reliance on petroleum-based products.

The University, through its diversity of current activity and expertise, is well placed to contribute innovative solutions to these challenges. These solutions would, in turn, significantly enhance Manitoba's and Canada's agri-food industry. Current academic strengths include: sustainable cropping and animal production systems;

biofuels; functional foods and nutraceuticals; and post-harvest technology, particularly as it relates to grain storage. Work in these areas is centered at unique state-of-the art facilities, including Richardson Centre for Functional Foods and Nutraceuticals, the Canadian Centre for Agri-Food Research in Health and Medicine, the George Weston Ltd Sensory and Food Research Centre, the National Centre for Livestock and the Environment, and the Canadian Wheat Board Centre for Grain Storage Research.

***b. Sustainable Prairie and Northern Communities:*** Manitoba has long been known as the gateway to the West, but as the only western province with an Arctic sea coast, it also has a unique connection to the North. This connection can provide potential benefits to Manitoba and Canada but will require enhanced understanding of the impact of increased activities and of climate change on communities. As most of Manitoba's industrial and wealth generating processes and activities involve water, water stewardship, particularly as it relates to the Lake Winnipeg watershed, is a key factor in sustaining prairie and northern communities. So, too, is expertise in alternative energy and hydroelectric development, water quantity, flood mitigation and flood architecture.

Sustaining prairie and northern communities is the focal point of exploration and discussion among academics from many disciplines. Current academic strengths, which span several faculties, include: climate change and Arctic adaptation; community-based resource management; energy generation and transmission of electricity; understanding and managing biodiversity; water quality, policy, protection and infrastructure; rural and northern health; and northern infrastructure, including transportation.

***c. Human Rights:*** Public attention in Manitoba has been focused on efforts to establish the Canadian Museum for Human Rights, which will explore the subject of human rights in order to enhance public understanding, promote respect for others and encourage reflection and dialogue. It will be a centre for international education, dedicated to the promotion and respect of human rights and diversity.

These goals are entirely consistent with the core values of the University. We have a dedicated source of expertise and research focus at the University of Manitoba's St. Paul's College: the Arthur Mauro Centre for Peace and Conflict Studies. It was established with an initial emphasis on the cultural, religious, and philosophical dimensions of peace; social, economic, and environmental justice; peace education; human rights; and the role of international organizations and standards in the quest for peace and justice. In addition, expertise in several faculties such as Arts, Education, Law and Social Work further enhance the uniqueness of research and education programs through integrated approaches.

With the approval of a new joint master's program in peace and conflict studies, Manitoba will have a full suite of academic programming spanning undergraduate to doctoral studies. This unique concentration of studies, combined with support provided through a partnership between Winnipeg's universities and Rotary International, positions Winnipeg to be a globally recognized centre in this area.

***d. Innovations in Public and Population Health:*** Our expertise in the areas of public health and infectious disease research is well-established and globally competitive. The excellence of the program has been built through strategic investments in people and infrastructure over 30 years and by developing a strong partnership with the Public Health Agency of Canada's National Microbiology Lab.

Our expertise in public and population health cuts across both of our campuses and can be found in a wide range of faculties. Some of our work in this area is focused on how diverse characteristics of individuals, communities, and large populations contribute to the local and global distribution of communicable and non-communicable diseases. For instance, the University has established the Centre for Global Public Health, which is focused on the improvement of public health systems, programs and activities in diverse global settings. In addition, the University is an identified leader in the area of Aboriginal health research,

and supports the CFI-funded Manitoba First Nations Centre for Aboriginal Health Research, which plays a national leadership role in this field.

University health researchers have pioneered the use of health information databases to identify population and social determinants of health and to recommend health policy changes and directions. The University's Manitoba Centre for Health Policy is an internationally recognized centre of excellence in this field.

**e. New Materials and Technologies:** Naturally occurring and processed materials are required to build infrastructure, houses, and communication, medical and transportation devices. To do so, there is a need to understand the structure of materials and to develop efficient processing techniques for new materials. Efficient exploration of earth materials and an understanding of manufacturing processes using composite materials are also necessary. Finally, understanding the structure and function of proteins offers enormous market potential and infinite applications, from personalized medical diagnosis to solving crop diseases.

The University's strength in this area is diverse and cross-disciplinary, encompassing work in the fields of science, engineering, architecture, environment, textile science and medicine. This effort is supported by an extensive inventory of instrumentation associated with several unique facilities, including the Manitoba Regional Materials and Surface Characterization Facility, the Manitoba Centre for Proteomics and Systems Biology, the Composite Innovation Centre, the Nanosystems Fabrication Laboratory and the W.R. McQuade Structural Engineering Laboratory, several of which serve as regional or national facilities.

**f. Culture and Creativity:** The cultivation of creativity permeates the work of the university. It is found in the limitless range of questions being explored through research, in all disciplines. It is similarly demonstrated by the importance ascribed to innovation, technology commercialization and entrepreneurship in the way we think about how our work can contribute to the social, cultural and economic growth of our province.

It also forms the basis of an emphasis on art and music, which have long been core features of our offerings. The importance of their continued prominence is demonstrated by a number of projects that are either underway, or planned.

The centerpiece of Project Domino, the University's major infrastructure redevelopment effort, is the rebirth of Taché Hall as the new home of the Marcel A. Desautels Faculty of Music and the School of Art. The University is the first in western Canada to offer a Bachelor's degree in Jazz Studies. Our Centre for Creative Writing and Oral Culture is the first of its kind in the country. Senate has approved the introduction of a Master of Fine Arts degree.

More than strictly being a particular focus for scholars or researchers, performance and creative works are key elements in creating vibrant communities and in contributing to cultural strength and diversity, both nationally and internationally.

***The University of Manitoba will be nationally and internationally recognized for its teaching, research and creative excellence, sought after by students and faculty alike as their preferred site for study.***

## **II. Outstanding Student Experience**

The rich academic opportunities provided to students are the foundation upon which their university experience is built. The pursuit of knowledge that forms the basis of the university's mission must be sharply focused on the needs of students.

That said, the student experience needs to transcend a rigorous focus on a particular discipline. Much of the learning that takes place at university does not occur in its classrooms, but in the many other opportunities offered for creative debate, exposure to a multiplicity of viewpoints, involvement in campus associations and activities and interactions with other members of the university community.

As a two-campus university with less-than-obvious physical linkages to the broader community, the University of Manitoba must consider how to overcome the challenge of its geography and develop stronger interconnections between its campuses and with the community at large. Although the University of Manitoba is located in Winnipeg, Manitobans from outside Winnipeg should have a sense of the University being there to serve their needs as well. The University's focus on specific priorities for its academic and research programs should carry through to its recruitment processes, to target those students with a particular interest in pursuing these fields.

In our efforts to enrich the student experience at the University of Manitoba, we will focus on: an enrolment management plan; a quality service orientation in all our interactions with students; greater opportunity for undergraduate students to participate in research programs; and engagement in the Bologna process in concert with providing international opportunities for our own students and focused international student recruitment. Work has already begun on an international strategy for the University of Manitoba which will provide a focal point for these efforts.

***The University of Manitoba will be a student-focused research university from the time of recruitment: a life-long academic home where students contribute to a diversity of ideas and experiences.***

### **III. Aboriginal Achievement**

Manitoba has a large and growing Aboriginal population. According to the Manitoba Bureau of Statistics, the Aboriginal population of Manitoba was estimated to comprise 14.8% of the population in 2004. By 2026, it is projected that the Aboriginal community will form 18.9% of the total population of Manitoba and will be an even greater proportion of the Manitoba population under age 40 than it is today.

In Manitoba, the percentage of Aboriginal people without a high school diploma is considerably greater than that of the general population: only 44% of Aboriginal Manitobans have graduated from high school, compared with 64% of the non-Aboriginal population. University degrees have been attained by 4% of Aboriginal people as compared with 14.1% of the non-Aboriginal population.

Increased educational success of Aboriginal people is critical to the social, cultural and economic development of Manitoba and of Canada. We are well placed to build on a longstanding focus on working with and serving this particular student community here at the University of Manitoba. While the many efforts in the past have had some wonderful results, there is more to be accomplished

Specifically, while the rate at which Aboriginal graduates of secondary school go on to university is good, the rate at which such students complete secondary school is unacceptably low. We need to work with others to increase this rate. We believe we can play a positive role in work to ensure students succeed in the middle school and secondary school environments. Similarly, the rate at which Aboriginal students who come to the University actually complete their academic programs needs to be increased. And we need to make it attractive for Aboriginal students to participate successfully in the full range of programs available here.

We will make it a priority to identify correctly the impediments to participation and success, to develop measures to address these impediments, and to assign resources to put these measures into action. We acknowledge that there is no universal approach and that our efforts need to take into account a diverse

range of factors, such as the differing challenges faced by rural, remote and urban communities. We cannot work in isolation: we believe it is critical to work in collaboration with a variety of partners, including Aboriginal leadership and communities, the provincial government, secondary schools, community agencies, and other post-secondary institutions, to ensure that we are correctly identifying what they believe is needed from us.

***The University of Manitoba will work with a variety of partners to make Winnipeg the national centre of excellence in Aboriginal education, and in particular to allow Aboriginal students to be prepared for and to achieve educational success in the full range of academic programs that we provide.***

#### **IV. Outstanding Employer**

The university work environment is unlike any other. It offers a huge range of activity, all linked in the pursuit of a common purpose. All those who work in the university are contributing to its threefold mission of teaching, research and public service. The pursuit of this mission is a vocation for some, presenting the university with the opportunity to attract bright and engaged faculty and staff simply by virtue of what it represents.

Our continued vitality depends on recruiting, retaining and developing committed and engaged faculty and staff. We will make this a priority consideration throughout the University. We want people who work here to be successful, and to have opportunities to develop their capacity and their careers. We want people to enjoy coming to work, and to have fun when they are here. We want people to have competitive compensation and benefits. We want collegial decision-making to be vital and engaged. We will celebrate achievements. We will promote open and respectful communication. We also want to ensure that the people who work at the University of Manitoba have the right tools at their disposal.

Transforming *how* we do things – to ensure we are doing them as effectively and efficiently as possible, so we are not hindered in our efforts to do our jobs – must be an ongoing consideration for us in our efforts to be an outstanding employer.

***The University of Manitoba will be an employer of first choice, offering and expecting respect for all staff and faculty, providing opportunities for leadership, growth and development, and recognizing the contributions made at all levels of the organization.***

## **6. How will we know how well we're doing?**

Just as this is a planning framework – a high-level tool to be used by members across the university to sharpen their focus and help assess what they're doing and how it connects to our core institutional priorities – we need a measurement framework as well.

We have said that units can and should innovate in how they contribute to the University's strategic priorities. Where their activity links to these priorities, it will also be critical for units to share information about what they are doing, and how it is working. As a result, units will connect their internal planning efforts to the strategic planning framework and resource allocation requests and identify their progress in meeting strategic priorities in their annual reports.

To understand the impact of all of these activities and to see if we are making a difference, it will be useful to identify some observations that we could make that would indicate to us – and to others – whether we are making progress. The observations should be few in number and easy to understand. Sometimes organizations talk about a “dashboard” of indicators; these are like the dashboard in a car: only some of the

relevant information is presented, but it's enough to know if progress is being made. More detailed information can be examined for other purposes.

One observation used by many organizations is the Net Promoter Score (NPS). This is formed by asking the question, "To what extent would you recommend us to others?" The answers are on a 10 point scale; answers from 1 to 6 are considered detractors, 7 and 8 neutral with 9 and 10 promoters. The Net Promoter Score is the number of promoters (those who answered 9 or 10) minus the number of detractors (those who answered 1 through 6). This question can be used with those to whom services are provided – students, for us (would you recommend that someone come to the University of Manitoba as a student?) – or with employees (would you recommend us as an employer?).

Here are some possible observations for the major themes identified above, with some observations applying to broader aspects of the University's work than simply the focus areas themselves:

Theme	Observation	Target in 5 years*	Annual Objective
Academic Enhancement	Research funding	Top 10 in Canada	Increase of \$10M
	Community NPS	70%	Increase toward target
	Self-assessment NPS	80%	Increase toward target
	Some measure of academic success	?	?
Student Experience	NPS	80%	Increase toward target
Aboriginal Achievement	% of cohort at UM	Halve gap to equality with others	Increase toward target
	% completing programs	Halve gap to equality with others	Increase toward target
	Distribution by program	Halve gap to similarity to others	Increase toward target
Outstanding employer	Employee NPS	80%	Increase toward target

Setting targets for the Aboriginal Achievement observations is very difficult; a significantly large change in a complicated set of causes and outcomes should occur, but it may be difficult or impossible to produce observable changes quickly. The long range targets should be equality of participation (entry, graduation, access to the range of programs) with non-Aboriginal students, but the targets to be achieved in 5 years should perhaps be more modest.

## 7. What happens next?

This planning framework is being produced in a period of economic downturn and uncertainty. But, while we do not know what the medium to long term will be, we do know that in the short term – certainly for the next few years – funding will be less than we have been accustomed to, and budgeting will require larger adjustments to bring activities and costs into alignment with priorities than has been the case in the recent past. This gives us an exciting opportunity – an unavoidable opportunity – to think differently about the configuration of our work and imposes on us the responsibility to do so.

These steps will be taken in the next weeks and months:

1. Endorsement of this document for planning purposes is being sought, both by Senate and by the Board of Governors.
2. While the observations suggested in section 6 above represent the beginnings of a self-assessment framework and can be helpful in getting a rough sense of how we are doing on the major themes, further work will be done to establish a series of indicators that can help us understand how our

story is progressing, including a meaningful measure of academic success. In addition, more detailed observations will be needed in many units and for many individuals in leadership roles. These will need to be worked out and approved as part of existing planning processes. Faculties, departments and units may devote some attention to considering how they already connect to the broad areas of priority articulated in this framework.

3. Work will be continue on formulating ideas that are consistent with this framework and that respond to the expected funding pressures of the next few budget cycles. We will seek out members of the university community who are interested in playing a role in this process, and involve them. Ultimately, ideas will be discussed in units and worked into unit plans and central plans as appropriate.
4. We will seek out external partners to work with us on some of these major themes. For example, the Aboriginal Achievement theme will require funding partners and new working relationships. We expect to announce a potential funding partnership in this area shortly.
5. Work will be done to evaluate the infrastructure, tools and processes that support institutional growth and change, including our information technology needs, physical infrastructure and administrative support processes, and consider the most effective ways for us to operate.
6. We will enhance our efforts to speak directly to the community outside of the University of Manitoba to communicate our advantages, to solicit their views on what they feel should be important for the university, and to seek active participation in the wide range of ongoing work that is connected to addressing priorities for Manitobans.
7. Open and effective communication will be needed in order to make significant progress in meeting our objectives. We will continue to engage with the university community as we move forward.

The University of Manitoba is a very large and very significant contributor to the social, cultural and economic development of the province and of the nation. The current circumstances present us with opportunities to do important work in all three of these areas because there is significant need in them for the teaching, research and public service to which we have committed ourselves. The next few years can be exciting and fulfilling for all of us if we are willing to seize these opportunities.



**AGENDA ITEM:** Annual Financial Report

**RECOMMENDED RESOLUTION:**

That the Board of Governors approves the Consolidated Financial Statements of the University of Manitoba for the year ended March 31, 2009.

**Action Requested:**  Approval  Discussion/Advice  Information

**CONTEXT AND BACKGROUND:**

The University of Manitoba Act requires that the Board of Governors provide the Minister of Advanced Education and Literacy an annual report of the operations of the University including the audited financial statements within six months of each fiscal year end. The Act also requires that the Auditor General of Manitoba audit the accounts of the University.

In considering approval of the Consolidated Financial Statements the Board should first receive the following for information:

- a) The audited financial statements of Smartpark Development Corporation (Smartpark). The University's consolidated financial statements include the accounts of Smartpark. Smartpark's financial statements are prepared by Smartpark, approved by the Smartpark Board of Directors, and will receive an unqualified audit opinion from the Office of the Auditor General (OAG) after Smartpark's Board approves the statements on June 4<sup>th</sup>.
- b) Board communication letter. As a normal part of the audit process, the OAG issues a letter to the Chair of the Audit and Risk Management Committee indicating whether it is prepared to issue an opinion on the financial statements. The letter also covers such matters as the responsibility of the auditor and the responsibility of management and an indication of any issues that may have arisen during the audit.
- c) Auditor recommendations for improvement. In conducting a financial statement audit, auditors may test internal controls in order to determine whether there is a basis for relying on controls over financial reporting. A normal product of these tests is a report of any recommendations the auditor may have to strengthen internal controls. The OAG has identified a number of opportunities for improvements and has issued a report on financial accounting controls and a separate report on information technology controls.
  - The letter of recommendations for improvement of financial accounting controls includes one new recommendation and four that relate to prior year

recommendations. Management has agreed with all recommendations.

- The letter of recommendations for improvement of information technology controls includes one new recommendation, 11 recommendations previously reported which are not fully implemented, and two previously reported recommendations when have now been fully implemented. Management has agreed with all recommendations.

The Report of the Vice-President (Administration) is included in the Draft Annual Financial Report and includes explanation of the financial results for the year.

The OAG has indicated that it is prepared to issue an unqualified opinion on the Consolidated Financial Statements subsequent to Board of Governors approval.

**RESOURCE REQUIREMENTS:**

Approval of the Consolidated Financial Statements does not impact resource requirements.

**IMPLICATIONS:**

The University of Manitoba Act requires that we issue a report to the Province by September.

**ALTERNATIVES:**

N/A



**Board of Governors Submission**

**Routing to the Board of Governors:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Tom Hay	May 22, 2009
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Deborah J. McCallum	May 29, 2009
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Deborah J. McCallum	May 25, 2009
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Audit + Risk Management	2 June 2009
<input type="checkbox"/>	<input type="checkbox"/>		

Tom Hay, Comptroller

**Submission prepared by:**

**Submission approved by:**

Deborah J. McCallum, VP (Administration)

**Attachments**

- Audited financial statements of Smartpark Development Corporation
- OAG Board communication letter to the Chair of the Audit and Risk Management Committee
- OAG recommendations to improve financial controls
- OAG recommendations to improve information technology controls
- Draft Annual Financial Report including
  - OAG transmittal letter to the Minister of Advanced Education and Literacy
  - Report of the Board of Governors
  - Report of the Vice-President (Administration)
  - Consolidated Financial Statements

**SMARTPARK DEVELOPMENT CORPORATION**

**FINANCIAL STATEMENTS**

**FOR THE YEAR-ENDED MARCH 31, 2009**

## AUDITORS' REPORT

To the Legislative Assembly of Manitoba  
To the Board of Directors of Smartpark Development Corporation

We have audited the balance sheet of Smartpark Development Corporation as at March 31, 2009 and the statements of operations and (accumulated deficit) retained earnings and cash flows for the year then ended. These financial statements are the responsibility of the Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Corporation as at March 31, 2009 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Office of the Auditor General

Winnipeg, Manitoba  
May 8, 2009

**SMARTPARK DEVELOPMENT CORPORATION**  
**BALANCE SHEET**  
**AS AT MARCH 31**

ASSETS	2009	2008
<b>CURRENT ASSETS</b>		
Cash (Note 4)	\$ 8,142,804	\$ 812,150
Accounts Receivable	134,344	124,221
Prepaid Expenses	3,681	3,514
Short-Term Investments	475,000	470,000
	<u>8,755,829</u>	<u>1,409,885</u>
<b>LONG-TERM ASSETS</b>		
Long-Term Investment (Note 4)	345,500	345,500
Property, Plant and Equipment (Note 5)	17,206,478	16,265,423
<b>TOTAL ASSETS</b>	<u><u>\$ 26,307,807</u></u>	<u><u>\$ 18,020,808</u></u>
<b>LIABILITIES &amp; SHAREHOLDER'S EQUITY</b>		
<b>CURRENT LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	\$ 421,203	\$ 213,702
Unearned Revenue	58,962	62,601
Construction Demand Loan (Note 7)	1,100,000	-
Demand Loan (Note 9)	9,706,806	9,863,924
Deferred Revenue (Note 9)	204,156	177,638
Current Portion of Long-Term Debt (Note 6)	39,267	36,995
	<u>11,530,394</u>	<u>10,354,860</u>
<b>LONG-TERM LIABILITIES</b>		
Refundable Deposit by Tenant, non-interest bearing (Note 4)	345,500	345,500
Long-Term Debt (Note 6)	13,185,390	6,149,376
Fair Value of Derivative Financial Instruments (Note 6)	548,587	-
<b>TOTAL LIABILITIES</b>	<u>25,609,871</u>	<u>16,849,736</u>
<b>SHAREHOLDER'S EQUITY</b>		
<b>AUTHORIZED:</b>		
Unlimited Class A 4.6%, Redeemable, Non-Cumulative, Preferred Shares		
200 Class 1 Common Shares		
<b>ISSUED</b>		
1,001 Class A 4.6% Preferred Shares (Note 11)	1,001,000	1,001,000
100 Class 1 Common Shares	100	100
(Accumulated Deficit) Retained Earnings	<u>(303,164)</u>	<u>169,972</u>
<b>TOTAL SHAREHOLDER'S EQUITY</b>	697,936	1,171,072
<b>TOTAL LIABILITIES &amp; SHAREHOLDER'S EQUITY</b>	<u><u>\$ 26,307,807</u></u>	<u><u>\$ 18,020,808</u></u>

Approved by: Bob Silver  
Chairman

Date

**SMARTPARK DEVELOPMENT CORPORATION**  
**STATEMENT OF OPERATIONS & (ACCUMULATED DEFICIT) RETAINED EARNINGS**  
**FOR THE YEAR ENDED MARCH 31**

REVENUES	2009	2008
Lease & Contributions	\$ 1,372,046	\$ 1,365,812
Common Area Maintenance	155,018	142,369
Government Grants (Note 9)	178,982	48,375
Parking	74,215	74,698
Interest	37,223	49,847
Restaurant (Note 10)	45,048	-
Miscellaneous	343	6,185
<b>TOTAL REVENUES</b>	<b>1,862,875</b>	<b>1,687,286</b>
EXPENSES		
Amortization	355,632	351,672
Common Area Costs and Utilities, Net of Recoveries	196,507	147,139
Interest on Long-Term Debt	368,653	371,115
Manitoba Corporation Capital Tax	54,147	15,854
Office (Note 7)	132,275	56,077
Professional Fees	19,583	26,273
Restaurant (Note 10)	66,779	-
Interest on Short-Term Debt	547,802	557,598
<b>TOTAL EXPENSES</b>	<b>1,741,378</b>	<b>1,525,728</b>
<b>NET INCOME BEFORE UNDER NOTED</b>	<b>121,497</b>	<b>161,558</b>
Change in Fair Value of Derivative Financial Instruments (Note 6)	(548,587)	-
<b>NET (LOSS) INCOME AND COMPREHENSIVE INCOME</b>	<b>(427,090)</b>	<b>161,558</b>
<b>RETAINED EARNINGS, BEGINNING OF YEAR</b>	<b>169,972</b>	<b>54,460</b>
<b>NET (LOSS) INCOME AND COMPREHENSIVE INCOME</b>	<b>(427,090)</b>	<b>161,558</b>
<b>DIVIDEND ON CLASS A PREFERRED SHARES</b>	<b>(46,046)</b>	<b>(46,046)</b>
<b>(ACCUMULATED DEFICIT) RETAINED EARNINGS, END OF YEAR</b>	<b>\$ (303,164)</b>	<b>\$ 169,972</b>

**SMARTPARK DEVELOPMENT CORPORATION**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED MARCH 31**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	<b>2009</b>	<b>2008</b>
Net Income (Loss) and Comprehensive Income	\$ (427,090)	\$ 161,558
Amortization of Property, Plant & Equipment	355,632	351,672
	<u>(71,458)</u>	<u>513,230</u>
 Net Change in Non-Cash Working Capital Items		
(Increase) Decrease in Accounts Receivable	(10,123)	60,854
(Increase) Decrease in Prepaid Expenses	(167)	53
Increase (Decrease) in Accounts Payable and Accrued Liabilities	207,501	(74,823)
(Decrease) Increase in Unearned Revenue	(3,639)	19,803
Increase in Deferred Contributions	26,518	83,625
Net Cash Generated through Operating Activities	<u>148,632</u>	<u>602,742</u>
 <b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Repayment of Demand Loan	(157,118)	(148,551)
Fair Value of Derivative Financial Instruments	548,587	-
Increase in Construction Demand Loan	1,100,000	-
Proceeds from Long-Term Debt	7,075,000	-
Dividend Paid	(46,046)	(46,046)
Repayment of Long-Term Debt	(36,714)	(34,587)
Net Cash Generated through (Used in) Financing Activities	<u>8,483,709</u>	<u>(229,184)</u>
 <b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Short-Term Investment	(5,000)	(220,000)
Purchase of Property, Plant and Equipment	(1,296,687)	(19,521)
Net Cash Used in Investing Activities	<u>(1,301,687)</u>	<u>(239,521)</u>
 Net Increase in Cash	7,330,654	134,037
 Cash, Beginning of Year	812,150	678,113
 <b>CASH, END OF YEAR</b>	<u><u>\$ 8,142,804</u></u>	<u><u>\$ 812,150</u></u>

<b>SUPPLEMENTARY CASH-FLOW INFORMATION:</b>	<b>2009</b>	<b>2008</b>
Interest Paid	\$ 943,927	\$ 929,068
Interest Received	\$ 27,035	\$ 49,010

**SMARTPARK DEVELOPMENT CORPORATION**  
**NOTES TO FINANCIAL STATEMENTS**  
**MARCH 31, 2009**

---

**1. AUTHORITY AND PURPOSE**

Smartpark Development Corporation ("the Corporation") is a wholly owned subsidiary of the University of Manitoba. It was incorporated on May 20, 1998 in the Province of Manitoba. Its purpose is to serve as the corporate vehicle for facilitating research and technology developments in the research park at the University of Manitoba. The land designated for the research park is owned by the University of Manitoba.

**2. SIGNIFICANT ACCOUNTING POLICIES**

**(A) General**

These financial statements are prepared in accordance with the generally accepted accounting principles as recommended by the Canadian Institute of Chartered Accountants.

**(B) Property, Plant and Equipment**

Buildings are recorded at cost and are amortized on a straight-line basis over 50 years.  
Electrical Loop is recorded at cost and is amortized on a straight-line basis over five years.  
Furniture and Equipment is recorded at cost and is amortized on a straight-line basis over 10 years.  
Property, Plant and Equipment are recorded as Construction in Progress until the asset is substantially complete.

**(C) Accounting Estimates**

Accounting estimates are included in financial statements to approximate the effect of past revenue or expense transactions or events, or to approximate the present status of an asset or liability. It is possible that changes in future conditions would require changes in the recognized amounts.

**(D) Financial Instruments**

The financial instruments of the Corporation are primarily financial assets and liabilities and consist of cash, short-term and long-term investments, accounts receivable, accounts payable, short-term and long-term debt, and derivative financial instruments. Initially, all financial assets and liabilities must be recorded on the balance sheet at fair value. Subsequent measurement is determined by the initial classification of each financial asset and liability. All financial instruments are classified as one of: (a) held-for-trading; (b) loans and receivables; (c) held-to-maturity; (d) available-for-sale or (e) other liabilities. Financial assets and liabilities classified as held-for-trading are measured at fair value with gains and losses recognized in net (loss) income. Financial instruments classified as held-to-maturity, loans and receivables and other liabilities are measured at amortized cost. Available-for-sale financial instruments are measured at fair value, with unrealized gains and losses recognized directly in other comprehensive income.

The Corporation designated cash, short-term and long-term investments, and fair value of derivative financial instruments, as held-for-trading; accounts receivable as loans and receivables; and demand loans, accounts payable and accrued liabilities, long-term debt and refundable deposit by tenant as other liabilities. The Corporation has neither available-for-sale nor held-to-maturity instruments.

**(E) Revenue Recognition**

Lease revenues include rent from tenants under leases, operating cost recoveries, parking, as well as an administration and overhead fee, and are recognized on a straight-line basis over the term of the related leases. The difference between revenue recognized and the cash received is included in amounts receivable as straight-line rent receivable. Recoveries from tenants are recognized as revenue in the period in which the applicable costs are incurred.

Grants from government that are restricted to the eureka project are recognized as revenue in the year in which the related expenses are incurred.

**SMARTPARK DEVELOPMENT CORPORATION**  
**NOTES TO FINANCIAL STATEMENTS**  
**MARCH 31, 2009**

*Comprehensive Income*

The Corporation had no “other comprehensive income or loss” transactions during the year.

During the year, the Corporation developed, and opened a restaurant, edna fedya, at its One Research Road location under a management agreement with a local restaurant operator. The daily sales from edna fedya are recorded as revenue.

**(F) New Accounting Policies**

The Corporation was required to adopt new standards, Canadian Institute of Chartered Accountants (“CICA”) Handbook Sections 1535, *Capital Disclosures*, 3862 *Financial Instruments Disclosure*, and 3863 *Financial Instruments*, on April 1, 2008.

*Section 1535 Capital Disclosures*

Section 1535 establishes standards for disclosing information about an entity’s capital, and how it’s managed. These standards require an entity to disclose its objectives, policies and processes for managing capital, a summary of quantitative data about what it manages as capital, and whether it complied with any externally imposed capital requirements to which it is subject, and if not, the consequences of such non-compliance.

*Section 3862 Financial Instrument - Disclosures*

Section 3862 modifies the disclosure requirements for financial instruments that were included in Section 3861, *Financial Instruments – Disclosures and Presentation*. The new standards require an entity to provide disclosures in its financial statements that enable the users to evaluate the significance of financial instruments on its financial position, and performance; the nature, and the extent of the risks to which it is exposed during the period and at the balance sheet date, and how those risks are managed.

*Section 3863 Financial Instruments – Presentation*

Section 3863 carries forward the presentation requirements of Section 3861, *Financial Instruments – Disclosure and Presentation*, unchanged.

**3. FINANCIAL INSTRUMENTS**

**(A) Fair Value of Financial Instruments**

The fair values of the investments, accounts receivable, accounts payable, and accrued liabilities approximates their carrying values due to their short-term maturity.

The fair value of the demand loan, construction demand loan, and term loan is in each case the respective carrying value because these instruments are borrowed from the University of Manitoba at the University’s current borrowing rate for loans of similar terms.

The fair value of the remaining long-term debt is determined using the present value of future cash flows under current financing agreements, based on the Corporation’s current estimated borrowing rate for loans with similar terms and conditions.

The fair values of financial assets and liabilities, together with the carrying amounts shown in the balance sheet are as follows:

<b>FINANCIAL ASSET / LIABILITY</b>	<b>2009</b>	
	<b>CARRYING AMOUNT</b>	<b>FAIR VALUE</b>
Cash	\$ 8,142,804	\$ 8,142,804
Short-Term Investments	\$ 475,000	\$ 475,000
Accounts Receivable	\$ 134,344	\$ 134,344
Long-Term Investment	\$ 345,500	\$ 345,500
Accounts Payable & Accrued Liabilities	\$ 386,203	\$ 386,203
Construction Demand Loan	\$ 1,100,000	\$ 1,100,000
Demand Loan	\$ 9,706,806	\$ 9,706,806
Refundable Deposit by Tenant	\$ 345,500	\$ 345,500
Long-Term Debt	\$ 13,185,390	\$ 13,519,647
Derivative Financial Instruments	\$ 548,587	\$ 548,587

**SMARTPARK DEVELOPMENT CORPORATION**  
**NOTES TO FINANCIAL STATEMENTS**  
**MARCH 31, 2009**

**(B) Financial Risk Management**

The Corporation has exposure to the following risks from its use of financial instruments:

1. credit risk,
2. liquidity risk, and
3. market risk

**1. Credit Risk**

Credit risk is the risk that one party to a financial instrument defaults on its obligation and causes financial loss to another party, which consists principally of cash, short-term and long-term investments, and accounts receivable.

	<b>2009</b>
Cash	\$ 8,142,804
Short-Term Investments	475,000
Long-Term Investment	345,500
Accounts Receivable	134,344*
<b>Total</b>	<b>\$ 9,097,648</b>

Cash, Short-Term and Long-Term Investments are not exposed to significant credit risk as the cash and investments are held with Chartered Canadian Banks.

\*The attribution of accounts receivable as at March 31, 2009 was:

	<b>GROSS</b>
Tenant Receivable	\$ 40,261
GST Receivable	24,354
Interest Receivable	17,250
Property Taxes Receivable	52,479
<b>Total</b>	<b>\$ 134,344</b>

The Accounts Receivable are from normal course of operations, and are current and fully collectible.

**2. Liquidity Risk**

Liquidity risk is the risk that the Corporation will not be able to meet its financial obligations as they come due.

The Corporation manages liquidity risk by maintaining adequate cash balances from its funds from operations. The Corporation prepares and monitors forecasts of cash flows from operations and anticipated investing and financing activities.

**3. Market Risk**

Market risk is the risk that changes in market prices, such as foreign exchange rates, interest rates and equity prices will affect the Corporation's income or the fair values of its financial instruments. The only significant market risk to which the Corporation is exposed is interest rate risk.

**i. Interest Rate Risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument such as the short-term investments and long-term liabilities will fluctuate because of changes in market interest rates.

**SMARTPARK DEVELOPMENT CORPORATION**  
**NOTES TO FINANCIAL STATEMENTS**  
**MARCH 31, 2009**

The interest rate risk on the short-term investment is inherently low due to their short-term nature.

Majority of the Corporation's debt is financed at fixed rates, with maturities staggered over a number of years, thereby mitigating its exposure to changes in interest rates. Lease terms are matched with the duration of the debt financing of the underlying property asset.

**ii. Foreign Currency Risk**

Foreign currency risk is the risk that the fair value or future cash-flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The Corporation is not exposed to foreign currency risk as it does not have any financial instruments denominated in foreign currency.

**iii. Price Risk**

Price risk arises from the fluctuation in market prices of financial instruments. The Corporation is not exposed to other price risk as it does not have any equity investments.

**4. CASH AND LONG-TERM INVESTMENT**

Cash includes financing in the amount of \$7,198,152 for the 150 Research Road construction and development project.

The funds received as a refundable deposit are held as a long-term investment, bearing fixed interest at 0.75%, and maturing March 6, 2010. The refundable deposit is payable to the tenant on November 30, 2010.

**5. PROPERTY, PLANT & EQUIPMENT**

	2009			2008		
	COST	ACCUMULATED AMORTIZATION	NET	COST	ACCUMULATED AMORTIZATION	NET
Buildings	\$17,719,793	\$1,616,414	\$16,103,379	\$17,521,503	\$1,264,001	\$16,257,502
Construction in Progress	1,068,581	-	1,068,581	-	-	-
Electrical loop	5,000	5,000	-	5,000	4,000	1,000
Furniture & Equipment	37,101	2,583	34,518	7,285	364	6,921
<b>Total</b>	<b>\$18,830,475</b>	<b>\$1,623,997</b>	<b>\$17,206,478</b>	<b>\$17,533,788</b>	<b>\$1,268,365</b>	<b>\$16,265,423</b>

**6. LONG-TERM DEBT**

**(A) Term Loans**

	2009	2008
Royal Bank of Canada, Term Loan 5.975%, blended principal and interest, due October 31, 2012	\$ 1,299,657	\$ 1,336,371
Royal Bank of Canada, Term Loan 3.85%, interest only till 2016, then blended principal and interest, due February 11, 2019	7,075,000	-
Workers Compensation Board, Term Loan 5.95%, interest only, due January 22, 2014	3,350,000	3,350,000
University of Manitoba, Term Loan 6%, interest only, due October 31, 2022	1,500,000	1,500,000
	13,224,657	6,186,371
Less: Current Portion	39,267	36,995
	<b>\$ 13,185,390</b>	<b>\$ 6,149,376</b>

**SMARTPARK DEVELOPMENT CORPORATION**  
**NOTES TO FINANCIAL STATEMENTS**  
**MARCH 31, 2009**

Principal repayments on long-term debt over the next five years are as follows:

2010	39,267
2011	41,678
2012	44,237
2013	-
2014	3,350,000
Thereafter	9,749,475
	<u>\$ 13,224,657</u>

**(B) Interest Rate Swap**

On February 11, 2009, the Corporation entered into an interest rate swap agreement to finance the development of 150 Innovation Drive, whereby the Corporation has fixed a swap rate of 3.85% that is committed until Feb 11, 2029. A stamping fee of .50% on the balance outstanding is committed for a 10 year term. Under the terms of the agreement, the Corporation is required to make monthly principal and interest repayments based on a total amortization period of 25 years, similar to a conventional amortizing loan after February 11, 2016. The notional principal amount underlying this swap agreement was \$7,075,000 as at March 31, 2009.

An interest rate swap is a contract (derivative financial instrument) where two parties agree to exchange fixed rate interest payments for floating interest rate payments, or vice-versa, on a pre-determined notional amount and a specified term. The mark-to-market is the net present value of the future cash flows based on a difference between the prevailing swap rate and the original swap rate. The prevailing swap rate will change all the time as interest rate markets move.

With respect to the subject swap agreement, as of March 31, 2009, there was an unrealized loss as a result of the mark-to-market adjustment of \$548,587 which has been reflected in the income statement as a change in the fair value of the derivative financial instrument. This in turn created a net loss for the year of \$427,090, and an accumulated deficit of \$303,164. Without the inclusion of the mark-to market adjustment and the unrealized loss, the net income for the year ended March 31, 2009, would have been \$121,497 and the retained earnings would have been \$245,423.

**7. RELATED PARTY TRANSACTIONS**

During the period, several transactions occurred between the Corporation and the University of Manitoba. These transactions and the amounts outstanding are as follows:

	2009	2008
Lease & Contributions	\$ 55,000	\$ 88,124
Common Area Costs Net of Recoveries	\$ 66,260	\$ 23,728
Interest on Long-Term Debt	\$ 90,000	\$ 90,000
Office	\$ 106,517	\$ 25,455
Dividend on Class A Preferred Shares	\$ 46,046	\$ 46,046
Interest on Short-Term Debt	\$ 547,802	\$ 557,598
Accounts Receivable	\$ -	\$ 47,500
Prepaid	\$ 439	\$ -
Property Plant and Equipment	\$ 2,285	\$ 5,000
Accounts Payable and Accrued Liabilities	\$ 76,957	\$ 80,301
Construction Demand Loan	\$ 1,100,000	\$ -
Demand Loan	\$ 9,706,806	\$ 9,863,924
Long-Term Debt	\$ 1,500,000	\$ 1,500,000
1,001 Class A 4.6% Preferred Shares	\$ 1,001,000	\$ 1,001,000

**SMARTPARK DEVELOPMENT CORPORATION**  
**NOTES TO FINANCIAL STATEMENTS**  
**MARCH 31, 2009**

Office expense includes \$91,977 for salary and benefits which was invoiced by the University of Manitoba. The Corporation recovered these expenses through government grants of a like amount.

The Construction Demand Loan financed preliminary development, planning, and design for the 150 Innovation Drive project. The variable interest rate has been set by the University of Manitoba at the HSBC Bank of Canada bankers acceptance investment rate plus .30% per annum.

The Demand Loans is comprised of two loans: (i) \$10 million (original principal), 5.62%, blended interest and principal in respect of the development of One Research Road and 200-78 Innovation Drive, and for (ii) \$150,000, prime minus 1%, interest only, payable annually for 100-78 Innovation Drive.

Principal repayment on the Demand Loan was \$157,118 for fiscal year 2009, and \$148,551 for fiscal year 2008.

These transactions are in the normal course of operations, and are at the exchange amount which approximates fair market value. The Corporation does not pay the University for land leases, except as described in note 12.

The University of Manitoba provides services of 3 individuals to perform various administrative and professional duties for the Corporation. In 2008-2009, the salary and benefit cost for these individuals, net of offsetting grants, was \$167,300, and is not reflected in these financial statements.

**8. ECONOMIC DEPENDENCE**

The Corporation is economically dependent on the University of Manitoba.

**9. GOVERNMENT GRANTS**

In the fiscal year 2007, the Corporation entered into an agreement with the government agency known as the Winnipeg Partnership Agreement ("WPA"), and in fiscal year 2009, with another government agency called Manitoba Research and Innovation Fund ("MRIF"), for grant funding of the Corporation's business incubator, the eureka project. The grant amounts received were \$205,500 from MRIF, in the 2009 fiscal year, \$132,000 in the 2008 fiscal year and \$151,000 in the 2007 fiscal year. Of the \$488,500, \$178,982 was brought into the Corporation's revenue during the year 2009. This represents the funding for this period under the WPA and MRIF agreements. An equal amount, \$178,982 is carried in the operating expenses through utility and operating expenses associated with use of the incubator space during the year 2009, (\$48,375 and \$56,987 in the 2008 and 2007 fiscal years respectively). The unexpended portion of the grant, \$204,156, is reflected in deferred revenue in the current fiscal year.

**10. RESTAURANT SALES & COST OF SALES**

<u>REVENUE</u>	2009
Sales	\$ 45,048
Cost of Sales	45,271
Gross (Loss)	\$ (223)
<u>EXPENSES</u>	
Operating Expenses	21,508
Net (Loss)	\$ (21,731)

**11. PREFERENCE SHARES**

The Corporation participates in a fund raising initiative of the University called the Smart Unit Donation Program. The University received \$1,001,000 in donations to this program in the fiscal year 2007 and subscribed for an equal amount of newly created Class A 4.6% preferred share of the Corporation. No donations to this initiative were received by the University of Manitoba in this fiscal year. The Corporation may redeem all or any portion of the preferred shares at the redemption price per share equal to the aggregate consideration received in these respects divided by the number of shares issued.

SMARTPARK DEVELOPMENT CORPORATION  
NOTES TO FINANCIAL STATEMENTS  
MARCH 31, 2009

12. CONTRACTUAL OBLIGATIONS

The Corporation has entered into a Land Lease Agreement until May 31, 2022, and a Comprehensive Management Agreement with the University of Manitoba, under which a base rent of \$7,500 per acre (over 5.18 acres) for Parcel N has been waived up to March 31, 2009. The base rent is \$38,850 for each of next five years, and \$312,275 for the remaining term of the contract, however, this amount will be reduced by approximately one half by virtue of the transaction by which Cangene Corporation will acquire 137 Innovation Drive. Management fees in support of services provided by the University of Manitoba to the Corporation under the Comprehensive Management Agreement in the amount of \$25,000 have also been waived to March 31, 2009.

The Corporation has a management and operations agreement with 5535493 Manitoba Ltd., with respect to the management of its restaurant edna fedya, until November 30, 2010, for the greater of a specified management fee of \$31,500 and \$21,000 for the 2010 and 2011 fiscal years respectively or 9% of total revenues; and, in the event of a profit, 15% profit share on net operating profit. The contract can be terminated by either party with six months notice.

13. CAPITAL DISCLOSURES

The Corporation's objective when managing capital is to maintain sufficient capital to cover its cost of operations and provide returns to its shareholder, the University of Manitoba. The Corporation's capital is defined as share capital and retained earnings (accumulated deficit) provided from operations.

The Corporation's capital management policy is to maintain sufficient capital to meet its objectives through appropriate property management policies for its capital assets.

The Corporation is not subject to externally imposed capital requirements.

There were no changes in the Corporation's approach to capital management during the period.

14. FUTURE TAXES

Timing differences between net income for accounting purposes and taxable income give rise to future tax assets or future tax liabilities. The three main components of the timing differences between net income for accounting purposes and taxable income would be, the higher net book value of the Corporation's assets than the undepreciated capital cost, by \$1,285,373, the change in fair value of derivative financial instruments of \$548,587, and non-capital losses carry forward of \$947,384, creating a net difference of \$175,558, resulting in a future tax asset, which has not been recorded due to the uncertainty of realizing the tax benefit.

Non-Capital Loss Carry Forward

Year of Origin	Balance	Expiry Date
Current	\$ 140,653	2029
2008	121,473	2028
2007	313,072	2027
2006	196,527	2026
2005	122,728	2015
2004	52,931	2014
<b>Total</b>	<b>\$ 947,384</b>	

June 2, 2009

Ms. Janice Lederman  
Chair, Audit and Risk Management Committee  
University of Manitoba  
Winnipeg, Manitoba R3T 2N2

Dear Ms. Lederman:

**Re: University of Manitoba**

We have completed our audit of the University of Manitoba for the year ended March 31, 2009, and are prepared to issue our unqualified Auditor's Report on the University's financial statements to the Comptroller, for inclusion in the University's annual report. The objective of our audit was to express an opinion on the University's financial statements based on the audit. While our audit was not designed to identify matters to communicate and may not identify all such matters, there were several items that we would like to bring to the Committee's attention.

1. ***Auditor's Responsibility under Canadian Generally Accepted Auditing Standards (GAAS)***  
We have conducted our audit in accordance with Canadian GAAS in order to obtain reasonable but not absolute assurance that the financial statements of the University of Manitoba are free from material misstatement. There have been no significant changes in our planned audit approach as communicated to you.
2. ***Management's Responsibility under GAAS***  
Management is responsible for the preparation of the financial statements, which includes responsibilities related to internal control, such as designing and maintaining accounting records, selecting and applying accounting policies, safeguarding assets and preventing and detecting error and fraud.
3. ***Internal Controls***  
As auditors we obtain sufficient understanding of internal controls to plan the audit, but we only test those internal controls on which we intend to rely during our audit.  
  
We have not noted any significant internal control deficiencies that should be brought to the attention of the Committee. However, there is a number of recommendations related to internal controls which are presented in separate letters, one of which is related to information technology general computer controls and the other is related to more general internal control issues.
4. ***Legality of Actions***  
During the course of our audit, nothing came to our attention that caused us to question the legality of any actions taken by the University.

5. ***Related Party Transactions***

No unusual related party transactions were identified.

6. ***Significant Accounting Policies***

We are satisfied with the significant accounting policies used by the University. There were accounting policy changes during the year which required additional note disclosure. There were no significant unusual transactions identified for which new accounting policies should be disclosed.

7. ***Management Estimates***

We have reviewed the accounting estimates made by management. We have concluded that the estimates and assumptions used by the University's management in the preparation of the financial statements are reasonable.

8. ***Audit Adjustments***

There are no unresolved matters or disagreements between the University's management and us, which, in our judgment, would affect the overall fair presentation of the financial statements.

For the year ended March 31, 2009, we have not identified any unadjusted misstatements to be discussed with the Audit Committee.

9. ***Difficulties Encountered in Performing the Audit***

No difficulties were encountered during the audit. Management and staff gave us their full cooperation.

10. ***Independence***

Canadian generally accepted auditing standards require that we communicate at least annually with you regarding all relationships between us and the University that, in our professional judgment, may reasonably be thought to affect our independence. In determining which relationships to report, the standards require us to consider relevant rules and related interpretations prescribed by the appropriate provincial institute and applicable legislation, covering such matters as:

- a) holding a financial interest, either directly or indirectly, in a client;
- b) holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- c) personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- d) economic dependence on a client; and
- e) provision of services in addition to the audit engagement.

We are not aware of any relationships between the University and ourselves that, in our professional judgment, may reasonably be thought of to negatively affect our independence with respect to the University of Manitoba within the Rules of Professional Conduct of the Institute of Chartered Accountants of Manitoba.

This communication is prepared solely for the information of the Audit and Risk Management Committee of the University of Manitoba and is not intended for any other purpose.

If you require further information or explanation, please do not hesitate to call. We appreciate the

opportunity to be of service to you and the cooperation and assistance provided by senior officials and other employees of the University. Attached is a copy of the letter to the Minister of Advanced Education and Literacy.

Sincerely,

Susan Hay, CA  
Principal

SH/sr

Att.

cc: Mr. Terry Sargeant, Chair, Board of Governors, University of Manitoba  
Dr. David Barnard, President, University of Manitoba

June, 2009

Ms. Deborah McCallum  
Vice-President (Administration)  
University of Manitoba  
202 Administration Building  
Winnipeg, Manitoba R3T 2N2

Dear Ms. McCallum:

**Re: University of Manitoba**

The purpose of this letter is to present to you our recommendations from our audit of the March 31, 2009 financial statements of the University of Manitoba. The intent of these recommendations is to reduce the risk of errors and irregularities that could affect financial reporting by the University. We have prepared a separate letter regarding our recommendations from our review of Information Technology General Computer Controls.

**A. New Recommendation in 2008-09:**

**1. Inappropriate Access to Employee Confidential Information**

***Observation:***

During the testing on the Payroll System, we noted that Budgets & Grants are provided access to confidential payroll information. Access to this information is a result of the Human Resources (HR) forms approval policy wherein Budgets & Grants is required to approve HR forms for changes in employee positions. These HR forms, like the Academic Appointment Form and the Posted Support Staff Appointment Form, which are sent to Budgets & Grants for approval, include attachments which contain personal information such as the employee's curriculum vitae, social insurance number and other personal information to which only HR should have access.

***Implication:***

Budgets & Grants staff are provided with unauthorized access to personal information.

***Recommendation:***

We recommend that the Human Resources forms provided to Budget & Grants for approval of changes in employee positions are modified to exclude confidential employee information such as social insurance number and curriculum vitae.

***Management Response:***

We agree that personal information should be safeguarded and as a result will be reviewing our processes in an attempt to address this recommendation.

**B. Prior Year Recommendations Not Yet Implemented**

**1. Review and Approval of Reconciliations – Ancillary Services**

***Observation:***

In the prior year we noted that there were several bookstore reconciliations in which there was no evidence of management review. We also noted during our review of the residences system that the reconciliations between the accounts receivable records (RMS) and the Banner accounts receivable account were not always prepared on a timely basis. Additionally, it was noted that these reconciliations are not reviewed by appropriate personnel in a timely manner.

In the current year, we noted the October Bookstore reconciliations for the general ledger accounts for both the Fort Garry Campus and the Bannatyne Campus stores were not reviewed by the Director of Accounting – Ancillary Services. We also noted that the July month end reconciliation of Parking credit cards was signed by the preparer but was not signed as reviewed by the Director of Accounting – Ancillary Services.

***Implication:***

Without consistent monthly management review of the reconciliations, there is an increased risk that errors and misappropriations will not be detected in a timely manner. Without documenting the review, it is unclear whether the management review was performed.

***Recommendation:***

We recommend that the University ensure that the Ancillary Services general ledger reconciliations are completed and reviewed by management in a timely manner and that the review is signed and retained.

***Management Response:***

Agreed. Our normal process includes review and approval by the Director of Accounting and we will ensure in future that the reconciliations are signed to provide evidence of that process.

**2. Review of Quarterly Trust and Endowment Statements**

***Observation:***

In the prior year, we noted that the Faculty of Engineering did not performing detailed reviews of the quarterly statements of trust and endowments.

In the current year, we noted that the Faculty of Education and the Faculty of Law are not performing detailed reviews of the quarterly statements of trust and endowments. A regular detailed review of these statements is an important control to ensure that all the reported transactions are complete and accurate and that any discrepancies are promptly reported to Trust and Endowments.

***Implication:***

There is an increased risk that errors in the Faculty's trust and endowments balances will not be detected in a timely manner.

***Recommendation:***

We recommend that all University faculties should review the quarterly trust and endowment statements to ensure that errors are detected in a timely manner.

***Management Response:***

Agreed. In the prior year we enhanced our process of providing faculties with Trust and Endowment statements. We previously reported only to each Dean; we now report to both the Dean and the Business Officer. We will remind the Dean's of their risk in this area.

**3. Employee Authorization Reports**

***Observation:***

In the prior year we noted the review of that the Employee Authorization reports (payroll details) for the Faculty of Music was not documented.

In the current year we also noted that the review of Employee Authorization Reports for the Faculty of Social Work and Faculty of Engineering-Computer & Electrical was also not documented.

***Implications:***

Without management review, there is an increased risk that errors in payroll are not being detected in a timely manner. Without documenting the review, it is unclear whether the management review was performed.

***Recommendation:***

We recommend that the University should ensure that all departments are reviewing the employee authorization reports and that this review is documented.

***Management Response:***

Agreed. In the prior year we made a number of efforts to remind all units of this responsibility including:

- renewing the Payroll Authorization policy and procedure including announcing this fact and featuring the renewed policy at training sessions held last fall on both campuses;
- sending out an informational sheet to all approving areas to emphasize the importance of this issue and ensure the review procedure was understood;
- conducted training sessions on both campuses this spring to remind administrators of all payroll processes and offer assistance to those with questions.

We will continue a process of periodically reminding all areas to complete the review process.

**4. Tuition Fee Update Testing and Approval of Tuition/Fee Rate Changes**

***Observation:***

In the prior year we noted that there was no documented and approved process for testing Board of Governors' approved changes made to tuition fees.

In the current year we noted that although there is documentation of the testing of the changes to student fees, there is still no documented and approved process for testing or for approval of the results of the testing of changes to the tuition fees assessed. There is also no procedure in place to ensure the tuition and fee rate changes entered into the student tuition system are those approved by the Board of Governors.

***Implication:***

Approval of changes to tuition /fee rates entered in the system should be performed in order to mitigate the risks that unauthorized tuition/fee rates are used to assess student tuition and other charges. In addition, there is an increased risk that without a documented and approved process to test the changes to student fees/rates, testing of the changes could be flawed. Also, without a process to approve the results of testing, it is difficult to determine whether the implemented changes to tuition fees/rates were performed completely and accurately.

***Recommendation:***

We recommend that a process be implemented to ensure that only Board of Governors' approved tuition fees/rates are used as well as to ensure the methodology used for testing of changes to the student fees/rates is approved and that the results of that testing are also approved prior to the new tuition fees/rates being applied.

***Management Response:***

Agreed. We will implement this recommendation.

The contents of this letter apply to the controls and procedures in existence during our audit. This communication is prepared solely for the information of management of the University and is not intended for any other purpose. We accept no responsibility to a third party who uses this communication.

Please note that this letter does not necessarily disclose all weaknesses and inefficiencies in the University's system of internal control. The primary objective of an audit is to express an opinion on the financial statements. To satisfy this objective, we reviewed the University's system of internal control related to controls affecting financial reporting. However, this review cannot be expected to disclose all matters that a special review of the internal controls might identify.

If you require further information or explanation on any of these matters, please do not hesitate to call me. We would like to acknowledge and thank University staff for the cooperation and assistance provided to us throughout our audit.

Sincerely,

Susan Hay, CA  
Principal

SH/jls

cc: Ms. Janice Lederman, Chair, Audit and Risk Management Committee

June, 2009

Ms. Deborah McCallum  
Vice-President (Administration)  
University of Manitoba  
202 Administration Building  
Winnipeg, Manitoba R3T 2N2

Dear Ms. McCallum:

### **INFORMATION TECHNOLOGY**

As part of our financial statement audit methodology, we gain an understanding of business process controls that are significant to financial reporting and determine the key systems that are part of these processes and perform an assessment of the following:

- General Computer Controls
- Application Controls (where appropriate)

Computer programs and applications operate in a computer environment. The components of control over the computer environment are called General Computer Controls. A well-controlled computer environment provides assurance that the programs and applications are functioning properly. General Computer Controls include:

- Computer management control environment
- Computer operations
- Acquisition and development of the information systems
- Changes to the information systems
- Logical access to programs and data
- Physical controls

During our review of general computer controls for the current year's audit at the University of Manitoba (U of M) we noted the following. Many of the issues raised may take a number of years to fully address and we would like to acknowledge the progress made by the University with respect to implementing last year's recommendations. It should be noted that not all issues listed have an impact on the financial statement audit, but are listed here as areas for improvement.

IT Management Letter Points  
University of Manitoba  
For the Year Ended March 31, 2009

---

Summary – New recommendation in 2008-09:

1. Documentation of the daily monitoring of UNIX operating system daily integrity check reports should be retained.

Summary – Previously reported recommendations not yet implemented:

2. An overall formal risk assessment process should be implemented.
3. Some aspects of database security should be improved.
4. VIP Vendor and U of M IST access to the production environment (VIP and Banner) should be logged and monitored.
5. A formal change management process should be finalized and implemented.
6. Formal signoffs should be obtained for all key stages of a major project.
7. Periodic review of user access privileges for financial applications should be formalized.
8. Audit logging and monitoring of activities at the application and operating system levels should be improved.
9. Password strength in the UNIX environment should be improved.
10. Batch/scheduled processing procedures should be documented.
11. The Disaster Recovery Plan and Business Continuity Plan should be implemented.
12. Physical security should be improved.

Summary – Previously reported recommendations implemented in 2008-09:

13. Process for deactivation of user IDs for resigned and terminated employees should be improved.
14. Daily backups should be taken offsite and access to backup tapes restricted.

**1. Documentation of the daily monitoring of UNIX operating system daily integrity check reports should be retained.**

***Observation:***

During our review we noted that, to ensure unauthorized changes do not occur in the UNIX environment, a daily integrity check of operating system files/configurations is performed for the Solaris and Linux environments. The reports are emailed to appropriate UNIX administrators, however, evidence of review and follow up of issues noted on the integrity reports was not available for audit review.

***Implication:***

In the absence of effective monitoring of daily integrity check reports unauthorized changes may occur to the operating systems

***Recommendation:***

We recommend that UNIX administrators retain evidence that daily integrity check reports are reviewed. Where problems are identified, evidence of resolution of the problem should also be retained.

***Management Response:***

Programs which perform integrity checks are run daily and the results emailed to the appropriate support staff. If there are no changes then no action is taken. If there have been changes then action is taken to investigate and fix the situation. These actions are logged. To satisfy this recommendation, we will add a process which requires administrators to maintain information indicating that the integrity check e-mails were reviewed and what corrective action was taken, if any.

**2. Some aspects of database security should be improved. (Previously reported in 2007-08 – observation #7)**

***Observation:***

During our review, we noted that database security should be improved based on the following observations:

- Database administrators share the use of the default SYS and SYSDBA accounts.
- Banner and VIP - logging of direct access to data (outside of the application) functions is not performed and consequently not being monitored.

***Implication:***

In most environments which are significant to financial reporting, database administrators or delegates have access to change data in production databases. This access is usually granted for operational efficiency to ensure the fastest available support in the event of production problems.

However, with these access privileges, it is possible that database administrators or delegates may make changes to production data that bypass the change control process without detection.

Additionally, the default SYS and SYSDBA accounts have unlimited privileges within the database. Sharing of privileged accounts does not allow for proper traceability and monitoring of individual user activity.

***Recommendation:***

We recommend that direct changes to data be logged and these logs should be monitored by someone independent of the database function.

***Management Response:***

Agreed. We have an on-going project to assess audit logging solutions that includes setting up logging as described in the recommendation.

**3. An overall formal risk assessment process should be implemented. (Previously reported in 2007-08 – observation #1)**

***Observation:***

Our current year review noted that, although a formal risk assessment process still does not exist, several initiatives in support of an IT risk assessment process have been implemented or are in progress:

- U of M is in the process of recruiting, at the senior management level, a position focused primarily on risk management.
- U of M Internal Audit Services is presently conducting an IT Risk Assessment Review.
- Project management activities consider risk as part of the project management process.

***Implication:***

Many of the potential risks faced by organizations relate to information held in or processed by information technology (IT) systems. The objective of an IT risk assessment is to gain a sound understanding of the risks associated with information technology and to determine the safeguards that should be put in place to mitigate the risk to a level acceptable to management and to help ensure business objectives are met.

Assertions for which IT related risks should be identified and managed include security, confidentiality, processing integrity, data integrity, and system availability. As such, IT risk management should be included in an organization's overall strategy for managing risk, as well as be integrated into the system development and acquisition methodology and change management process. IT risk will change as new technologies are adopted to support the organization's goals.

Areas to address in an IT risk assessment program include: technology (hardware and software), security of IT assets (physical and logical), procedures and policies, legal and regulatory requirements (data retention, privacy requirements) and loss of key personnel.

Properly used, a risk assessment raises management awareness of exposures, provides a mechanism for understanding the magnitude of these exposures, and assists in the evaluation and selection of appropriate safeguards. The process of risk assessment is not a one-time project but an on-going process that changes as technology and the business changes.

In the absence of a formal risk assessment process, management may be unaware of the risks that exist and consequently may not be in a position to mitigate the risks on a timely basis.

***Recommendation:***

We recommend while management has adopted practices to assess and manage IT risk, the IT risk management process should be documented. Periodic risk assessments should be conducted for new and existing information assets to ensure that appropriate cost-effective measures are incorporated in order to comply with the sensitivity/criticality of information assets.

***Management Response:***

Agreed. IST is currently working with Audit Services on a process for conducting periodic risk assessments.

**4. VIP Vendor and U of M IST access to the production environment (VIP and Banner) should be logged and monitored. (Previously reported in 2007-08 – observations #3 & #4)**

***Observation:***

During our review, we noted the following in regards to vendor and IST access within the production environment:

- The external vendor (DLGL) for the VIP application has access to the production environment. Our discussions with Management noted that for the present time, DLGL requires access to implement programs in the production environment.
- A number of information technology individuals have access to the production environment due to their membership in certain UNIX service classes and groups. For example, by membership in the 'chara' service class users in the *cservap* group (in excess of 60 individuals) have access to the VIP production environment.

We acknowledge that Management has implemented a set of controls:

- Logging of vendor and U of M IST access to the production system, by using tools such as Trip Wire to monitor changes to program executables to ensure such changes are appropriate. Trip Wire reports identifying changed executables are generated and provided to VIP and FMIS support personnel, however we could not evidence effective monitoring practices where changes are matched to an approved change request.
- Members of the Development Group are instructed to not implement changes in the production environment, however, their effective rights in the UNIX environment afford them the opportunity to do so.

***Implication:***

If access to production programs and data is not tightly restricted and monitored, it is possible that unauthorized changes may be made to the production environments that bypass the change control processes without detection.

***Recommendation:***

We recommend that appropriate IST individuals retain evidence of the monitoring of the changed program executables and to ensure such changes are authorized by management. Users assigned responsibility for monitoring should not be monitoring their own activities.

We also recommend that a review be performed of membership within the group granted read/write access to the VIP production environment to limit access where possible.

***Management Response:***

Agreed. We will implement a step to ensure evidence is retained of change monitoring. Also, we have reviewed the membership of the group mentioned in the recommendation and have made appropriate changes.

**5. A formal change management process should be finalized and implemented. (Previously reported in 2007-08 – observation #2)**

***Observation:***

During our review, we noted the following regarding change management procedures at U of M:

- Although, application change management processes are followed at U of M, the documentation of the policy adopted for change management processes was not available for audit review.
- Similar to the above, change management processes for the UNIX operating system are followed at the U of M, however documentation of the policy was not available for audit review. For application changes processed through the Request for Service System, evidence of unit testing, user acceptance testing and/or final sign off from business users was not available for two of eleven changes requests selected for review.
- Document retention is not consistent. Documented change management procedures will assist with standardization of policies for retention of documents.

***Implication:***

The absence of a centralized formal change management process increases the risk that change requests are not properly tracked, prioritized or completed within the time frame needed by the users. There is also an increased risk that unauthorized and/or untested changes are implemented into production environments.

***Recommendation:***

We recommend that the formal change management process be finalized and implemented. The change management process should address changes to applications, direct changes to data and infrastructure changes (hardware, operating systems, security/configuration settings and networks).

***Management Response:***

Agreed. As noted, we have been developing and implementing change management processes and this work is continuing.

**6. Formal signoffs should be obtained for all key stages of a major project. (Previously reported in 2007-08 – observations #10 & #11)**

***Observation:***

During our review, we noted that a number of good practice system development and acquisition life cycle controls are used by U of M in the management of major projects.

However, evidence of approvals for all key stages of the major project selected for review were not available for audit review, including functional and technical design, unit and end user acceptance testing, implementation plans, approval to implement in production, data conversion and interface testing.

***Implication:***

The absence of approvals at key stages of a project may result in a solution that does not meet business needs. Also, business controls may not be translated into application controls.

***Recommendation:***

We recommend that approvals for all key stages of major projects should be obtained. Key stages include functional and technical design, unit and end user acceptance testing, implementation plans and final approvals to implement in production. Evidence of approvals should be retained with project documentation for audit trail purposes.

***Management Response:***

Agreed. We will work towards ensuring appropriate authorization documentation is maintained for key stages of major projects.

**7. Periodic review of user access privileges for financial applications should be formalized.  
(Previously reported in 2007-08 – observation #5)**

***Observation:***

During our review, we noted that a review of user access privileges in the Banner Finance Module was not performed during the current year. However, we acknowledge that, at the time of our review, the Finance Security Group was in the process of designing such a review.

***Implication:***

In the absence of periodic reviews of user access privileges there is an increased risk that users and system administrators may have inappropriate access to applications.

***Recommendation:***

We recommend that the Finance Security Group continue to coordinate the review of user access privileges for the Banner Finance Module. Periodic reviews should be performed on an established basis and the results should be retained for audit trail purposes.

***Management Response:***

Agreed. IST and Financial Services are developing a data extraction and review process. It is expected that the first review process will be initiated during the first half of 2009-10.

**8. Audit logging and monitoring of activities at the application and operating system levels should be improved. (Previously reported in 2007-08 – observations #6 & #8)**

***Observation:***

During our review, we noted that the overall monitoring at the application and operating system levels should be improved based on the following observations:

- FMIS user activity logs (at the application level) are not generated and as such, user activities are not monitored.
- For selected key tables within VIP, a log is updated by the application when a change is made. At the time of our review a process to effectively monitor the logs on a regular proactive basis did not exist as the logs are retained for historical/troubleshooting purposes only.
- A log is maintained for the UNIX operating system environment of success and failure attempts to switch to the privileged 'root' user. Evidence of regular monitoring of this log was not available for audit review.

***Implication:***

In the absence of effective logging and monitoring of user activity, there is an increased risk of unauthorized/inappropriate access to financial applications and supporting systems.

***Recommendation:***

We recommend that, if possible, application logs be created for critical user functions within the FMIS and VIP applications and that the logs are reviewed on an established periodic basis.

We also recommend that proactive monitoring of the UNIX 'su' log be performed to identify repeated failures and also verify that successful logins are performed by appropriate individuals.

***Management Response:***

Agreed. We have an on-going project to assess audit logging solutions that includes setting up logging as described in the recommendation. Also, a report is being produced on SU access and is reviewed to identify failures.

**9. Password strength in the UNIX environment should be improved. (Previously reported in 2007-08 – observation #9)**

***Observation:***

During our review, we noted that the password strength in the UNIX environment (Solaris and Linux) is not in accordance with good practices in that the account lockout feature is not utilized after a predetermined number of failed logon attempts

We acknowledge that due to the large number of users at the U of M, implementation of this control would present an administrative burden. We also understand that with the implementation of the Identity Management System, management's intention is to consider addressing password strength, based on a classification of the associated access risk

***Implication:***

There is an increased risk of unauthorized access to financial systems when password strength does not follow good practices.

***Recommendation:***

We recommend that good practice password standards in the UNIX environment be part of the design and implementation of the identity management system.

***Management Response:***

Agreed. The new identity management system will address this recommendation.

**10. Batch/scheduled processing procedures should be documented. (Previously reported in 2007-08 – observation #12)**

***Observation:***

During our review, we noted that batch processing procedures are not documented for the UNIX scheduled jobs, including procedures for job dependencies, restart/recovery of batch jobs and tracking of failed jobs to ensure resolution.

We acknowledge that management is in the process of implementing a new job scheduling system and in conjunction with this migration formal documentation is being created. It is our understanding that the overall management/control of batch schedules will be improved with the implementation of this tool.

***Implication:***

In the absence of documented procedures for batch/scheduled processing there is a risk that processing may not be performed in accordance with management's intentions/requirements and data integrity (completeness and accuracy of data) may be compromised.

***Recommendation:***

We encourage management to implement the new batch scheduling tool and develop documentation in support of the tool.

***Management Response:***

Agreed. This project is currently underway.

**11. A Disaster Recovery Plan and a Business Continuity Plan should be implemented. (Previously reported in 2007-08 – observation #14)**

***Observation:***

During our review, we noted that U of M has made progress during the past year towards developing the Disaster Recovery Plan (DRP) and Business Continuity Plan (BCP). However, at the time of our review, the DRP strategy was still in the design phase.

***Implication:***

A DRP describes the processes and procedures an organization puts in place that IT personnel will use to restore computer systems. A DRP alone may not afford the U of M timely resumption of operations.

A BCP describes the processes and procedures an organization puts in place to ensure that essential business functions can continue during and after a disaster. The aim of a BCP is to prevent the interruption of mission-critical services, and in the event of a crisis, to re-establish critical business operations as quickly as possible.

In the event of a disaster or crisis, the absence of a formal BCP (for business operations) and the dedication of required resources of critical business functions, may result in the U of M being unable to recover its business operations and/or computer systems in a reasonable period of time.

***Recommendation:***

We recommend that the U of M continue to work towards implementing DRPs and BCPs for key systems and business processes. These plans should be updated when there are changes to the business processes or information technology environments and should be tested annually.

***Management Response:***

Agreed. The draft disaster recovery plan has been developed and reviewed, which will require additional funding to be fully implemented. Once it is implemented, it will be updated on a regular basis. This year, a BCP is also being developed.

**12. Physical security should be improved. (Previously reported in 2007-08 – observation #15)**

***Observation:***

During our review we noted that during the past year a review of access to the data centre was performed with active cards being reduced to 102 from the 126 active cards noted in the prior year. Of the 102 active cards we noted 51 cards per assigned to IST/ACN personnel.

In the previous year we reported that part of the data centre was used for storage of old/spare parts in cardboard boxes. Our current year review noted the boxes and spare parts storage were no longer an issue in the main part of the data centre.

***Implication:***

The provision of a large number of active cards increases the risk of unauthorized access to the data centre.

***Recommendation:***

We recommend that management perform additional review of the 51 active cards assigned to IST/ACN personnel to determine if access to the data centre is required in accordance with functional job responsibilities.

***Management Response:***

Agreed. Access to the data centre is being reviewed on a regular basis. Physical security improvements are planned subject to available funding.

**13. Process for deactivation of user IDs for resigned and terminated employees should be improved. (Previously reported in 2007-08)**

***Observation:***

There is no established process in place to notify to the financial systems coordinator about terminated employees or position changes.

***Implication:***

In the absence of strong user administration and monitoring processes, inactive users could retain system access rights or current users' access rights may not be commensurate with their job responsibilities.

***Recommendation:***

Procedures for revoking the system access for terminated, resigned, and inactive employees should be implemented.

**This recommendation was implemented in 2008-09.**

DRAFT

**14. Daily backups should be taken offsite and access to backup tapes restricted. (Previously reported in 2007-08 – observation #13)**

***Observation:***

We confirmed that daily backups are taken offsite twice a week only. We confirmed that all staff with access (approximately 126) to the data centre also has access to the backup tapes, as the keys to the box containing tapes are accessible to everyone.

***Implication:***

If backup tapes are not stored in a geographically different and environmentally safe area from the primary server room, there is increased risk that tapes are not available in case of an adverse event at the main data centre. There is unrestricted access to these tapes for all staff with access to the data centre.

***Recommendation:***

Management should take tapes to the off-site location on a daily basis. Access to on-site backup tapes should be restricted. Keys to the locked tape box should reside with those responsible for backup tape administration.

**These recommendations were implemented in 2008-09.**

IT Management Letter Points  
University of Manitoba  
For the Year Ended March 31, 2009

---

The contents of this letter apply to the controls and procedures in existence during our audit. This communication is prepared solely for the information of management of the University and is not intended for any other purpose. We accept no responsibility to a third party who uses this communication.

Please note that this letter does not necessarily disclose all weaknesses and inefficiencies in the University's system of internal control. The primary objective of an audit is to express an opinion on the financial statements. To satisfy this objective, we reviewed the University's system of internal control related to controls affecting financial reporting. However, this review cannot be expected to disclose all matters that a special review of the internal controls might identify.

If you require further information or explanation on any of these matters, please do not hesitate to call me. We would like to acknowledge and thank University staff for the cooperation and assistance provided to us throughout our audit.

Sincerely,

Susan Hay, CA  
Principal

SH/sr

cc: Ms. Janice Lederman, Chair, Audit and Risk Management Committee

June, 2009

Honourable Diane McGifford  
Minister  
Advanced Education and Literacy  
Room 162, Legislative Building  
Winnipeg, Manitoba R3C 0V8

Dear Minister McGifford:

**Re: University of Manitoba**

We have completed our audit of the University of Manitoba for the year ended March 31, 2009. During our audit, we did not identify any matters that require your attention.

We have provided our signed Auditor's Report on the University's financial statements for the year ended March 31, 2009, to the Comptroller for inclusion in the annual financial report of the University.

We appreciate the cooperation and assistance provided by senior officials and other employees of the University during our audit. If you wish to discuss any matters, we would be pleased to do so at your convenience.

Yours truly,

Carol Bellringer, FCA, MBA  
Auditor General

CB/sr

cc: Terry Sargeant, Chair, Board of Governors, University of Manitoba  
Paul Vogt, Clerk of the Executive Council

***DRAFT***



UNIVERSITY  
OF MANITOBA

**ANNUAL FINANCIAL REPORT 2009**

# CONTENTS

**MISSION and VISION**

**REPORT OF THE BOARD OF GOVERNORS**

**FINANCIAL REPORT OF THE VICE-PRESIDENT (ADMINISTRATION)**

**STATEMENT OF MANAGEMENT RESPONSIBILITY FOR FINANCIAL REPORTING**

**REPORT OF THE AUDITOR GENERAL**

**CONSOLIDATED FINANCIAL STATEMENTS**

Consolidated Statement of Financial Position

Consolidated Statement of Operations and Changes  
in Fund Balances

Consolidated Statement of Operations and Changes  
in Fund Balances for the General Funds

Consolidated Statement of Operations and Changes  
in Fund Balances for the Restricted Funds

Consolidated Statement of Cash Flows

## **Mission Statement of the University of Manitoba**

"The mission of the University of Manitoba is to create, preserve and communicate knowledge, and thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada and the world".

## **Vision Statement of the University of Manitoba**

We believe that the University of Manitoba will be a leader among Canadian universities as it becomes known for meeting challenges while it advances knowledge and understanding. We will not only be the first of western Canada's universities we will also be among the best of Canada's universities. We will be respected for our knowledge of the world and for our understanding of the complexities of our Prairie region in its cultural, socioeconomic and scientific dimensions, which we will articulate according to international standards of science and scholarship. We will be recognized for our centrality in the development of Manitoba's knowledge-based society in a knowledge-based global economy.

## REPORT OF THE BOARD OF GOVERNORS

To the Minister of Advanced Education and Literacy, Winnipeg, Manitoba

In Compliance with Section 22(1) of The University of Manitoba Act, the Annual Report on the financial affairs of the University for the year ended March 31, 2009 is herewith submitted to the Minister of Advanced Education and Literacy. In this report, we set forth in detail –

- (a) the receipts and expenditures for the next preceding fiscal year,
- (b) the investments as they stood at the end of the year, and
- (c) other particulars which may be of interest to the Minister of Advanced Education and Literacy.

Included with this Report are the Financial Report of the Vice-President (Administration), the Statement of Management Responsibility for Financial Reporting and the Report of the Auditor General of the Province of Manitoba on the audit of the accounts of the University.

### Receipts and Expenditures:

#### Summary of General Operating Fund Results

(in thousands of dollars)

	Year Ended March 31	
	<u>2009</u>	<u>2008</u>
Revenues and Other Additions	\$ 458,394	\$ 431,733
Expenditures and Other Deductions	<u>416,846</u>	<u>384,320</u>
Net Revenues	41,548	47,413
Appropriated To Specific Provisions	(15,718)	(24,235)
Inter-Fund Transfers	<u>(25,814)</u>	<u>(23,141)</u>
Net Increase To Fund Balances	<u>\$ 16</u>	<u>\$ 37</u>

Additions exceeded deductions by \$41,548,000 for the current fiscal year. Net appropriations of \$15,718,000 were made to specific provisions and an amount of \$25,814,000 was transferred to other funds. The resulting net surplus of \$16,000 has been added to the general operating balance in the General Operating Fund, increasing it to a balance of \$2,246,000 as at March 31, 2009.

### Investments:

Investment holdings at March 31, 2009 were as follows (at fair value):

(in thousands of dollars)

Canadian Bonds and Other Fixed Income	\$ 149,663
Canadian Equities	80,817
U.S. Equities	50,708
International Equities	36,631
Pooled Real Estate	43,532
Other Short Term Investments	<u>59,228</u>
	<u>\$ 420,579</u>

Details of the above summaries will be found in the Consolidated Financial Statements of the University which follow.

## REPORT OF THE BOARD OF GOVERNORS

### Members of the Board of Governors:

At March 31, 2009 the members of the Board of Governors were as follows:

#### Chair

Terry Sargeant, B.A., LL.B

#### Vice-Chair

Janice Lederman, B.A., LL.B.

#### Chancellor

William Norrie, C.M., O.M., Q.C., B.A., LL.B., LL.D. (Manitoba), LL.D. (Winnipeg), D.P.M. (Manila)

#### President and Vice-Chancellor

David Barnard, B.Sc., M.Sc., Ph.D., Dip,CS

#### Appointed by the Lieutenant-Governor-in-Council:

Aaron Berg, B.A. (Hons.), LL.B.

Alfred Black, B.Math., M.Math.

Patricia Bovey, B.A., FRSA

Ryan Eyford, B.A. (Hons.), M.A.

Janice Lederman, B.A., LL.B.

Richard Mahe, B.A.

Heather Milan, B.Sc.

Terry Sargeant, B.A., LL.B.

Melissa Sitter, B.Sc.

Thomas Strutt, B.A. (Hons.), M.A., LL.B.

Shirley Van Schie, B.A. (Adv.), M.A., LL.B.

#### Elected by Senate

Judy Anderson, B.Sc., B.Sc.(Med.), Ph.D.

Doug Ruth, B.Sc., M.Sc., Ph.D.

Richard Sigurdson, B.A., M.A., Ph.D.

#### Elected by Graduates

Romel Dhalla, B.A., B.Comm. (Hons.)

Gwen Hatch, B.A., LL.B.

Rennie Zegalski, B.Comm. (Hons.)

#### Elected by the University of Manitoba Students Union

Aaron Glenn, B.Sc. (Hons.), M.Sc.

Jonny Sopotiuik

Mitch Tripple

#### University Secretary

Jeffrey M. Leclerc, B.Ed., M.Ed.

Respectfully submitted,  
The Board of Governors,  
The University of Manitoba.

Terry Sargeant,  
Chair.

## REPORT OF THE VICE-PRESIDENT (ADMINISTRATION)

For 2008-09, the Province of Manitoba increased the University's base operating grant by 7.4% which represented a significant increase in funding. This level of operating grant increase, however, needs to be viewed in the context that the operating grant comprises approximately 60% of the total operating budget and that the tuition freeze was continuing into its ninth year. A 10.7% base operating grant increase had been requested to maintain existing programs and services. As a result, we faced an operating shortfall of \$7.9 million between the funds requested and the funds received.

Through internal reallocations, refined revenue projections and reduced spending power, a balanced 2008-09 budget was developed and approved by the Board of Governors. Although the recommended operating budget was balanced, it still fell short of addressing the requirements of a research intensive university. In an environment of declining enrolment levels, the cumulative effect of the tuition fee freeze and many years of less than adequate government grant increases left many faculties and units within the University struggling to make ends meet.

Although we gratefully appreciate the increases made to the Provincial operating grant, many exciting initiatives remain unfunded. Balancing the budget in this fiscally constrained environment has put the University of Manitoba at a disadvantage compared to other universities across the country. Despite this challenge, the University community continues to be highly successful in its quest for excellence.

The following provides an overview of the financial results of the University for the fiscal year ended March 31, 2009. In doing so, I share the University community's success in moving the University forward in achieving its vision.

### **Investing in Manitoba's Future**

For fiscal 2008-09, total University revenue in all Funds (unrestricted and restricted) was \$600 million, a decrease of 3.5% from 2007-08 revenue of \$621.9 million. The decrease in total revenues was primarily the result of investment losses.

Net Investment Loss of \$62 million during the year was largely due to a 20% reduction in the value of assets held in the Trust and Endowment Funds. The University has a balanced portfolio of investments established to provide long-term returns. Global declines in equity markets during the year resulted in reduced investment values at year end. A further discussion of Trust and Endowment follows.

The Province of Manitoba through the Council on Post-Secondary Education (COPSE), Manitoba Health, Manitoba Student Aid, Agriculture and various provincial councils and funds in support of teaching, innovation, capital and research is the largest single supporter of the University, representing 52.3% or \$314 million of total revenue, up from \$291 million last year.

The University received \$104 million or 17.4% of total revenue in contributions, donations and grants in support of research, special projects and initiatives, capital, chairs, scholarships, bursaries and staff benefits in 2008-09 from our generous individual and corporate donors, contributors and employees. Much of this revenue is restricted for various purposes by the donor, contributor or employee (for example, employee contributions to staff benefit plans) and as such cannot be used to support the general operation of the University. The increase over the \$90 million received last year is due primarily to increased research revenues received from the Bill and Melinda Gates Foundation, the United States Agency for International Development and the US National Institutes of Health.

Students, through their tuition and related fees, provide a major source of the University's operating funds. In 2008-09, \$98.5 million was assessed and collected, down from \$99.7 million in the prior year. These fees represent about 16.4% of total revenues. Reduced enrolment levels resulted in the overall decline in tuition revenues.

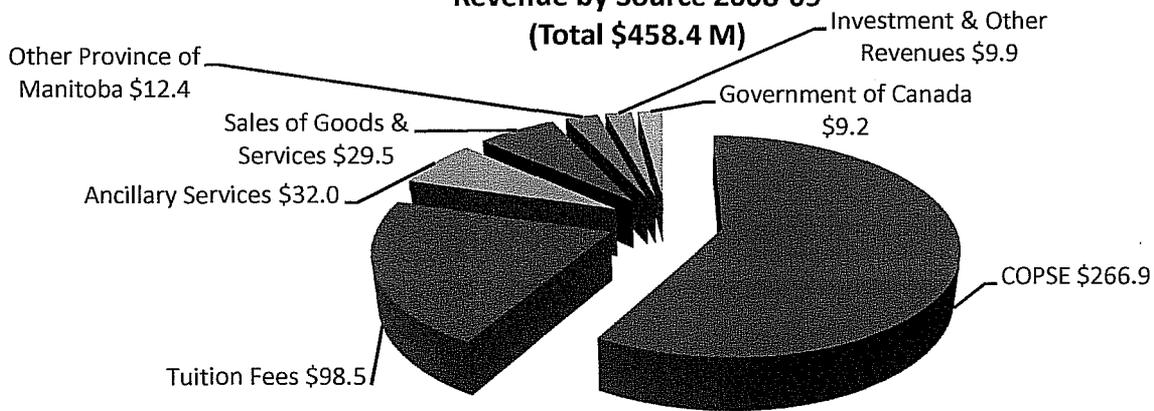
In 2008-09, contributions from the Government of Canada reduced from \$81 million to \$74.4 million, or 12.4% of total revenues. These revenues relate to specific research projects primarily awarded through the federal granting councils (\$62 million), major capital projects and awards under the Canada Foundation for Innovation and Western Economic Diversification programs (\$3.2 million), and the Indirect Costs of Research program (\$8.5 million). The decrease in revenues over the prior year can be attributed to reduced revenues from Western Economic Diversification, the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council and an adjustment to prior year revenues from Health Canada related to the Northern Medical Unit.

Table 1  
General Operations  
Summary Statements  
(in thousands of dollars)

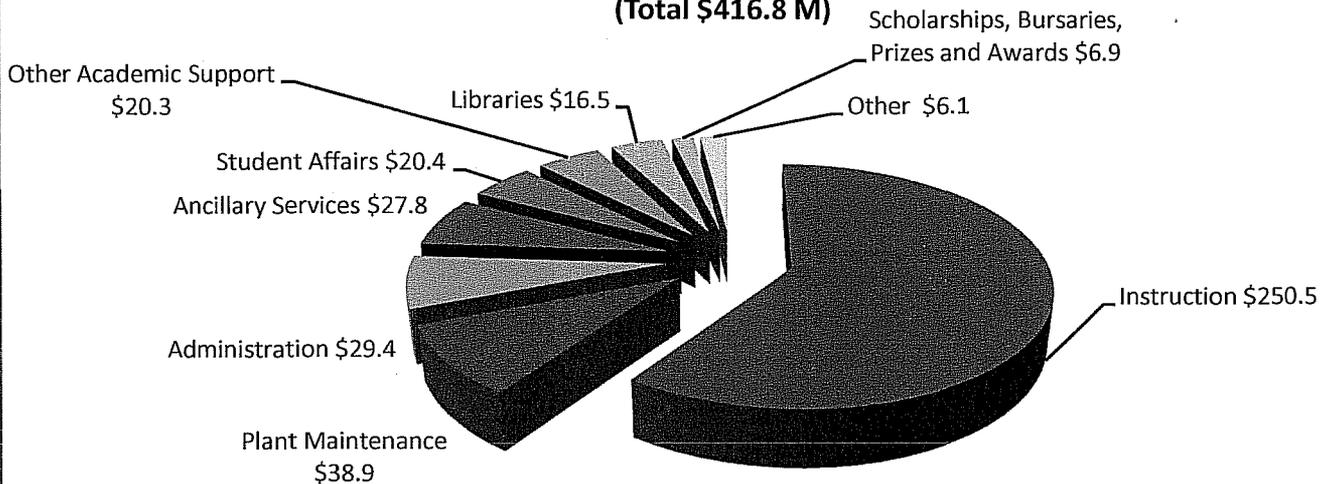
	April 1, 2009	March 31, 2009	March 31, 2008
	Budget	Actual	Actual
<b>Revenue:</b>			
COPSE	\$ 266,139	\$ 266,845	\$ 245,972
Tuition Fees	98,784	98,465	99,670
Ancillary Services	29,547	32,062	30,546
Sales of Goods & Services	24,570	29,500	26,403
Other Province of Manitoba	8,386	12,407	9,830
Investment & Other Revenues	5,694	9,902	10,183
Government of Canada	8,510	9,213	9,129
	<u>441,630</u>	<u>458,394</u>	<u>431,733</u>
<b>Expense by Function:</b>			
Instruction	\$ 225,669	\$ 250,464	\$ 231,681
Plant Maintenance	41,364	38,892	37,550
Administration	27,925	29,443	26,295
Ancillary Services	26,724	27,797	26,045
Student Affairs	18,377	20,399	18,741
Other Academic Support	24,281	20,273	18,134
Libraries	23,572	16,506	15,534
Scholarships, Bursaries, Prizes and Awards	5,981	6,935	4,381
General	4,628	3,853	4,102
Property Tax	600	410	396
Actuarially Determined Pension Expenses		4,043	
Actuarially Determined Employee Future Benefits		410	3,876
Staff Benefits Contra		(2,579)	(2,415)
Central Reserves *	30,726		
	<u>429,847</u>	<u>416,846</u>	<u>384,320</u>
<i>Net Revenue</i>	11,783	41,548	47,413
<i>Net Transfer to/from Other Funds</i>	<u>(11,783)</u>	<u>(41,532)</u>	<u>(47,376)</u>
<i>Net Increase to Fund Balance</i>	<u>\$</u>	<u>\$ 16</u>	<u>\$ 37</u>
<b>Expense by Type:</b>			
Salaries & Wages	\$ 247,160	269,780	\$ 253,431
Supplies and Expenses	106,298	60,833	51,659
Staff Benefits	34,035	41,423	38,338
Ancillaries Cost of Goods Sold	14,861	16,339	15,375
Utilities	15,575	15,293	15,273
Scholarships, Bursaries, Prizes and Awards	5,981	6,935	4,381
Payroll Tax Levy	5,338	5,833	5,467
Property Tax	600	410	396
	<u>\$ 429,847</u>	<u>\$ 416,846</u>	<u>\$ 384,320</u>

\* Represents funds budgeted for distribution to unit budgets during the year for salary and contract increases and other centrally funded initiatives.

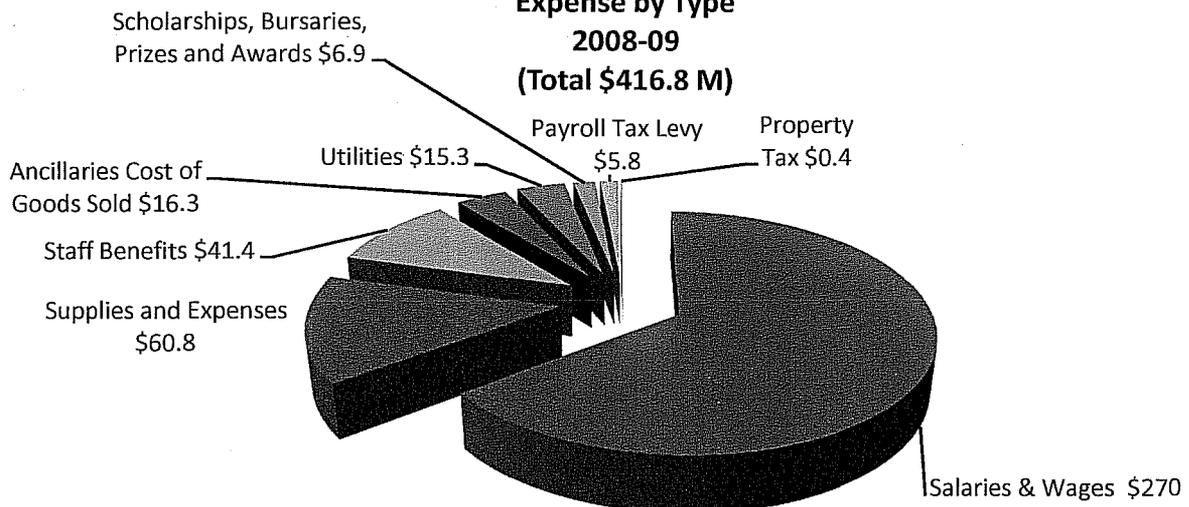
**General Operating Fund  
Revenue by Source 2008-09  
(Total \$458.4 M)**



**Expense by Function  
2008-09  
(Total \$416.8 M)**



**Expense by Type  
2008-09  
(Total \$416.8 M)**



The University's Ancillary Services, which are comprised of the BookStore, Residences, Parking and Pharmacy, generated \$32 million or 5.3% of total revenue in 2008-09, an increase of \$1.5 million over the prior year. Ancillary Services are completely self-sustaining and contribute to the University's operation by covering their share of overhead in addition to their direct costs, as well as the capital costs of refurbishing Ancillary facilities, acquiring equipment and constructing and upgrading parking lots. They also support non-revenue generating units such as Security Services.

The sale of various goods and services generated 4.9% of total revenues in 2008-09 or \$29.5 million, up over \$3 million from 2007-08. These revenues supplement the resources available to many faculties and schools for operating purposes while at the same time providing valuable linkages to the community.

## **University Operating Results**

The operating results of the University for 2008-09, shown on a comparative basis with the prior year and the April 1, 2008 Board of Governors approved operating budget are summarized in **Table 1, General Operations**. Operating revenues are shown by source, and expenses are shown by function and type to provide an overview of how the University utilizes the resources of the General Operating Fund. The University was successful again this year in achieving a balanced budget. Although under increasing budget pressure, there is a strong commitment to fiscal responsibility and financial stability on the part of the University's administration, faculties, schools, libraries, and support units. This is achieved in a decentralized system of budgetary control where academic and support units are allocated resources to meet the strategic priorities of the University. The operating units are provided with procedures to administer their budgets responsibly and to ensure there is accountability for the resources that are transferred to them.

The current fiscal year general operating surplus was \$16,000 after net transfers of \$41.5 million to other funds. The most significant of these are transfers to the capital fund of \$26 million for the acquisition of furniture and equipment, computers, library acquisitions and vehicles and for the renovation of various facilities. The use of operating funds to support the acquisition of minor capital is consistent with practices in prior years as funding is generally not available from other sources. Because the University uses fund accounting to account for its revenues and expenses there are many transfers between funds which are detailed in the notes to the accompanying financial statements.

As detailed in Table 2, general operating expenses increased by \$32.5 million or 8.5% in fiscal 2008-09 over 2007-08. A new expense this year is the Actuarially Determined Pension Expense which is the result of starting to recognize the pension obligation. The University pension plans have been impacted by retirees being projected to live longer, less than expected investment returns, and low interest rates. These factors have combined to create an actuarially determined deficit of almost \$120 million.

Other than the new pension expense, in comparing expenses by function, the largest proportionate increase was to Scholarships, Bursaries, Prizes and Awards which was up \$2.6 million or 58% compared to the prior year. Partially offsetting the trend of increased expenses was a \$3.5 million decrease in the Change in Actuarially Determined Employee Future Benefits expense which is included in the "Other" category in this table. Expense by Type illustrates that \$317 million or over 76% of the general operating expenses are incurred in payment of salaries, wages, benefits, and payroll levy.

## **Staff**

The University of Manitoba's most valuable resource is its faculty and staff who bring their knowledge, expertise and commitment to the table, working in a collegial fashion to achieve the University's goals. Of the 4,175 full time equivalent staff employed during the year, 1,902 were faculty and 2,273 were administrative staff. Ancillary services employed a further 155 staff. Staffing levels have increased by 6 full time equivalent positions in the year.

People drive the success of the University of Manitoba – faculty and staff are committed to providing students with the exceptional education that they expect and deserve. The experience in the classroom and research laboratory is paramount to students' future success and contribution to society. Attracting and retaining the best faculty and staff requires that we compete globally by offering fair compensation packages, state-of-the-art facilities in which to teach and perform research, and state-of-the-art equipment in classrooms and laboratories.

Faculty achievements throughout the University community this past year were many and varied and are too numerous to detail in this report. To name a few: Dr. John Loxley, Economics, was awarded the 2008 Canadian Association of University Teachers (CAUT) Distinguished Academic Award, CAUT's highest honour; Distinguished Professor Dr. Frank Hawthorne, Geological Sciences, was selected as the winner of the 2008 Canada Council Killam Prize in the Natural Sciences; Dr. Doug Ruth, Dean of the Faculty of Engineering, was named Fellow of the Canadian Academy of Engineering; Dr. Charles Bernstein, Internal Medicine, was elected a Fellow of the Canadian Academy of Health Sciences; Dr. Warren Cariou, English, and Dr. C. Emdad Haque, Natural Resources Institute, were awarded 2008

**Table 2  
Selected Statistics**

	Fall Term 2008	Fall Term 2007	Fall Term 2006	2005-2006	2004-2005
<b>Enrolment</b>					
Total Students <sup>1,2</sup>	26,238	26,814	26,931	28,049	27,631
•Undergraduate students	22,544	23,044	23,251	24,267	23,935
% Annual Change	-2.2	-0.9		1.4	3.9
Full-Time	18,345	18,767	18,494	17,904	17,633
Part-Time	4,199	4,277	4,757	6,363	6,302
•Graduate students	3,224	3,290	3,236	3,332	3,260
% Annual Change	-2.0	1.7		2.2	4.8
Full-Time	2,452	2,487	2,463	2,352	2,335
Part-Time	772	803	773	980	925
•Post-Graduate Medical Education Students	470	480	444	450	436
<b>Summer Enrolment</b>	9,437	9,599	9,638	11,127	10,328
% Annual Change	-1.7	-0.4		7.7	3.8
<b>Full-Time Equivalent Students<sup>1,3</sup></b>	25,384	25,928	25,735	25,983	25,420
% Annual Change	-2.1	0.8		2.2	4.2
<b>International Students</b>	2,134	2,419	2,602	2,661	2,304
<b>Self-Declared Canadian Aboriginal Students<sup>4</sup></b>	1,766	1,648	1,578	1,652	1,606
Undergraduate	1,638	1,513	1,464	1,560	1,563
% of Total undergraduate	7.3	6.6	6.3	6.4	6.5
% of Total University 1	8.3	7.1	6.8	6.1	6.4
Graduate	123	127	106	87	42
% of Total Graduate	3.8	3.9	3.3	2.6	1.3
Post Graduate Medical Education	5	8	8	5	1
% of Total PGME	1.1	1.7	1.8	1.1	0.2
<b>Undergraduate Student Credit Hours</b>					
Fall and Winter	491,828	495,370	504,881	529,332	525,330
Summer <sup>5</sup>	49,244	52,255	55,248	43,889	43,775
On-load <sup>6</sup>	6,133	5,556	5,170	4,410	6,970
<b>Degrees, Diplomas, Certificates Conferred</b>					
Undergraduate	4,382	4,052	4,165	4,006	4,009
Graduate	765	759	729	696	625
<b>Staff Paid From Operating Funds<sup>7</sup></b>					
FTE Academic	1,712.2	1,676.1			
FTE Support	2,020.0	2,005.0			
Total FTE (Excl Ancillary)	3,732.3	3,681.1			
Ancillary FTE	154.9	159.4			
<b>Staff Paid from Non-Operating/Both Op &amp; Non-Op Funds<sup>7</sup></b>					
FTE Academic	189.3	187.9			
FTE Support	253.2	275.0			
Total FTE	442.5	462.8			

**Note:** Fall 2008 figures represent the third year of the implementation of a new student information system. Previous years reflect sessional figures and are not strictly comparable.

1. As at November 1st.

2. Includes B.Sc.(Dentistry), B.Sc.(Medicine) and Joint Master's Program students based on workload calculations.

3. Full-Time Equivalent Students = Full-time + (Part-time / 3.5). Includes all terms.

4. Aboriginal identity is a voluntary self declaration made on the Admission form. Therefore, the numbers reported would be less than the total population of Canadian Aboriginal students on campus

5. Beginning in 2005-2006, Summer undergraduate student credit hours include Summer distance education courses. Historical data are not strictly comparable.

6. Courses taught during Summer terms as part of Fall and Winter teaching load.

7. All staff counts are shown as full-time equivalent (FTE). Completely comparable data are not available prior to 2007.

The Non-Operating / Both Operating and Non-Operating Funds FTE counts reflect employees who are paid from either non-operating funds or a combination of operating and non-operating funds.

Fulbright Visiting Chair Awards; Dr. Edwin Kroeger, Physiology, received The Canadian Council on Animal Care's 2008 Harry Rowsell Award for Outstanding Service; Dr. Diana Brydon, English, was elected to the Royal Society of Canada (RSC); Drs. Maureen Heaman and Lesley Degner, Nursing, were awarded one of the most esteemed honors in the nursing profession, the Centennial Award; Distinguished Professor Dr. Harvey Chochinov, Psychiatry and Community Health Sciences and Family Medicine, received the O. Harold Warwick Prize, which is part of the National Cancer Institute of Canada's annual awards of excellence in cancer research programs.

## Students

As expected, undergraduate enrolment declined this year in part due to the decline in the number of international students. The reduced number of international students has a large impact on revenues as these students pay higher tuition. Partially offsetting this decline was the increased enrolment in Medicine, and growth in non-degree programs with increases in both Extended Education programs and the English Language Centre.

There has also been growth in the number of self-declared Aboriginal students this year. With the grand opening of Aboriginal House during the year, the University is proud of its track record in creating opportunities for all Aboriginal peoples and cultures, including First Nations, Metis, and Inuit. We continue efforts to extend opportunity for all students to excel at university and ultimately pursue successful careers in all areas of the economy.

**Table 2, Selected Statistics** provides information on undergraduate and graduate student enrolment, self-declared Aboriginal students, undergraduate student credit hours, degrees, diplomas and certificates conferred on our graduates, and full time equivalent staff information.

## Trust and Endowment Fund

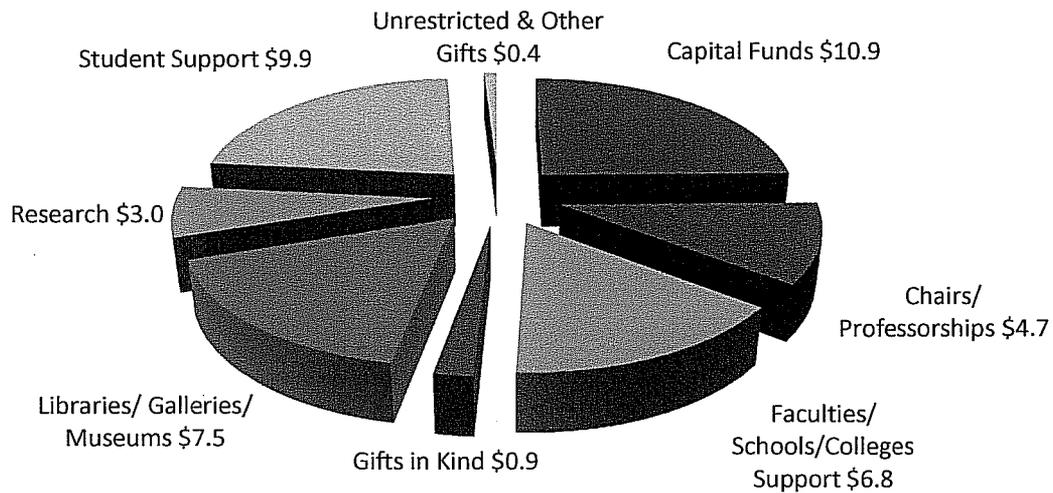
The University of Manitoba endowment fund and the specific trust investments realized losses in fiscal 2009 due to the global economic meltdown. At March 31, 2009, the University Investment Trust ("UIT") investments were \$250 million (2008 - \$307 million) and the specific trusts were \$33 million (2008 - \$35 million). As at March 31<sup>st</sup>, the one year rate of return for the UIT was -20.0%. The losses incurred in global stock markets were of historical proportions, and endowment funds around the globe have been adversely affected. The endowment fund of the University of Manitoba is no exception, and the 20% loss was typical of other Canadian university endowment funds. After careful deliberations, the Trust Investment Committee (the "Committee") that oversees the endowment fund recommended maintaining the 4.5% spending rate allocation in light of good liquidity in the fund, and focusing on the long term earning power of the fund. The spending policy of the endowment will be monitored closely over the upcoming year in light of market returns and endowment performance, and the long term viability of the 4.5% spending rate will be re-assessed at the end of the year. The Committee is carefully reviewing the asset mix and mandates of the fund, and where appropriate, they will make changes to ensure the long term objectives of the fund are being met.

In spite of the economic turmoil, the endowment fund benefited from the continuing generosity of its donors. The UIT received over \$23 million in new gifts, and the specific trusts received another \$6 million. The endowment also generated over \$13 million in available spending for beneficiaries to support faculties and schools, students, teaching, research, athletics, and libraries.

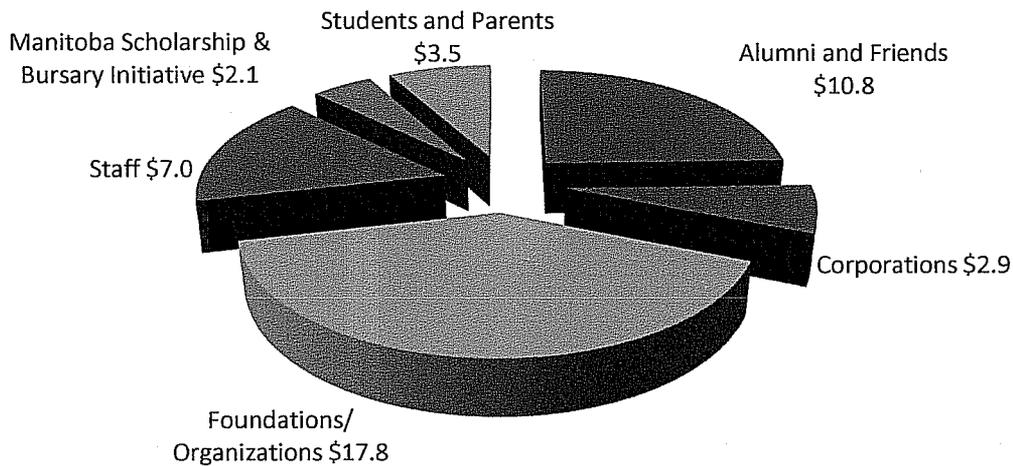
At the end of fiscal 2009, the Committee hired a new investment firm to manage the Canadian equity mandate of the fund. Burgundy Asset Management will replace AMI Partners as the sole manager of Canadian equities, and the Committee is looking forward to this new partnership with Burgundy in the years to come.

**Table 3.1 and 3.2 Donor Pledges** summarizes pledges received by type of donor and the purpose for which the gift was pledged.

**Table 3.1**  
**Donor Pledges by Type of Gift**  
**2008-09**  
**(Total \$44.1 M)**



**Table 3.2**  
**Donor Pledges by Constituency**  
**2008-09**  
**(Total \$44.1M)**



### World Class Research

The University of Manitoba currently holds 48 Canada Research Chairs, and is an active participant in 11 of Canada's National Networks of Centres of Excellence, including the ISIS Canada Research Network (Intelligent Sensing for Innovative Structures), which is headquartered in the Faculty of Engineering. The University is also home to, or a partner in, 37 research centres, institutes and shared facilities that foster collaborative research and scholarship in a wide variety of fields.

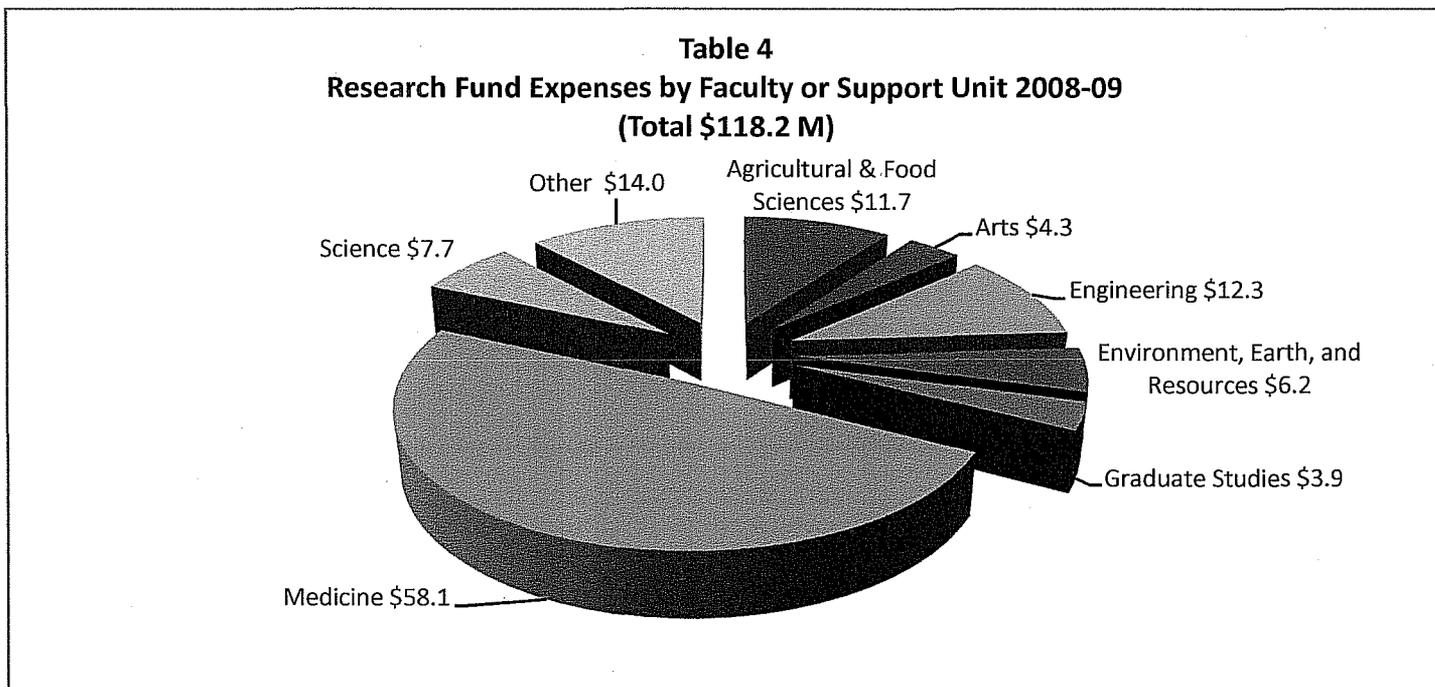
The University of Manitoba continues its reputation for international collaborative research partnerships with the announcement by the Province of Manitoba of \$1.8 million for three biotechnology collaboration projects with the Government of South Australia. Funding provided from the Province of Manitoba by the International Collaboration Fund is designed to support research and development with other jurisdictions. Projects underway are: Dr. Robert Hill, plant science, will be studying the complex problems associated with canola crop improvement; Dr. Curtis Rempel, Richardson Centre for Functional Foods and Nutraceuticals, will be evaluating bioactive lipids and proteins found in dairy products; and Dr. John Wilkins, Manitoba Centre for Proteomics and Systems Biology, will be researching how cellular diseases get into human cells and what triggers them to spread.

In 2008-09, research at the University of Manitoba continued to grow, with investment in a number of key areas. University researchers received \$132.8 million in sponsored or assisted research support through grants or contracts from the federal and provincial governments, various foundations, business and industry, and individuals. This represents an 8.6% increase over the \$122.3 million received in 2007-08. Over the last five years, sponsored or assisted research funding has increased by 59% from a level of \$83.5 million in 2004-05.

**Table 4, Research Fund-Expenses by Faculty or Support Unit**, illustrates the level of research activity, as measured by the level of spending, in Faculties and Schools in 2008-09. Research activity was highest in the Faculty of Medicine, at a level of \$58.1 million in 2008-09. The second-highest was the Faculty of Engineering at \$12.3 million (including the ISIS Canada Research Network), followed by the Faculty of Agricultural and Food Sciences at \$11.7 million, and the Faculty of Science at \$7.7 million. In 2008-09, a total of \$118 million was spent on sponsored or assisted research activities at the University of Manitoba.

University of Manitoba researchers were also successful in competing for grant funding from the Canada Foundation for Innovation (CFI), which is matched by contributions from the Manitoba Research and Innovation Fund (MRIF) and industry partners. This funding supports research infrastructure, including the cutting-edge equipment and facilities vital for the University's wide range of innovative research programs. In 2008-09, 13 faculty members received awards totaling \$5.3 million from the Leaders Opportunity Fund, which is designed to assist universities in attracting excellent faculty to Canadian universities as well as retaining the best researchers for Canada. The new funding supports research in areas such as environment and geography, textile sciences, chemistry, plant sciences, electrical and mechanical engineering, biosystems engineering, biological sciences, and political studies.

Funding from the CFI, MRIF and matching contributions from industry, along with the corresponding expenditures, are reflected in the Capital Asset Fund. In 2008-09, total contributions from these sources were \$5.4 million. When combined with sponsored or assisted research funding of \$132.8 million, University of Manitoba researchers received \$138.2 million in funding in 2008-09.



### Investment in Capital, Infrastructure, and Technology

There was activity on a number of fronts in 2008-09 as we completed some projects and started others. Unfortunately, the year ended with a fire causing significant damage and displacement of students and staff.

In addition to \$10.6 million of expenditures on Furniture and Equipment in the Operating Fund and \$9.0 million of expenditures on Library Holdings, spending on major projects completed this year include the Soccer Complex (\$6.2 million), Apotex Centre (\$6.9 million), Immunology Upgrades (\$2.8 million), Aboriginal House (\$0.9 million), Robert B. Schultz Lecture Theatre (\$2.4 million), and the Library Remote Storage Facility (\$0.3 million).

“Project Domino” construction and renovations started this year as the Faculty of Pharmacy moved into the new Apotex Centre, allowing renovations to start on its old building which will soon house the Department of Biological Sciences. Planning for a new student residence and the redevelopment of Tache Hall for the Marcel A. Desautels Faculty of Music and the School of Art continued this year.

Various other projects commenced this year, including the Welcome Centre; renovations in support of the new Physician Assistant Education Program; further development of the pedestrian corridor between Chancellor Matheson Road and the Administration Building; and the High Performance Computing Centre which will become part of the Western Canada Research Computing Grid. Transformation of a heritage building at the heart of Winnipeg’s business and financial district will house the Asper School of Business’s Executive Development Program and include state-of-the-art teaching and meeting facilities.

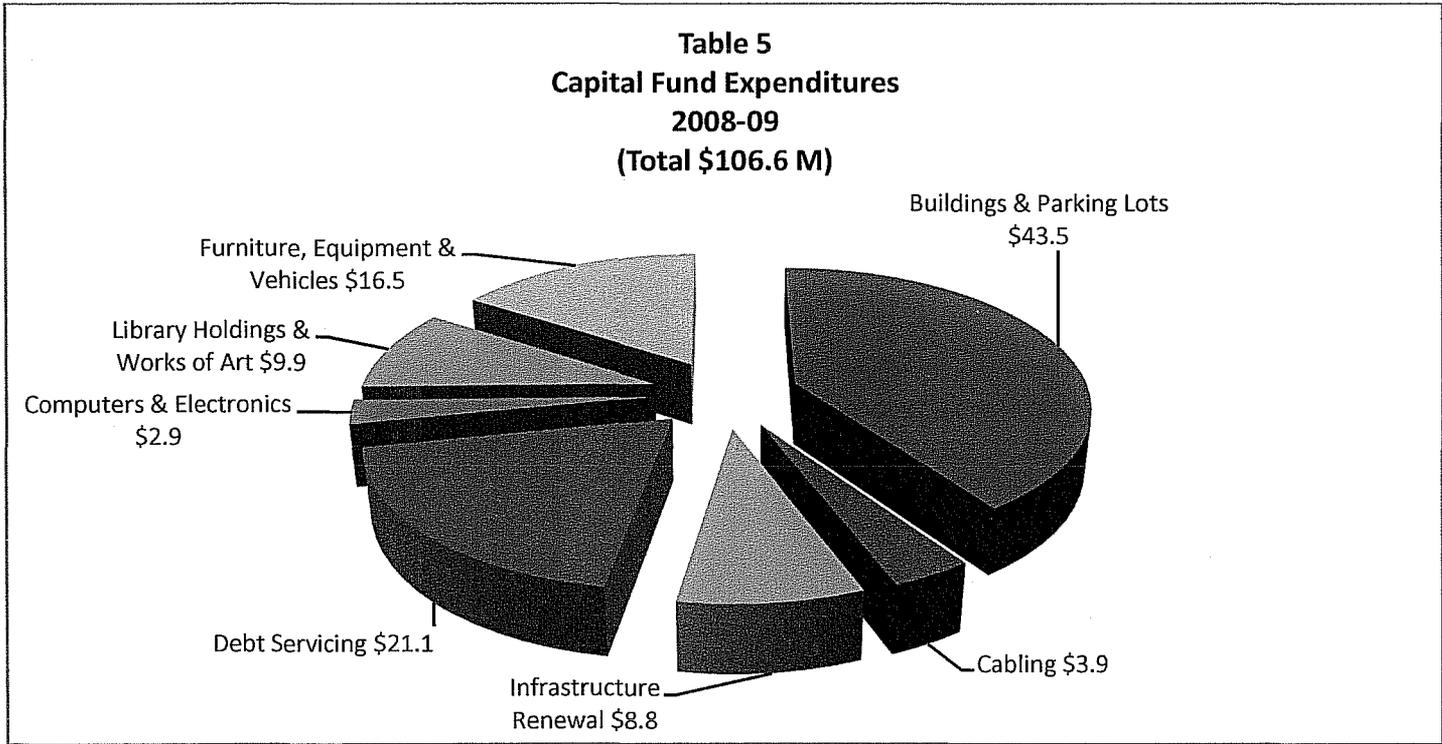
Infrastructure renewal projects undertaken in 2008-09 included Asbestos Remediation (\$2.1 million), Fire and Safety (\$1.6 million), Roof Repairs (\$1.5 million) and Fort Garry outfall pumping station (\$2.4 million). In addition, a heating upgrade project commenced for the Apotex Centre and Brodie Building to optimize savings from electric off-peak heating systems. This new technology is expected to dramatically reduce heating costs and is more environmentally friendly.

On March 28, 2009 the Duff Roblin Building suffered significant fire damage. Teaching, research and administrative functions are being accommodated in other areas of the University while restoration and repair is underway. No write down in asset values has been recorded as at this stage an estimate of the extent of damage and the costs of repair have not been determined.

The consolidated financial statements include Smartpark Development Corporation, the University’s research and technology park. In 2008-09, Smartpark’s community of innovators remained strong and fully occupied. The overall tenant desire to grow has settled from the previous year, reducing pressure on Smartpark to accommodate new space; however some major tenants still plan to expand. Cangene purchased 137 Innovation Drive from Smartpark for its new Rh plasma collection facility. The possession date in December 2009 will allow RTDS Technologies and TransGrid Solutions to relocate to a new building at 150 Innovation Drive bridging the Lake 1 retention pond. Negotiations and design continue for a new plant breeding, research and development facility; a composite research and commercialization facility; and a new incubator facility.

Smartpark Research and Technology Park is now home to 20 tenant organizations and 10 start-up businesses, employing 1,000 people in 7 buildings across the park with \$117 million of capital investment.

**Table 5, Capital Fund Expenditures** provides a more detailed breakdown of the \$85.5 million in capital asset expenditures and debt servicing costs of \$21.1 million during 2008-09.



## **As Asset to Our Community**

In addition to success at providing a quality university education to our students and conducting world class research with global implications, the University of Manitoba reaches out to the community in many other ways, through continuing education, collaborative efforts with business and industry, and through the provision of specialized services not readily available locally. The University operates two main campuses, Bannatyne and Fort Garry, with satellite teaching and research facilities at Glenlea Research Station, Ian M. Morrison Research Farm in Carman, Delta Marsh, University of Manitoba Downtown: Aboriginal Education Centre, and at the William Norrie Centre on Selkirk Avenue.

In addition, Dentistry, Medicine and Social Work all offer programs onsite and through distance education delivery techniques in rural and northern communities. Dentistry offers extensive dental services through the Centre for Community Oral Health and Medicine provides health services through the Northern Medical Unit, bringing dental and health care to remote and Aboriginal communities. The University Centre Pharmacy also operates the Medical Information Line for the Elderly which offers phone and walk-in medication consultation to all Manitobans.

Smartpark continues to flourish, providing business and industry with opportunities to work collaboratively with researchers at the University of Manitoba.

The University of Manitoba's success in delivery of education, research, and community service translates into major economic, social, and cultural benefits for the people of Manitoba.

## **Conclusion**

Increased investment in the University is the right choice for Manitoba and will not only result in sustaining the capacity of the University to support learning, innovation in research, and community service, but also ensure that Manitobans will prosper.

The University acknowledges with gratitude the continuing support of the Province and the Council on Post-Secondary Education as well as the support of our students, staff, alumni, and community stakeholders.

Respectfully submitted,

Deborah J. McCallum  
Vice-President (Administration)



UNIVERSITY  
OF MANITOBA

## STATEMENT OF MANAGEMENT RESPONSIBILITY FOR FINANCIAL REPORTING

The University is responsible for the preparation of the consolidated financial statements and has prepared them in accordance with generally accepted accounting principles as set out by the Canadian Institute of Chartered Accountants (CICA). The University believes the consolidated financial statements present fairly the University's consolidated financial position as at March 31, 2009 and the results of its operations for the year then ended.

The University's Board of Governors is responsible for overseeing the business affairs of the University and also has the responsibility to approve the consolidated financial statements. The Board has delegated certain responsibilities to its Audit Committee including the responsibility for reviewing the annual consolidated financial statements and meeting with management and the Auditor General of Manitoba on matters relating to the financial reporting. The Auditor General has full access to the Audit Committee with or without the presence of management. The Board has approved the consolidated financial statements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the University has developed and maintains a system of internal controls designed to provide reasonable assurance that University assets are safeguarded from loss and that accounting records are a reliable basis for the preparation of consolidated financial statements. The integrity of internal controls is reviewed on an ongoing basis by Audit Services and the Auditor General.

The consolidated financial statements for the year ended March 31, 2009 have been reported on by the Auditor General of Manitoba, the auditor appointed under the University of Manitoba Act. The Auditor's Report outlines the scope of her examination and provides her opinion on the fairness of presentation of the consolidated financial statements.

Deborah J. McCallum,  
Vice-President (Administration).

May 22, 2009  
Winnipeg, Manitoba

## AUDITOR'S REPORT

To the Lieutenant Governor in Council  
To the Legislative Assembly of Manitoba  
To the Board of Governors of the University of Manitoba

We have audited the consolidated statement of financial position of the University of Manitoba as at March 31, 2009, and the consolidated statements of operations and changes in fund balances and cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these consolidated financial statements present fairly, in all material respects, the financial position of the University as at March 31, 2009, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Winnipeg, Manitoba  
May, 2009

Carol Bellringer, FCA, MBA  
Auditor General

# CONSOLIDATED FINANCIAL STATEMENTS

University of Manitoba  
Consolidated Statement of Financial Position  
as at March 31  
(in thousands of dollars)

<b>Assets</b>	<i>2009</i>	<i>2008</i>
<i>Current Assets</i>		
Cash	\$ 90,419	\$ 17,605
Marketable Investments	30,715	138,470
Accounts Receivable (Note 4)	60,914	78,828
Inventories	3,513	3,053
Prepaid Expenses	796	1,212
	<u>186,357</u>	<u>239,168</u>
<i>Long Term Assets</i>		
Investments (Note 5)	389,864	388,436
Capital Assets, Net of Accumulated Amortization (Note 7)	710,997	669,204
	<u>1,100,861</u>	<u>1,057,640</u>
	<u>\$ 1,287,218</u>	<u>\$ 1,296,808</u>
 <b>Liabilities</b>		
<i>Current Liabilities</i>		
Accounts Payable	\$ 49,739	\$ 44,547
Unearned Revenue	6,152	3,755
Staff Vacation Entitlements	9,910	9,021
Bank Loans		3,061
Current Portion of Capital Lease Obligations (Note 8)	420	420
Current Portion of Long Term Debt (Note 9)	4,188	5,293
	<u>70,409</u>	<u>66,097</u>
<i>Long Term Liabilities</i>		
Other Long Term Liabilities (Note 10)	2,046	4,546
Capital Lease Obligations (Note 8)	533	762
Long Term Debt (Note 9)	166,748	164,118
Employee Future Benefits (Note 11)	58,888	58,478
Pension Obligation (Note 15)	4,043	
	<u>232,258</u>	<u>227,904</u>
Fund Balances	<u>984,551</u>	<u>1,002,807</u>
	<u>\$ 1,287,218</u>	<u>\$ 1,296,808</u>
 Contractual Obligations and Contingencies (Note 18)		

---

Terry Sargeant - Chair

---

Janice Lederman - Vice-Chair

(The accompanying Notes form an integral part of the Consolidated Financial Statements)

**Consolidated Statement of Operations and  
Changes in Fund Balances  
for the years ended March 31  
(in thousands of dollars)**

	<i>General Funds (Note 2e)</i>	<i>Restricted Funds (Note 2f)</i>	<i>Endowment Fund (Note 2g)</i>	<i>2009 Total Funds</i>	<i>2008 Total Funds</i>
<b>Revenue:</b>					
Tuition and Related Fees	\$ 98,465	\$	\$	\$ 98,465	\$ 99,670
Contributions, Donations, Non-Government Grants	2,122	80,664	21,483	104,269	90,167
Net Investment Income (Note 16)	5,649	(21,825)	(45,947)	(62,123)	(4,062)
Miscellaneous Income	2,131	4,419		6,550	3,914
Government Grants:					
Council on Post-Secondary Education	266,845	4,939		271,784	254,544
Other Province of Manitoba	12,407	29,855		42,262	36,518
Government of Canada	9,213	65,225		74,438	81,020
City of Winnipeg		2,827		2,827	3,173
Sales of Goods and Services	29,500			29,500	26,403
Ancillary Services	32,062			32,062	30,546
	<u>458,394</u>	<u>166,104</u>	<u>(24,464)</u>	<u>600,034</u>	<u>621,893</u>
<b>Expense:</b>					
Academic	250,464	119,893		370,357	345,794
Libraries	16,506	126		16,632	15,670
Student Affairs	20,399	152		20,551	18,915
Administration	29,443	2,902		32,345	29,387
Plant Maintenance	38,892	10		38,902	37,703
Other Academic Support	20,273	261		20,534	18,351
General	3,853	5,255		9,108	9,026
Property Taxes	410			410	396
Scholarships, Bursaries, Prizes and Awards	6,935	17,182		24,117	19,167
Interest on Bank Loans, Long Term Debt, Capital Advances and Capital Lease Obligations		11,988		11,988	9,976
Amortization of Capital Assets		43,675		43,675	41,079
Ancillary Services	27,797			27,797	26,045
Actuarially Determined Employee Future Benefits	410			410	3,876
Actuarially Determined Pension Expense	4,043			4,043	
Staff Benefits Contra	(2,579)			(2,579)	(2,415)
	<u>416,846</u>	<u>201,444</u>		<u>618,290</u>	<u>572,970</u>
<b>Net Revenue (Expense)</b>	<u>41,548</u>	<u>(35,340)</u>	<u>(24,464)</u>	<u>(18,256)</u>	<u>48,923</u>
<i>Inter-Fund Transfers (Note 13)</i>	<u>(36,084)</u>	<u>31,663</u>	<u>4,421</u>		
<b>Net (Decrease) Increase to Fund Balances</b>	<u>5,464</u>	<u>(3,677)</u>	<u>(20,043)</u>	<u>(18,256)</u>	<u>48,923</u>
<i>Fund Balances Beginning of the Year</i>	<u>24,438</u>	<u>795,618</u>	<u>182,751</u>	<u>1,002,807</u>	<u>890,996</u>
<i>Adjustment for Financial Instruments</i>					<u>62,888</u>
<b>Fund Balances End of the Year</b>	<u>\$ 29,902</u>	<u>\$ 791,941</u>	<u>\$ 162,708</u>	<u>\$ 984,551</u>	<u>\$1,002,807</u>
Unrestricted Funds	\$ (49,068)	\$	\$	\$ (49,068)	\$ (45,834)
Internally Restricted Funds	78,970	42,170		121,140	123,180
Externally Restricted Funds		171,394	162,708	334,102	381,052
Invested in Capital Assets		578,377		578,377	544,409
	<u>\$ 29,902</u>	<u>\$ 791,941</u>	<u>\$ 162,708</u>	<u>\$ 984,551</u>	<u>\$1,002,807</u>

*(The accompanying Notes form an integral part of the Consolidated Financial Statements)*

**Consolidated Statement of Operations and Changes  
in Fund Balances for the General Funds  
for the years ended March 31  
(in thousands of dollars)**

	<i>General Operating Fund (Note 2e)</i>	<i>Specific Provisions Fund (Note 2e)</i>	<i>Expenses Funded From Future Revenues (Note 2e)</i>	<i>2009 Total General Funds</i>	<i>2008 Total General Funds</i>
<b>Revenue:</b>					
Tuition and Related Fees	\$ 98,465	\$	\$	\$ 98,465	\$ 99,670
Contributions, Donations, Non-Government Grants	2,122			2,122	1,497
Net Investment Income (Note 16)	5,649			5,649	6,983
Miscellaneous Income	2,131			2,131	1,703
Government Grants:					
Council on Post-Secondary Education	266,845			266,845	245,972
Other Province of Manitoba	12,407			12,407	9,830
Government of Canada	9,213			9,213	9,129
Sales of Goods and Services	29,500			29,500	26,403
Ancillary Services	32,062			32,062	30,546
	<u>458,394</u>			<u>458,394</u>	<u>431,733</u>
<b>Expense:</b>					
Academic	250,464			250,464	231,681
Libraries	16,506			16,506	15,534
Student Affairs	20,399			20,399	18,741
Administration	29,443			29,443	26,295
Plant Maintenance	38,892			38,892	37,550
Other Academic Support	20,273			20,273	18,134
General	3,853			3,853	4,102
Property Taxes	410			410	396
Scholarships, Bursaries, Prizes and Awards	6,935			6,935	4,381
Ancillary Services	27,797			27,797	26,045
Actuarially Determined Employee Future Benefits	410			410	3,876
Actuarially Determined Pension Expense	4,043			4,043	
Staff Benefits Contra	(2,579)			(2,579)	(2,415)
	<u>416,846</u>			<u>416,846</u>	<u>384,320</u>
<b>Net Revenue</b>	41,548			41,548	47,413
Inter-Fund Transfers (Note 13)	(41,532)	8,698	(3,250)	(36,084)	(26,993)
<b>Net Increase (Decrease) to Fund Balances</b>	16	8,698	(3,250)	5,464	20,420
<b>Fund Balances Beginning of the Year</b>	2,230	70,272	(48,064)	24,438	4,018
<b>Fund Balances End of the Year</b>	<u>\$ 2,246</u>	<u>\$ 78,970</u>	<u>\$ (51,314)</u>	<u>\$ 29,902</u>	<u>\$ 24,438</u>
Unrestricted Funds	\$ 2,246	\$	\$ (51,314)	\$ (49,068)	\$ (45,834)
Internally Restricted Funds		78,970		78,970	70,272
	<u>\$ 2,246</u>	<u>\$ 78,970</u>	<u>\$ (51,314)</u>	<u>\$ 29,902</u>	<u>\$ 24,438</u>

*(The accompanying Notes form an integral part of the Consolidated Financial Statements)*

**Consolidated Statement of Operations and Changes  
in Fund Balances for the Restricted Funds  
for the years ended March 31  
(in thousands of dollars)**

	<i>Capital Asset Fund (Note 2f)</i>	<i>Research and Special Fund (Note 2f)</i>	<i>Staff Benefits Fund (Note 2f)</i>	<i>Trust Fund (Note 2f)</i>	<i>2009 Total Restricted Funds</i>	<i>2008 Total Restricted Funds</i>
<b>Revenue:</b>						
Contributions, Donations, Non-Government Grants	\$ 6,782	\$ 65,655	\$ 1,480	\$ 6,747	\$ 80,664	\$ 72,285
Net Investment Income (Note 16)	789		(6,085)	(16,529)	(21,825)	7,223
Miscellaneous Income	4,243		176		4,419	2,211
Government Grants:						
Council on Post-Secondary Education	4,939				4,939	8,572
Other Province of Manitoba	12,228	17,627			29,855	26,688
Government of Canada	3,183	62,042			65,225	71,891
City of Winnipeg	2,827				2,827	3,173
	<u>34,991</u>	<u>145,324</u>	<u>(4,429)</u>	<u>(9,782)</u>	<u>166,104</u>	<u>192,043</u>
<b>Expense:</b>						
Academic		119,893			119,893	114,113
Libraries		126			126	136
Student Affairs		152			152	174
Administration		2,902			2,902	3,092
Plant Maintenance		10			10	153
Other Academic Support		261			261	217
General			3,727	1,528	5,255	4,924
Scholarships, Bursaries, Prizes and Awards		5,117		12,065	17,182	14,786
Interest on Bank Loans, Long Term Debt, Capital Advances and Capital Lease Obligations	11,988				11,988	9,976
Amortization of Capital Assets	43,675				43,675	41,079
	<u>55,663</u>	<u>128,461</u>	<u>3,727</u>	<u>13,593</u>	<u>201,444</u>	<u>188,650</u>
<b>Net Revenue</b>	(20,672)	16,863	(8,156)	(23,375)	(35,340)	3,393
Inter-Fund Transfers (Note 13)	54,640	(10,942)	(1,960)	(10,075)	31,663	24,102
<b>Net Increase (Decrease) to Fund Balances</b>	33,968	5,921	(10,116)	(33,450)	(3,677)	27,495
Fund Balances Beginning of the Year	544,409	94,452	12,912	143,845	795,618	746,841
Adjustment for Financial Instruments						21,282
<b>Fund Balances End of the Year</b>	<u>\$ 578,377</u>	<u>\$ 100,373</u>	<u>\$ 2,796</u>	<u>\$ 110,395</u>	<u>\$ 791,941</u>	<u>\$ 795,618</u>
Internally Restricted Funds	\$	\$	\$ 5,903	\$ 36,267	\$ 42,170	\$ 52,908
Externally Restricted Funds		100,373	(3,107)	74,128	171,394	198,301
Invested in Capital Assets	578,377				578,377	544,409
	<u>\$ 578,377</u>	<u>\$ 100,373</u>	<u>\$ 2,796</u>	<u>\$ 110,395</u>	<u>\$ 791,941</u>	<u>\$ 795,618</u>

*(The accompanying Notes form an integral part of the Consolidated Financial Statements)*

**Consolidated Statement of Cash Flows  
as at March 31  
(in thousands of dollars)**

	General Funds	Restricted Funds	Endowment Fund	2009 Total Funds	2008 Total Funds
<b>Cash from Operating Activities:</b>					
Net Revenue (Expense)	\$ 41,548	\$ (35,340)	\$ (24,464)	\$ (18,256)	\$ 48,923
Amortization of Capital Assets		43,675		43,675	41,079
	41,548	8,335	(24,464)	25,419	90,002
Net Change in Non-Cash Working Capital Items	10,702	15,646		26,348	(13,765)
Net Change in Other Long Term Liabilities		(2,500)		(2,500)	4,200
Net Change in Pension Obligation	4,043			4,043	
Net Change in Employee Future Benefits	(1,581)	1,991		410	3,876
<b>Net Cash Generated (used) through Operating Activities</b>	<b>54,712</b>	<b>23,472</b>	<b>(24,464)</b>	<b>53,720</b>	<b>84,313</b>
<b>Investing Activities:</b>					
Decrease (Increase) in Long Term Investments	(69,969)	48,498	20,043	(1,428)	(12,004)
Purchase of Capital Assets		(85,468)		(85,468)	(109,388)
<b>Net Cash generated through (used) in Investing Activities</b>	<b>(69,969)</b>	<b>(36,970)</b>	<b>20,043</b>	<b>(86,896)</b>	<b>(121,392)</b>
<b>Financing Activities:</b>					
Proceeds from Capital Lease Obligations		269		269	1,046
Proceeds from Long Term Debt		7,075		7,075	
Principal Repayment on Capital Lease Obligations		(498)		(498)	(520)
Principal Repayment on Bank Loans		(3,061)		(3,061)	(363)
Principal Repayment on Long Term Debt		(5,550)		(5,550)	(4,842)
<b>Net Cash Used in Financing Activities</b>		<b>(1,765)</b>		<b>(1,765)</b>	<b>(4,679)</b>
<b>Net Increase (Decrease) in Cash</b>	<b>(15,257)</b>	<b>(15,263)</b>	<b>(4,421)</b>	<b>(34,941)</b>	<b>(41,758)</b>
Inter-Fund Adjustments	(36,084)	31,663	4,421		
<b>Cash Beginning of Year</b>	<b>93,369</b>	<b>62,706</b>		<b>156,075</b>	<b>197,833</b>
<b>Cash End of Year</b>	<b>\$ 42,028</b>	<b>\$ 79,106</b>	<b>\$</b>	<b>\$ 121,134</b>	<b>\$ 156,075</b>
<b>Cash is defined as:</b>					
Cash	\$ 41,553	\$ 48,866	\$	\$ 90,419	\$ 17,605
Marketable Investments	475	30,240		30,715	138,470
	<b>\$ 42,028</b>	<b>\$ 79,106</b>	<b>\$</b>	<b>\$ 121,134</b>	<b>\$ 156,075</b>

(The accompanying Notes form an integral part of the Consolidated Financial Statements)

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEARS ENDED MARCH 31

(in thousands of dollars)

### 1. AUTHORITY AND PURPOSE

The University of Manitoba was established in 1877. It is governed by a Board of Governors acting under the authority of The University of Manitoba Act, R.S.M. 1987, c. U60. The University of Manitoba is a registered charity and is exempt from income taxes under Section 149 of the Income Tax Act.

The University of Manitoba, as the largest and most comprehensive institution of higher learning in Manitoba, plays a distinctive role within the Province. In addition to offering an undergraduate liberal education in arts, science and education, the University of Manitoba provides programs in a broad range of professional studies, applied sciences and the fine and performing arts and is responsible for the vast majority of graduate education and research in Manitoba. The University of Manitoba reaches out to a variety of constituencies in order to enhance the health, cultural, social and economic life of Manitobans and to provide lifelong learning opportunities for them. Through community service the University makes its expertise available to all Manitobans.

### 2. SIGNIFICANT ACCOUNTING POLICIES

#### a. General

These consolidated financial statements have been prepared in accordance with Generally Accepted Accounting Principles (GAAP) as recommended by the Canadian Institute of Chartered Accountants ("CICA") for not-for-profit organizations. The University has adopted the restricted fund method of accounting for contributions.

#### b. Basis of Consolidation

The consolidated financial statements include the accounts of Smartpark Development Corporation, a wholly owned subsidiary of the University of Manitoba. The company has a March 31 year end and its purpose is to develop and operate a research park at the University of Manitoba.

#### c. Fund Accounting

The University classifies resources used for various purposes into separate Funds which correspond to its major activities and objectives. The Consolidated Statement of Financial Position combines the assets and liabilities of all Funds.

The University maintains its Funds under three fund categories, General, Restricted and Endowment Funds. The General Funds include the Funds for General Operating, Specific Provisions and Expenses Funded from Future Revenues. The Restricted Funds include the Capital Asset, Research and Special, Staff Benefits and Trust Funds. The Endowment Fund includes endowment funds of the University.

#### d. Accounting Estimates

Accounting estimates are included in financial statements to approximate the effect of past revenue or expense transactions or events, or to approximate the present status of an asset or liability. Examples include accruals for salaries and benefits, the estimated useful life of an asset and certain actuarial assumptions used in determining employee future benefits. It is possible that changes in future conditions could require changes in the recognized amounts for accounting estimates.

#### e. General Funds

##### General Operating Fund:

The General Operating Fund includes the academic, administrative, operational and ancillary costs that are funded by tuition and related fees, government grants, net investment income and miscellaneous income, sales of goods and services to external parties and ancillary income. As such, this Fund reports unrestricted resources and restricted resources earmarked for general operating purposes.

All funds received or accrued by the University for general operating purposes and for equipment and renovation expenses not meeting the University's capitalization criteria are included in the General Operating Fund. The net cost of operating units is determined by including internal cost allocations for certain centrally administered services such as the telephone system in the units' expenses and by deducting these expenses as internal cost recoveries from the total expenses incurred by the unit administering these services.

The University BookStore, Parking, Student Residences and Pharmacy/Post Office are classified as Ancillary Services and are budgeted on a break-even basis. Any surpluses or deficits are transferred to/from the Specific Provisions Fund. Overhead costs have been allocated to all ancillary operations. Amortization of ancillary capital assets and interest expense is recorded in the Capital Asset Fund.

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

**Specific Provisions Fund:**

The Specific Provisions Fund records appropriations made from (to) the General Operating, Capital Asset and Research and Special Funds.

These appropriations are made to provide future funding for the replacement, improvement or emergency maintenance of capital assets, unit carryover, a fiscal stabilization provision to offset potential spending in excess of future budgets and other matters. Such appropriations are shown as inter-fund transfers on the Consolidated Statement of Operations and Changes in Fund Balances.

**Expenses Funded From Future Revenues:**

Expenses Funded from Future Revenues records the amount of unpaid vacation pay for staff which will be funded from future revenues. It also records the actuarially determined expense for employee future benefits and change in pension obligations.

**f. Restricted Funds**

**Capital Asset Fund:**

The Capital Asset Fund consists of restricted contributions resulting from capital asset co-funding arrangements with external parties, contributed capital assets, sinking fund investment income and government grants, restricted for the purpose of acquiring capital assets and retiring capital advances. Funding agreements, using promissory notes as a vehicle, entered into with the Provincial Government, for the construction or acquisition of capital assets, which will be repaid from future funding provided by the Provincial Government through the Council on Post Secondary Education (COPSE) are recorded as capital grants. These capital grants, under the restricted fund method of accounting, are reflected as revenue in the Consolidated Statement of Operations and Changes in Fund Balances. The related future funding from COPSE over the terms of the promissory notes, to offset the interest expense and principal payments are both excluded from the Consolidated Statement of Operations and Changes in Fund Balances. Expenses include interest on debt relating to the acquisition or construction of capital assets, amortization and gains or losses on disposal of capital assets, including write-downs resulting from obsolescence.

**Research and Special Fund:**

The Research and Special Fund consists of contributions specifically restricted for research or other special activities. Contributions are provided from both federal and provincial granting agencies and other public and private sources. These funds are spent in accordance with the conditions stipulated in the governing contracts and agreements.

**Staff Benefits Fund:**

The Staff Benefits Fund is divided into Fund Accounts for Pension Reserve, Self-Insured Plans and Benefit Reserve, the revenues of which are restricted for the purposes noted.

**(i) Pension Reserve:**

This Fund Account is restricted for special payments towards any unfunded liability of the University of Manitoba Pension Plan (1970) and the University of Manitoba Pension Plan (1993) and other pension obligations.

**(ii) Self-Insured Plans:**

This Fund Account records the assets and liabilities for two self-insured benefit plans, the Long Term Disability Income Plan and the Dental Plan. The Long Term Disability Income Plan is used for long term disability payments arising on and after June 1, 1981 for eligible staff. The Plan contains two funds, one for the payment of Basic Benefits and another for the payment of Cost-of-Living Benefits. The Dental Plan is administered by a contracted third party. Surplus funds are held for the purpose of covering deficits which may occur in this self-insured plan.

**(iii) Benefit Reserve:**

This Fund Account is used for the support of current and future staff benefit programs. Experience refunds related to the group insurance plans are credited to this Fund Account. Employment Insurance premium savings resulting from the extended sick leave coverage provided by the University are also credited to this Fund Account.

**Trust Fund:**

The Trust Fund records gifts and bequests received which may be used in their entirety along with net investment income earned on these funds, according to donor restrictions. The majority of these funds are used for scholarships, bursaries, awards, loans, and other scholarly activities.

**g. Endowment Fund**

The Endowment Fund records gifts and bequests received with the stipulation that these funds be invested in perpetuity and the net realized investment income earned be utilized for designated purposes. The Fund balance also reflects the change in fair value of Endowment Fund investments, which is recorded as a component of net investment income.

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

**h. Revenue Recognition**

Restricted contributions are recognized as revenue of the appropriate Fund when received or receivable, if the amount to be received can be reasonably estimated and collection is reasonably assured.

Unrestricted contributions, including sales of goods and services and ancillary revenues, are recognized as revenue of the General Operating Fund in the year received or receivable, if the amount to be received can be reasonably estimated and collection is reasonably assured.

Contributions for endowment purposes are recognized as revenue in the Endowment Fund in the year received. Net realized investment income earned on endowments is recorded in the appropriate Fund depending on the restrictions imposed by the original donor. The change in fair value (unrealized investment income) of Endowment Fund investments is recorded as a component of net investment income in the Endowment Fund.

Net investment income earned on temporary surplus funds is recorded in the appropriate Fund depending on the restrictions imposed. Investment income on unrestricted surplus funds is recorded as unrestricted income in the General Operating Fund.

**i. Contributed Materials and Services**

Gifts-in-kind are recorded in the consolidated financial statements to the extent that they are eligible for an official donation receipt, since this results in the capture of the information in the University's financial records.

Because of the difficulty involved in tracking and recording contributed services, the market value of these services are not recognized in the consolidated financial statements. Contributed services include activities such as membership on the University's Board of Governors and its various committees, lecturing services and volunteer services at fund raising or sporting events all of which are performed by staff, students and the community at no charge to the University. These services, although not recognized in the consolidated financial statements, are critical to the successful functioning of the University.

**j. Investments**

Investments are classified as held-for-trading and are carried at fair value. The change in fair value of investments is reflected as a component of net investment income in the consolidated statement of operations. Fair value of investments is determined based on year end quoted market prices.

**k. Pledges Receivable**

The University does not record pledges receivable in its consolidated financial statements. Revenue from gifts, bequests and donations is recognized on a cash basis because of the uncertainty surrounding collection and in some instances because of the difficulty in determining the valuation of pledges receivable. The University recognizes gifts and donations to be received through the University of Manitoba Foundation U.S.A. Inc. only when the Board of Directors of the Foundation have formalized the transfer with a resolution, collectibility is reasonably assured and the valuation of these gifts and donations can be reasonably determined.

**l. Inventories**

Inventories have been valued at the lower of cost and net realizable value.

**m. Capital Assets**

Purchased capital assets are recorded at cost. Capital assets which are constructed by the University are recorded as Construction in Progress until the capital asset is put into use. Contributed capital assets are recorded at market value at the date of contribution. Intangibles such as patents and copyrights are recorded at a nominal amount of one dollar in the year the patent or copyright is obtained.

Amortization is provided on a straight-line basis over the assets' estimated useful lives as follows:

Buildings and Major Renovations	15-50 years
Computer Hardware, Software and Electronics	5-10 years
Furniture and Equipment	10 years
Library Books	10 years
Parking Lots	20 years
Vehicles	5 years

Equipment acquired under a capital lease is amortized over the useful life of the asset. Works of art, treasures, rare books and manuscripts are not amortized.

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

**n. Collections**

The University holds a number of collections which have been donated to its libraries, faculties and schools over the years. The library, faculty or school receiving the donation assumes responsibility for safeguarding and preserving the collection. The University seldom, if ever, disposes of its collections or of individual pieces in its collections and therefore does not have a formal policy with respect to the use of proceeds of disposal. However, the University abides by all restrictions placed by donors at the time a donation is received, which may include restrictions imposed relating to the sale of a collection or items contained therein.

The University's policy with regard to its collections is to fund maintenance expenses from the General Operating Fund, if monies are not available for such purposes in a Restricted Fund. The cost of maintenance is not tracked and is therefore not determinable.

**o. Pension Costs**

The University sponsors three pension plans for its employees and retirees:

The University of Manitoba Pension Plan (1970), The University of Manitoba Pension Plan (1993) and The University of Manitoba GFT Pension Plan (1986). The 1970 Plan and 1986 Plan are defined contribution plans and as a result the pension costs are based on contributions required by those plans.

The Pension Costs for the 1993 Plan are determined actuarially using the projected unit credit actuarial cost method and best estimate expectations of investment performance, salary escalation, retirement ages of employees and member mortality. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the active employees.

The funded position of the 1993 plan is disclosed in Note 15.

**p. Financial Instruments**

The financial instruments at the University consist of cash, marketable investments, accounts receivable, investments, accounts payable, unearned revenue, staff vacation entitlements, other long term liabilities, capital lease obligations and long term debt.

The primary risk exposures for investments are foreign currency, interest rate volatility, and market and credit risk. The University, through the work of its investment committees, has formal policies and procedures in place governing asset mix among equity, fixed income and alternative investments, requiring diversification within categories, and setting limits on the size of exposure to individual investments.

The University is also exposed to interest rate risk on its long term debt. The University has entered into interest rate swap agreements for a portion of its long term debt obligations.

**q. Employee Future Benefits**

The University accrues its obligations for employee future benefit plans relating to health, dental, long term disability, and group life insurance. The cost of non-pension post-retirement and post-employment benefits earned by employees is actuarially determined using the projected benefit method pro-rated on service and management's best estimates for the discount rate for liabilities, the expected rate of return on assets, retirement ages and expected future cost trends.

The University also accrues its obligations relating to post-retirement adjustments to pensions for specifically entitled employees who retired prior to 1993. The cost of such post-retirement pension adjustments is actuarially determined using the projected benefit method and management's best estimate for the discount rate for liabilities and the expected rate of return on assets. Any increase in such adjustments is recognized in the year that it occurs.

Actuarial gains or losses are recognized in the year the gain or loss arises.

**r. Foreign Currency Translation**

Monetary assets and liabilities denominated in foreign currencies are translated at the year end exchange rate. Revenues and expenses are translated at exchange rates on the transaction dates. Gains or losses arising from these translations are included in earnings.

**s. Derivative Financial Instruments**

From time to time, the University uses derivative financial instruments, including interest rate swap agreements, in its management of exposures to fluctuations in interest rates. An interest rate swap is a derivative financial contract between two parties who agree to exchange fixed rate interest payments for floating rate payments on a predetermined notional amount and term. Hedge accounting is used when there is a high degree of correlation between price movements in the derivative instrument and the item designated as being hedged. Any derivative

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

financial instruments that do not qualify for hedge accounting are adjusted to fair value at each year end with any resulting gains or losses recorded in net revenue.

**t. Future Accounting Policy Changes**

*Disclosure and Presentation of Financial Instruments*

The CICA has issued two new standards, CICA 3862 "Financial Instruments – Disclosures" and CICA 3863 "Financial Instruments – Presentation" which are intended to enhance the abilities of users of financial statements to evaluate the significance of financial instruments to an entity, related exposures, and the management of these risks.

These new standards, which were effective April 1, 2008, would require additional disclosure in the financial statements. However, the CICA subsequently amended these sections to eliminate the requirement for not-for-profit entities to adopt these sections. These entities are permitted to continue to apply CICA 3861 "Financial Instruments - Disclosure and Presentation" in place of CICA 3862 and CICA 3863. An entity that does so must disclose this fact.

*Not-For-Profit Organizations*

The CICA amended a number of standards applicable to not-for-profit organizations (NFPOs) and issued new standard, CICA 4470 "Disclosures of Allocated Expenses by Not-for-Profit Organizations."

CICA 4400 "Financial Statement Presentation by Not-For-Profit Organizations" was amended to:

- eliminate the requirement to treat net assets invested in capital assets as a separate component of net assets and, instead, permit a NFPO to present such an amount as a category of internally restricted net assets when it chooses to do so;
- clarify that revenues and expenses must be recognized and presented on a gross basis when a not-for-profit organization is acting as a principal in transactions;
- make CICA 1540 "Cash Flow Statements" applicable to NFPOs; and
- make CICA 1751 "Interim Financial Statements" applicable to NFPOs that prepare interim financial statements in accordance with GAAP.

CICA 4430 "Capital Assets Held by Not-For-Profit Organizations" was amended to provide additional guidance with respect to the appropriate use of the scope exemption for smaller entities.

CICA 4460 "Disclosure of Related Party Transactions by Not-For-Profit Organizations" was amended to make the language in the standard consistent with CICA 3840 "Related Party Transactions."

New standard CICA 4470 "Disclosure of Allocated Expenses by Not-For-Profit Organizations" establishes disclosure standards for not-for-profit organizations that choose to classify their expenses by function and allocate expenses from one function to another. The main features of the new standard are:

- A requirement for an entity that allocates its fundraising and general support expenses to other functions to disclose the policies adopted for the allocation of expenses among functions, the nature of the expenses being allocated and the basis on which such allocations have been made; and
- A requirement for an entity to disclose the amounts allocated from each of its fundraising and general support functions and the amounts and functions to which they have been allocated.

These new requirements are effective April 1, 2009 and will only require additional disclosure in the financial statements.

*Business Combinations and Non-controlling Interests*

The CICA has issued three new standards, CICA 1582 "Business Combinations," CICA 1601 "Consolidated Financial Statements" and CICA 1602 "Non-controlling Interests."

CICA 1582 will be converged with International Financial Reporting Standard (IFRS) 3 "Business Combinations". CICA 1602 will be converged with the requirements of International Accounting Standard (IAS) 27 Consolidated and Separate Financial Statements for non-controlling interests. CICA 1601 carries forward the requirements of CICA 1600 "Consolidated Financial Statements" other than those relating to non-controlling interests.

CICA 1582 applies to a transaction in which the acquirer obtains control of one or more businesses. The term "business" is more broadly defined than in the existing standard. Most assets acquired and liabilities assumed, including contingent liabilities that are considered to be improbable, will be measured at fair value. Any interest in the acquiree owned prior to obtaining control will be remeasured at fair value at the acquisition date, eliminating the need

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

for guidance on step acquisitions. A bargain purchase will result in recognition of a gain. Acquisition costs must be expensed.

Any non-controlling interest will be recognized as a separate component of equity [net assets]. Net income is calculated without deduction for the non-controlling interest. Rather, net income is allocated between the controlling and non-controlling interests.

The new standards are effective for fiscal years beginning on or after January 1, 2011. Early adoption is encouraged. These standards will affect the accounting treatment used for any future business acquisitions.

**3. CHANGES IN ACCOUNTING POLICIES**

The University adopted the new standards, CICA 3031 "Inventories" and CICA 1535 "Capital Disclosures".

*Inventories*

Effective April 1, 2008, the organization adopted CICA 3031 "Inventories". This standard provides guidance on the measurement and disclosure requirements for inventories. The adoption of the standard had no impact on the organization's financial statements.

*Capital Disclosures*

Effective April 1, 2008, the University adopted CICA 1535 "Capital Disclosures", which requires the disclosure of qualitative and quantitative information that enables users of the financial statements to evaluate the organization's objectives, policies and processes for managing capital. The adoption of this standard only required additional disclosures, which are provided in Note 6.

**4. ACCOUNTS RECEIVABLE**

	<u>2009</u>	<u>2008</u>
Council on Post-Secondary Education	\$ 513	\$ 136
General	30,035	39,928
Research and Special	<u>30,366</u>	<u>38,764</u>
	<u>\$ 60,914</u>	<u>\$ 78,828</u>

**5. INVESTMENTS**

	<u>2009</u> <u>Fair Value</u>	<u>2008</u> <u>Fair Value</u>
<u>Research and Special Funds</u>		
Guaranteed Investment Certificate	<u>\$ 346</u>	<u>\$ 346</u>
<u>Operating</u>		
Government of Canada Bonds	<u>80,355</u>	<u>10,386</u>
<u>Trust &amp; Endowment</u>		
Bankers Acceptances, Guaranteed Investment Certificates and Cash	27,595	29,333
Bonds and Other Fixed Income Securities:		
Government of Canada	41,212	46,060
Province of Manitoba	1,425	2,727
Other Provincial	9,666	9,821
Municipal		1,813
Corporate	5,011	3,769
Other	<u>134</u>	<u>139</u>
	<u>57,448</u>	<u>64,329</u>

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

	<u>2009</u> <u>Fair Value</u>	<u>2008</u> <u>Fair Value</u>
Equities:		
Canadian Equities	74,137	108,013
US Equities	46,882	61,775
International Equities	<u>32,717</u>	<u>46,310</u>
	<u>153,736</u>	<u>216,098</u>
 Pooled Real Estate Fund	 <u>43,532</u>	 <u>32,331</u>
	<u>282,311</u>	<u>342,091</u>
 <u>Capital*</u>		
Bankers Acceptances, Guaranteed Investment Certificates and Cash	112	1,620
Province of Manitoba Bonds	<u>832</u>	<u>202</u>
	<u>944</u>	<u>1,822</u>
 <u>Staff Benefits</u>		
Money Market Funds and Cash	460	493
Bonds	8,587	11,507
Equities:		
Canadian Equities	6,680	8,459
US Equities	3,826	4,963
International Equities	<u>3,914</u>	<u>5,071</u>
	<u>14,420</u>	<u>18,493</u>
 Mortgage Fund	 <u>2,441</u>	 <u>3,298</u>
	<u>25,908</u>	<u>33,791</u>
 Total Investments	 <u>\$ 389,864</u>	 <u>\$ 388,436</u>

\*Represents Sinking Fund Assets on Deposit with the Province of Manitoba, which are held to retire the Capital Advances as described in Note 9.

As at March 31, the average yields and the terms to maturity are as follows:

- Bankers Acceptances, Guaranteed Investment Certificates and Money Market Funds: 0.71% (2008, 3.58%); term to maturity: less than one year
- Government and Corporate bond funds: 3.94% (2008, 3.88%); terms to maturity: range from less than one year to more than 12 years.

The University's investment in real estate consists of units of a pooled real estate investment in the Great West Life Assurance Company – Canadian Real Estate Investment Fund No. 1. Effective December 15, 2008, the Great West Life Assurance Company placed a suspension on redemptions and transfers of units of the Fund. As at May 22, 2009 the suspension of redemptions and transfers of units was still in effect and The Great West Life Assurance Company had not publicly disclosed when the suspension will be lifted.

During the year ended March 31, 2009, the University recognized net unrealized losses of \$79,568 on investments classified as held-for-trading, which is recorded in net investment income in the consolidated statement of operations.

**6. CREDIT RISK EXPOSURE AND MANAGEMENT**

The carrying amount of financial assets represents the maximum credit exposure. The maximum exposure to credit risk at March 31, 2009 was:

	<u>2009</u>	<u>2008</u>
Financial Assets Held-For-Trading:		
Cash	\$ 90,419	\$ 17,605
Marketable Investments	30,715	138,470
Investments	389,864	388,436
Loans and Receivables:		
Accounts receivable	<u>60,914</u>	<u>78,828</u>
Totals	<u>\$ 571,912</u>	<u>\$ 623,339</u>

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

The University manages the credit risk related to these items as follows:

Cash and marketable investments are held in high quality Canadian money market instruments in Canadian Chartered banks or equivalent. Exposure to risk is managed by considering the rates of return in conjunction with liquidity needs and making investments in a variety of short term instruments with several financial institutions.

Credit risk related to investments is managed by maintaining a diverse portfolio of investments, investing with counterparties considered to be of high quality, and limiting the amount that can be invested in any one holding.

A significant portion of the University's accounts receivable are related to Research and Special Funds as disclosed in Note 4 and are from the federal and provincial governments, not-for-profit organizations, corporations, the US government and other universities. The University also has accounts receivable from students and staff. The credit risk on these receivables is minimal. The remaining accounts receivable are due from a diverse group of customers and are subject to normal credit risks.

**7. CAPITAL ASSETS, NET OF ACCUMULATED AMORTIZATION**

	2009		2008	
	Cost	Accumulated Amortization	Cost	Accumulated Amortization
Assets Under Capital Lease	\$ 3,285	\$ 2,275	\$ 3,266	\$ 2,027
Buildings and Major Renovations	659,161	155,232	572,596	142,045
Computer Hardware, Software and Electronics	97,186	72,419	96,437	66,989
Construction in Progress	24,581		55,839	
Furniture and Equipment	186,029	109,996	171,441	97,642
Land	22,184		22,147	
Library Books	152,613	108,475	144,091	101,583
Parking Lots	7,074	1,411	6,827	1,063
Rare Books and Manuscripts	4,833		4,530	
Vehicles	7,307	5,533	6,996	5,565
Works of Art	2,085		1,948	
	<u>1,166,338</u>	<u>455,341</u>	<u>1,086,118</u>	<u>416,914</u>
Less Accumulated Amortization	<u>455,341</u>		<u>416,914</u>	
Net Book Value	<u>\$ 710,997</u>		<u>\$ 669,204</u>	

On Saturday, March 28, 2009 the Duff Roblin Building suffered significant damage due to an electrical fire. Work is underway to restore the building and either recover the contents or replace what was lost. The original cost of the Duff Roblin Building is estimated to be \$8.1 million with an approximate net book value of \$3.0 million. The University maintains insurance coverage however the amount of damages/restoration and the related insurance proceeds cannot be determined at this time. The University is unable to estimate the damages in terms of original costs and by various asset categories or items that may have been a period expense. As a result, no write down in asset values or insurance proceeds have been recorded in these financial statements. Any write down in asset values will be recorded in future years as the amounts can be identified along with the insurance proceeds.

**8. CAPITAL LEASE OBLIGATIONS**

Minimum lease payments which include principal and interest under the capital lease obligations are as follows:

2010	\$ 467
2011	323
2012	211
2013	<u>49</u>
Total Minimum Lease Payments	1,050
Less: Interest at 5.55%	<u>(97)</u>
	953
Less: Current Portion	<u>(420)</u>
	<u>\$ 533</u>

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

**9. LONG TERM DEBT**

	<u>2009</u>	<u>2008</u>
Province of Manitoba:		
Promissory Note, 5.23% due March 1, 2035	\$ 70,400	\$ 71,642
Promissory Note, 5.55% due April 1, 2036	<u>71,918</u>	<u>73,032</u>
	142,318	144,674
Capital Advances:		
7 1/8% due July 27, 2008		706
6 7/8% due December 15, 2009		257
6 7/8% due March 31, 2011	<u>555</u>	<u>555</u>
	<u>555</u>	<u>1,518</u>
Term Loans:		
*Smartpark Multi Tenant Facility, 5.975% due October 31, 2012	1,300	1,336
*Smartpark Multi Tenant Facility, 5.95% due January 22, 2014	<u>3,350</u>	<u>3,350</u>
	<u>4,650</u>	<u>4,686</u>
Bankers Acceptances with Interest Rate Swaps:		
*Smartpark Multi Tenant Facility, 3.85% due February 11, 2019	7,075	
Energy Performance Program, 4.31% due November 10, 2009	1,245	3,045
Arthur V. Mauro Student Residence, 5.92% due September 5, 2028	<u>15,093</u>	<u>15,488</u>
	<u>23,413</u>	<u>18,533</u>
	<u>170,936</u>	<u>169,411</u>
Less Current Portion:		
Promissory Notes	(2,484)	(2,355)
Capital Advances		(706)
Term Loans	(39)	(37)
Bankers Acceptances	<u>(1,665)</u>	<u>(2,195)</u>
	<u>(4,188)</u>	<u>(5,293)</u>
	<u>\$ 166,748</u>	<u>\$ 164,118</u>

*\*Represents debt of Smartpark Development Corporation.*

Interest expense on long term debt was \$11,872 (2008, \$9,819).

The determination of the fair value of the Province of Manitoba promissory notes and capital advances is not practicable due to their underlying terms and conditions. The fair value of the term loans and bankers acceptances is approximately \$32,761 compared to their carrying value of \$28,063. Fair value of these long term debt instruments has been determined using future payments of principal and interest of the actual outstanding long term debt discounted at current interest rates available to the University.

The University entered into an interest rate swap agreement whereby the University has fixed a swap rate of 5.92% on a 25 year loan for the Arthur V. Mauro Student Residence. The stamping fee is committed until September 1, 2013. Under the terms of the agreement, the University is required to make monthly principal and interest repayments similar to a conventional amortizing loan. The notional principal underlying this swap agreement amounted to \$15,093 as at March 31, 2009 (2008, \$15,488).

The University entered into an interest rate swap agreement whereby the University has fixed a swap rate of 4.31% on the Energy Performance Program loan. Under the terms of this agreement, the University is also required to make monthly principal and interest payments. The notional principal underlying this agreement amounted to \$1,245 as at March 31, 2009 (2008, \$3,045). The stamping fee is committed until November 10, 2009.

Smartpark Development Corporation, (the Corporation), entered into an interest rate swap agreement to finance the development of 150 Innovation Drive, whereby the Corporation has fixed a swap rate of 3.85% that is committed until February 11, 2029. A stamping fee of .50% on the balance outstanding is committed for a 10 year term. Under the terms of the agreement, the Corporation is required to make monthly principal and interest repayments based on a total amortization period of 25 years, similar to a conventional amortizing loan after February 11, 2016. The notional principal underlying this swap agreement was \$7,075 as at March 31, 2009.

The fair value of the swap agreements at March 31, 2009 was \$4,608 (2008, \$1,891) and has been recorded in accounts payable.

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

Principal repayments on long term debt payable over the next five years are as follows:

	<u>Promissory Notes</u>	<u>Capital Advances</u>	<u>Term Loans</u>	<u>Bankers Acceptances</u>	<u>Total</u>
2010	\$ 2,484	\$	\$ 39	\$ 1,665	\$ 4,188
2011	2,621	555	42	445	3,663
2012	2,766		44	474	3,284
2013	2,918			503	3,421
2014	3,080		3,350	533	6,963
Thereafter	<u>128,449</u>		<u>1,175</u>	<u>19,793</u>	<u>149,417</u>
	<u>\$ 142,318</u>	<u>\$ 555</u>	<u>\$ 4,650</u>	<u>\$ 23,413</u>	<u>\$ 170,936</u>

**10. OTHER LONG TERM LIABILITIES**

Amounts included in other long term liabilities are non interest bearing and due as follows:

	<u>2009</u>	<u>2008</u>
2010	\$	\$ 2,500
2011	1,700	1,700
2012	<u>346</u>	<u>346</u>
	<u>\$ 2,046</u>	<u>\$ 4,546</u>

The \$346 represents a refundable deposit held by Smartpark Development Corporation which is fully refundable to a tenant, provided the tenant renews their lease beyond 2012.

**11. EMPLOYEE FUTURE BENEFITS**

The University of Manitoba provides certain health, dental and group life benefits for its retired employees, and long term disability benefits for current employees. Post-retirement pension benefits are also provided for specifically entitled retirees.

Health, dental and group life benefits are provided to employees who retired prior to July 1, 2004 on a non-contributory basis. The group life benefits are indexed post-retirement. For eligible employees retiring on or after July 1, 2004, no group life benefit is available, and employees share in the cost of the health and dental benefits.

The long term disability income benefit is provided on a contributory basis.

Post-retirement pension benefits are provided to specifically entitled employees who retired prior to 1993. The adjustments for a year are determined as the lesser of the amounts that can be provided by a weighted average percentage salary increase at the University, or the excess interest approach provided under the University of Manitoba Pension Plan (1993). One hundred percent of the adjustments are paid by the University (50% from the General Operating Fund and 50% from the Staff Benefits Fund).

The University measures the fair value of assets and the accrued benefit obligations for the non-pension and post-retirement pension adjustments as of March 31. The most recent actuarial valuations were as of March 31, 2007 with the next valuations due as of March 31, 2010.

The Accrued Benefit Obligation for the non-pension benefit plans and the post-retirement adjustments are reported in the university's consolidated statement of financial position under long term liabilities.

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

Information about the University's defined benefit plans as at March 31 is as follows:

	<u>Non-Pension Benefit Plans</u>		<u>Post-Retirement Adjustments</u>		<u>Total</u>	
	<u>2009</u>	<u>2008</u>	<u>2009</u>	<u>2008</u>	<u>2009</u>	<u>2008</u>
Benefit Cost	\$ 9,014	\$ 4,714	\$ 492	\$ 99	\$ 9,506	\$ 4,813
Accrued Benefit Obligation	54,067	52,913	4,821	5,565	58,888	58,478
Plan Assets	16,739	21,051	1,797	1,188	18,536	22,239
Employer Contribution	3,454	3,265	1,475	391	4,929	3,656
Employees' Contributions	1,595	1,362			1,595	1,362
Benefits Paid	5,050	4,627	740	782	5,790	5,409

Plan assets consist of:

	<u>Non-Pension Benefit Plans</u>		<u>Post-Retirement Adjustments</u>	
	<u>2009</u>	<u>2008</u>	<u>2009</u>	<u>2008</u>
Equities	56%	56%	56%	55%
Fixed Income	33%	33%	34%	35%
Other	11%	11%	10%	10%
Total	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Key Assumptions are:

	<u>Non-Pension Benefit Plans</u>		<u>Post-Retirement Adjustments</u>	
	<u>2009</u>	<u>2008</u>	<u>2009</u>	<u>2008</u>
Accrued benefit obligation at March 31:				
Discount rate	6.00%	5.50%	6.00%	5.25%
Benefit Cost for year ended March 31:				
Discount rate	5.50%	4.90%	5.25%	4.90%
Expected rate of return on assets	6.00%	6.00%	5.25%	4.90%
Health Care Cost Trend Rates at March 31:				
Initial rate	10.50%	11.00%		
Ultimate rate	6.00%	6.00%		
Year ultimate rate reached	2017	2017		
Dental Care Cost Trend Rates at March 31:				
Discount rate	4.00%	4.00%		

**12. INTER-FUND ADVANCES AND LOANS**

Inter-Fund advances and loans at March 31 are as follows:

	<u>2009</u>	<u>2008</u>
General Operating Fund:		
Due to Capital Asset	\$ (29,326)	\$ (28,721)
Due to Trust	<u>(2,674)</u>	<u>(1,957)</u>
	<u>\$ (32,000)</u>	<u>\$ (30,678)</u>
Capital Asset Fund:		
Due from Operating	<u>\$ 29,326</u>	<u>\$ 28,721</u>
Trust Fund:		
Due from Operating	<u>\$ 2,674</u>	<u>\$ 1,957</u>

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

**13. INTER-FUND TRANSFERS**

Inter-Fund transfers at March 31 are as follows:

	General Operating	Specific Provisions	Expenses Funded From Future Revenues	Capital Asset	Research and Special	Staff Benefits	Trust Fund	Endowment Fund
Employee Future Benefits	\$ 410	\$	\$1,581	\$	\$	\$(1,991)	\$	\$
Repayment of Staff Benefits	(1,475)					1,475		
Net Change in Vacation Pay & Pension Liability	4,831		(4,831)					
Benefit Premiums Net of Employer Contributions for Staff Benefits	1,444					(1,444)		
Appropriations for Specific Provisions:								
Capital Asset Replacements & Improvements	(3,786)	3,786						
Unit Carryovers, Special Projects & Initiatives	(11,932)	13,198		(1,266)				
Funding of Capital Asset Additions	(26,926)	(5,988)		45,094	(7,470)		(4,710)	
Long Term Debt Repayments	(4,041)			4,081	(40)			
Student Contributions to University Development Funds	(1,047)			59				988
Student Contributions for Technology	(3,242)			3,242				
Scholarships, Bursaries & Prizes	(4,436)	(100)		181	(123)		4,478	
Other Net Transfers	(13)			27	21		(3,468)	3,433
Overhead Recoveries	3,389				(3,389)			
Funding of General Operating Expenses	9,386	(2,198)		(801)	(950)		(5,437)	
Unit Capital Development Assessment	(4,023)			4,023				
Funding of Research Projects	(71)				1,009		(938)	
March 31, 2009	<u>\$ (41,532)</u>	<u>\$ 8,698</u>	<u>\$ (3,250)</u>	<u>\$54,640</u>	<u>\$ (10,942)</u>	<u>\$(1,960)</u>	<u>\$(10,075)</u>	<u>\$ 4,421</u>
March 31, 2008	<u>\$ (47,376)</u>	<u>\$ 20,885</u>	<u>\$ (502)</u>	<u>\$49,167</u>	<u>\$ (11,281)</u>	<u>\$(4,665)</u>	<u>\$(9,119)</u>	<u>\$ 2,891</u>

**14. CONTRIBUTED CAPITAL ASSETS**

Contributions recognized in the Capital Asset Fund include contributed building, capital equipment, library books and artwork of \$1,159 (2008, \$1,184).

**15. PENSION PLANS**

The University of Manitoba administers The University of Manitoba Pension Plan (1970), The University of Manitoba GFT Pension Plan (1986) and The University of Manitoba Pension Plan (1993). These are trustee pension plans. The Trustees are responsible for the custody of the Plans' assets and issuance of annual financial statements, which do not form part of the University's financial statements.

**1993 Plan**

The University of Manitoba Pension Plan (1993) is a money purchase plan with a defined benefit minimum. In prior years, the surplus from the Plan was adequate to fund any amounts required in excess of matching contributions of active members and the University.

The actuarial present value of accrued pension benefits for the 1993 Plan has been determined using the projected unit credit actuarial cost method, and assumptions developed by reference to expected long term market conditions. An actuarial valuation effective December 31, 2007 was completed in 2008 by a firm of consulting actuaries. The results of this valuation were extrapolated by the actuary to December 31, 2008.

The University uses a December 31 measurement date for reporting plan assets and obligations.

The actuarial present value of benefits and plan assets as of December 31, were as follows:

<b>Accrued Benefit Obligation</b>	<u>2008</u>	<u>2007</u>
Actuarial present value of accrued pension benefits at beginning of year	\$ 939,667	\$ 870,172
Interest accrued on defined benefits	19,442	34,533
Interest accrued (decreased) on Member Accounts	(93,809)	53,611
Benefits accrued	35,894	31,941
Benefits paid	(70,613)	(69,023)
Actuarial loss	42,517	
Valuation method adjustment		18,433
Change in assumptions	<u>13,918</u>	
Actuarial present value of accrued pension benefits at end of year	<u>\$ 887,016</u>	<u>\$ 939,667</u>

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

The actuarial present value of accrued pension benefits for 2007 have been restated to reflect the effect of using the fair value of assets at the 2007 year end.

	<u>2008</u>	<u>2007</u>
<b>Plan Assets</b>		
Fair value at beginning of year	\$ 957,821	\$ 974,371
Actual return on plan assets	(147,023)	23,018
Employer contributions calendar year	15,051	14,411
Employee contributions	15,050	14,410
Transfer from other plans	376	634
Benefits paid	<u>(70,613)</u>	<u>(69,023)</u>
Fair value at end of year	<u>\$ 770,662</u>	<u>\$ 957,821</u>
 <b>Pension Liability</b>		
Accrued Benefit Obligation	\$ (887,016)	\$ (939,667)
Plan Assets	<u>770,662</u>	<u>957,821</u>
Plan (deficit) surplus	(116,354)	18,154
Contributions during fiscal year in excess of calendar year	447	
Adjusted Plan (deficit) surplus	<u>(115,907)</u>	18,154
Unamortized net actuarial losses (gain)	<u>111,864</u>	<u>(18,154)</u>
Pension Liability	<u>\$ (4,043)</u>	<u>\$</u>
 <b>Pension Liability</b>		
Beginning of Year	\$	\$
Employer Contributions, Fiscal Year	(15,498)	(14,411)
Net benefit plan expense	<u>19,541</u>	<u>14,411</u>
Pension (Liability) end of year	<u>\$ (4,043)</u>	<u>\$</u>
 <b>Net Benefit Plan Expense</b>		
Current service cost, net of employee contributions	\$ 20,468	\$16,897
Interest costs at discount rate	55,338	88,144
Expected return on plan assets	(56,265)	(57,275)
Amortization of Actuarial loss		52,690
(Decrease) in valuation allowance		<u>(82,925)</u>
Net benefit plan expense (revenue)	<u>\$ 19,541</u>	<u>\$ 17,531</u>
 <b>Significant Long-term Actuarial Assumptions</b>		
Discount rate	6.0%	6.0%
Expected rate of return on assets	6.0%	6.0%
Rate of general salary increase	4.0%	4.0%
Interest assumption for converting member accumulations to annuities	5.5%	5.5%
Mortality based on an adjustment to the Uninsured Pensioner 1994 Mortality table Projected to 2015.	the adjustment varies by age (average 67%)	90% of the Projected Table

During the year, the Manitoba Pension Commission advised that the University is required to begin to make additional payments with respect to current service costs. The total estimated payment for calendar 2009 is \$2.7 million.

The following events had a material impact on the funded position of the 1993 Plan at December 31, 2008, as compared to December 31, 2007 and the impact is reflected in the above reported amounts.

1. In 2008, the actuary for the pension plan completed a study of the mortality of the pensioners of the 1993 Plan. As a result of that study, it was determined that the assumption of the mortality rates should be adjusted to reflect improved mortality rates in the future. This resulted in an increase in the accrued benefit obligation for the plan of approximately \$14 million.
2. In calendar year 2008, reflecting the impact of the turmoil in the capital markets, the return from the pension fund assets was -15.7% compared to the 6% rate assumed by the plan's actuary. This resulted in an actuarial loss on the plan assets of approximately \$75 million.
3. In addition to the loss described in 2. above, the impact of the -15.7% return on plan assets was to reduce the value of the members' accounts by approximately \$94 million, which produced an increase in the

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

obligation for supplemental pensions for active members. This resulted in an actuarial loss of approximately \$43 million.

4. The unamortized net actuarial losses shown above, which were determined on the basis of this valuation for accounting purposes, is to be amortized over a period of 9 years (expected average remaining service life) starting in fiscal 2009-10. In prior years, actuarial gains/losses were recognized immediately. This change in accounting policy is applied prospectively as it is not practicable to determine the cumulative effect on the prior periods. However, cash funding for the pension plan is based on the going-concern funding valuation as described below.

The going concern deficit that results from these and other sources of loss, as they apply to the valuation for funding purposes filed with the pension regulators, will have to be funded under the Pension Benefits Act over a maximum of 15 years following the next funding valuation date, scheduled for December 31, 2009 to be completed in 2010. It is expected that this will lead to a significant increase in the required funding contribution of the University following the next actuarial funding valuation. In addition to matching contributions and additional contributions for current service costs, the University would also have to make payments to fund the deficit over 15 years.

In 2009, the University applied to the Province of Manitoba for an exemption to solvency funding requirements under the Pension Benefits Act as permitted under the University Pension Plans Exemption Regulation. If approved, the effect will be to exempt the 1993 Plan from the solvency funding requirements of the Pension Benefits Act. The Plan will continue to be subject to the going-concern funding provisions of the Act and any funding deficits will have to be paid by the University over a maximum of 15 years as indicated above.

**1986 Plan**

For the 1986 Plans, which is a money purchase plan for active members, the University recorded contributions of \$1,669 (2008, \$1,604) and this is included in the consolidated statement of operations as an expense.

**1970 Plan**

There were no university employees earning pension entitlements in 2008 in the 1970 Plan. As a result, the University made no contributions to the Plan during the year.

**16. NET INVESTMENT INCOME (LOSS)**

2009	General Operating Fund	Staff Benefits Fund	Trust Fund	Capital Fund	Endowment Fund	Total Funds
Net Realized Investment Income:						
Interest	\$ 5,023	\$	\$ 3,004	\$ 789	\$	\$ 8,816
Dividends		729	4,360			5,089
Gains of sale of investments	<u>626</u>	<u>147</u>	<u>2,767</u>			<u>3,540</u>
	5,649	876	10,131	789		17,445
Change in fair value of investments		<u>(6,961)</u>	<u>(26,660)</u>		<u>(45,947)</u>	<u>(79,568)</u>
Total	<u>\$ 5,649</u>	<u>\$ (6,085)</u>	<u>\$ (16,529)</u>	<u>\$ 789</u>	<u>\$ (45,947)</u>	<u>\$ (62,213)</u>

2008	General Operating Fund	Staff Benefits Fund	Trust Fund	Capital Fund	Endowment Fund	Total Funds
Net Realized Investment Income:						
Interest	\$ 6,983	\$ 817	\$ 4,209	\$2,023	\$	\$ 14,032
Dividends			4,399			4,399
Gains of sale of investments		<u>1,246</u>	<u>9,193</u>			<u>10,439</u>
	6,983	2,063	17,801	2,023		28,870
Change in fair value of investments		<u>(1,820)</u>	<u>(12,844)</u>		<u>(18,268)</u>	<u>(32,932)</u>
Total	<u>\$ 6,983</u>	<u>\$ 243</u>	<u>\$ 4,957</u>	<u>\$2,023</u>	<u>\$ (18,268)</u>	<u>\$ (4,062)</u>

**17. CAPITAL DISCLOSURES**

**a. Capital Management**

**General Funds (note 2e)**

The University's objective in managing its operating capital is to maintain sufficient resources to allow it to satisfy its financial obligations even if adverse financial events were to occur.

The University manages its operating capital through an operating budget which is approved by the Board of Governors. The University has been successful at achieving a balanced budget at the end of each fiscal year and this success is credited to a strong commitment to fiscal responsibility and financial stability as well as a strong commitment by faculties, schools, libraries and support units who share in that responsibility. This is achieved in a decentralized system of budgetary control whereby academic and support units are allocated resources on an annual basis to meet their strategic priorities and those of the University. These operating units are provided with procedures

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

to administer their budgets responsibly and to ensure that there is accountability for the resources that are transferred to them. In the event of a shortfall in revenues, the University could invoke a spending freeze, reduce budgets, or access its Provisions Funds including the Fiscal Stabilization Fund.

**Restricted Funds and Endowment Fund (notes 2f and 2g)**

The University also maintains externally and internally restricted funds (note 2f) and an endowment fund (note 2g).

The restricted funds are managed with the objectives to spend the funds in accordance with the various terms and not spend beyond the resources that have been provided. Individual funds are established and carefully monitored both within the departments and within central administration. In the event of an over expenditure or ineligible expenditure, the department would be responsible for funding the costs from other resources. In the case of the Capital Asset Fund, at the approval of the Province of Manitoba, the University is permitted to enter into long term debt to assist with the financing of capital assets.

The endowment fund is managed with the long term objective of preserving the capital of the individual endowment accounts to ensure inter-generational equity, whereby current students are neither advantaged nor disadvantaged compared to future students. The goal is to earn investment returns, adjusted for inflation, which will support the ongoing expenditures and commitments of the fund. The Trust Investment Committee ("the Committee") is responsible for the investment of endowment assets. Assets are invested in accordance with an Investment Policy Statement. The Committee determines an asset mix that meets the return objectives of the fund while assuming an appropriate level of risk. Each individual asset (within the mandate of the approved asset mix) is invested by professional external managers, and the portfolio is rebalanced to the target asset mix according to the Investment Policy Statement. The asset mix is reviewed annually to assess whether the risk and return objectives of the fund are met.

The approved spending rate of the net investment income earned on the endowment fund, plus inflation, must be supported by the long term investment. The spending rate is set by the Vice-President (Administration) based on the recommendation of the Committee and reviewed annually to determine the viability of maintaining the rate in light of long term investment performance. The performance of the fund is subject to volatility. The endowment fund is monitored through full market cycles to assess the effectiveness of the asset mix and spending rates which are then adjusted accordingly.

**b. Quantitative data**

The University's capital comprises its fund balances, which include unrestricted funds, internally restricted funds, externally restricted funds, and funds invested in capital assets. Capital in the restricted funds also includes long term debt. The University's Consolidated Statement of Operations and Changes in Fund Balances sets out fund balances at the beginning and end of the year.

As at March 31, 2009, The University has met its objectives with respect to its capital requirements.

**18. CONTRACTUAL OBLIGATIONS AND CONTINGENCIES**

The University of Manitoba is a member of the Canadian Universities Reciprocal Insurance Exchange (CURIE). CURIE pools the property damage and public liability insurance risks of its members. All members pay annual deposit premiums, which are actuarially determined and are subject to further assessment in the event members' premiums and reserves are insufficient to cover losses and expenses. No additional assessment was necessary for the current year.

Contractual obligations relating to Construction in Progress amount to \$13,502 (2008, \$24,990).

The University of Manitoba is named as a defendant in litigations where action has commenced or is anticipated. While the ultimate outcome of these proceedings cannot be predicted at this time, management and its legal counsel are of the opinion that the outcome will not have a material effect on the financial position of the University. No provision has been made in the financial statements in respect of these claims as of March 31, 2009.

The University entered into an agreement with a third party for the sale of a building for total proceeds of \$7.15 million. The closing date of the transaction is expected to be in fiscal 2009-10.

**19. ECONOMIC INTEREST IN RELATED ENTITIES**

**The University of Manitoba Foundation U.S.A. Inc.**

The University has an economic interest in the University of Manitoba Foundation U.S.A. Inc. ("the Foundation") which is an Illinois Not-For-Profit Corporation incorporated in December 1989. The Foundation's purpose is exclusively charitable, literary, scientific and educational and its activities include the promotion, encouragement, aid and advancement of higher education, research and training in the Province of Manitoba, in Canada and elsewhere.

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEARS ENDED MARCH 31  
(in thousands of dollars)**

The Foundation is exempt from U.S.A. Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code.

The Board of Directors of the Foundation is an independent board whose members direct and guide the Foundation's actions. Members of the Board include, among others, certain senior staff of the University of Manitoba. The University of Manitoba, however, is one of many universities eligible to receive aid from the Foundation. The University must make application to the Foundation's Board of Directors to request funds, which may or may not be granted. The University's economic interest therefore is beneficial, as gifts and donations which are solicited by the Foundation may be transferred to the University of Manitoba from time to time.

**20. COMPARATIVE FIGURES**

Comparative figures for the year ended March 31, 2008 have been reclassified, where appropriate, to conform with the presentation adopted for the year ended March 31, 2009.



**AGENDA ITEM:** Graduate Students' Association – Redirection of Fees for Graduate Students' Magazine

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve the re-directing of \$3 per term that graduate students currently pay into the Manitoban student newspaper into a fund to operate a University of Manitoba graduate students' magazine.**

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

During their annual general elections from February 25 – 27, 2009, the Graduate Students' Association (GSA) held a referendum of its members. The question was as follows:

*"Do you support re-directing the \$3 per term that graduate students currently pay into the Manitoban student newspaper into a fund to operate a University of Manitoba graduate students' magazine?"*

A total of 261 votes were cast in the referendum, 185 in favour (71%), 69 opposed (26%), and 7 blank (3%) with an 8% voter turnout.

This proposed change would replace the \$3 per term Manitoban fee currently collected from Graduate Students in favour of a fee that would be directed to the GSA to support the printing of a graduate students' magazine. This request results in no net increase in fees; it is simply a reallocation of where the fees are going.

**CONSULTATION:**

The results were approved by the GSA Council at the March 25, 2009 meeting.



**Board of Governors Submission**

**Routing to the Board of Governors:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	x	GSA / UMSU	May 15 / 09
✓	✓	FAHR Committee	2 June 2009
□	□		
□	□		
□	□		

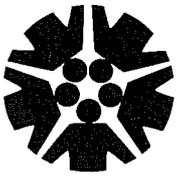
**Submission prepared by:** \_\_\_\_\_

**Submission approved by:**

*the University Secretary*

**Attachments**

- Letter from UMSU
- Letter from GSA and minutes from GSA Council meeting



# University of Manitoba Students' Union

www.umsu.ca

Mr. Jeff Leclerc  
University Secretary  
313 Administration Building  
University of Manitoba



May 15, 2009

Dear Mr. Leclerc,

Please note that I have received a request from the University of Manitoba Graduate Students' Association regarding their desire to enact their recent referendum results. During their annual general elections from February 25<sup>th</sup>-27<sup>th</sup>, 2009, the Graduate Students' Association (GSA) held a referendum of its members. The question was as follows:

*"Do you support re-directing the \$3 per term that graduate students currently pay into the Manitoban student newspaper into a fund to operate a University of Manitoba graduate students' magazine?"*

A total of 261 votes were cast in the referendum, 185 in favour (71%), 69 opposed (26%), and 7 blank (3%), with an 8% voter turnout.

Fee amendment requests for student associations are first approved through the respective association or council, and are normally sent to UMSU Council for approval before being sent to the Board of Governors. As you are aware, the Graduate Students' Association has entered into an autonomy agreement with the University of Manitoba Students' Union, effective April 1<sup>st</sup>, 2007. However, we appreciate that the implementation of this agreement at the University of Manitoba is currently being worked on, particularly as it pertains to fee collections. At this time, the University collects fees on behalf of UMSU and subsequently, upon receipt of these fees, UMSU provides the relevant funds directly to the GSA. Therefore, even though the GSA is an autonomous organization to UMSU, we are still required to act on their behalf when it comes to fee collections with the University.

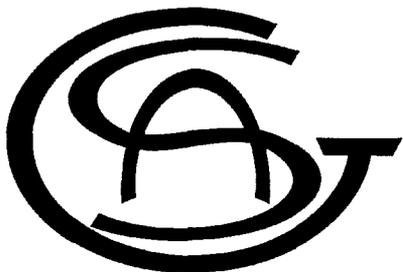
In light of the successful referendum and the approval of the referendum results by the Graduate Students' Association Council, we respectfully request that a motion as described below be sent through the appropriate bodies of the Board of Governors as soon as possible for final approval. In line with the referendum question, this motion would replace the \$3 per term Manitoban fee currently collected from Graduate students in favour of a fee that would be directed to the GSA to support the printing of a graduate students' magazine. Please note that this request results in no net increase in fees; it is simply reallocating to where the fees are going.

Please do not hesitate to contact me if you have any questions or require further information. I have included a copy of the GSA Council minutes where the referendum results and fee reallocation were approved. Thank you for your assistance.

Sincerely,

Sid Rashid  
President

*students serving students since 1919*



**University of Manitoba Graduate Students' Association**  
**Local 96 of the Canadian Federation of Students**

221 University Centre  
University of Manitoba  
Winnipeg, MB, Canada R3T 2N2

Tel: 1 (204) 474-9181  
Fax: 1 (204)-474-7560  
www.umgsa.ca

May 13, 2009.

Office of the President  
University of Manitoba Student Union  
101 University Centre Winnipeg Manitoba Canada R3T 2N2

Dear: Mr. Sid Rashid and UMSU,

On Feb 25- 27, 2009, the University of Manitoba Graduate Student Association conducted its elections and a referendum for redirecting \$3 per term that graduate students currently pay into the Manitoba student newspaper into a fund to operate a University of Manitoba Graduate Students' magazine.

The yes/no question of the referendum was as follows:

*"Do you support re-directing the \$3 per term that graduate students currently pay into the Manitoban student newspaper into a fund to operate a University of Manitoba graduate students' magazine?"*

The official results were 185 in favour and 69 opposed and 7 spoiled ballots with an 8% voter turnout. These results were approved by the GSA Council at the March 25<sup>th</sup> 2009, meeting. The March Council minutes have been attached with this letter.

Due to the University of Manitoba not recognizing us as an autonomous group from UMSU, I am requesting if you could, on behalf of the GSA, please write a letter to the Board of Governors to approve a motion to reallocate the Manitoban fee as per the mandated referendum results..

Best Regards,

Abas Sabouni  
President  
Graduate Student's Association

**Agenda - GSA Council**  
**Wednesday March 25, 2009**  
**4:45 pm, UMSU Council Chambers**

1. Approval of Agenda
2. Approval of January 28 GSA Council Meeting Minutes
3. Special Project Grant Requests - Presentations
4. Donations  
**Motion: BIRT the GSA donate \$1000 to the 8<sup>th</sup> Annual Elders and Traditional Teachers Gathering held on March 13 and March 14 at the U of M.**  
  
**Motion: BIRT the GSA donate \$500 to Playcare (campus daycare centre for students).**
5. Committee Reports
  - a. Executive Committee (*page 7*)
  - b. Elections Committee/CRO Report (*page 8*)  
**Motion: BIRT the 2009 GSA General Elections and referendum results be ratified.**
  - c. Finance Committee (*page 11*)
  - d. Bylaws Committee (*page 12*)
  - e. Awards Committee (*oral*)
6. Executive Reports
  - a. President (*page 12*)
  - b. Vice President (Internal) (*page 15*)
  - c. Vice President (Academic) (*page 15*)
  - d. Vice President (External) (*page 17*)
  - e. Vice President (Health Sciences) (*page 18*)
  - f. Senators (*page 19*)
7. Department Updates
8. Other Business
9. Announcements – next Council meeting, April 22 in the UMSU chambers
10. Adjournment

Classics		
Economics		
English	Alyson Brickey	Regrets
French, Spanish & Italian		
German		
History	Tamara Fleming Graham Stinnett	Present Present
Icelandic Studies		
Linguistics		
Native Studies		
Philosophy	Wes McPherson	Regrets
Political Studies and Public Administration	Devi Goberdhan	Present
Psychology		
Religious Studies	Matt Sheedy	
Slavic Studies		
Sociology	Gosia Parada	Present
Canadian Studies St. Boniface		
<i>Arthur Mauro Centre for Peace and Justice</i>		
Arthur Mauro Centre for Peace and Justice		
<i>Management</i>		
Management 1 (MBA)		
Management 2	André Laplume	Absent
<i>Education</i>		
Curr: Hum. & Soc. Sc.		
Curr: Math & Nat Sc		
Curr: Teaching & Learning		
Educ. Admin & Foundations		
Educational Psychology		
Educ. Adm. Fnd. & Psy		
Faculty based PhD		

Chemistry		
Computer Science		
Mathematics		
Microbiology		
Physics & Astronomy	Neil Moore	Present
Statistics		
<i>Social Work</i>		
Social Work		

**Minutes - GSA Council  
Wednesday Jan. 28, 2009  
4:45 pm, UMSU Council Chambers**

Meeting called to order at 4:58 pm.

11. Approval of Agenda  
*Motion*  
BIRT the agenda be approved.  
No objection to the agenda was stated.  
**CARRIED**
  
12. Approval of November 26 GSA Council Meeting Minutes  
*Motion*  
BIRT the November 26 GSA Council Meeting Minutes be approved.  
**Kelley/Rak-Banville**  
**CARRIED**
  
13. Business arising from November 26 – Department Grants *update*  
President Glenn spoke to this.
  
14. Striking of Elections Committee and Appointment of the Chief Returning Officer (CRO) for 2009 GSA General Elections  
Kelley was CRO for 2008, spoke about the position.  
Nominations – Feb 2-13, Campaigning – Feb 14-27, Elections – Feb 25-27  
Vanessa Lozecznik, Carl Drohomereski, Trish Kelley and Danielle Stringer volunteered to the Elections Committee.  
*Motion*  
BIRT Lozecznik, Drohomereski, Kelley and Stringer serve as the 2009 Elections Committee.  
**Glenn/Labine**  
**CARRIED**

Re: Monthly Report

---

**Meetings**

February 11  
March 4  
March 18

**GSA General Elections**

As a couple of current GSA executives were running in the General Elections this year, the Executive Committee did not meet from the close of nominations until the polls closed at the end of the voting period.

**Fair Trade Manitoba One-Month-Challenge**

The GSA office and a number of graduate students at the U of M participated in Fair Trade Manitoba's One Month Challenge this year. We kicked off the challenge on February 12 with a great event in the GSA Lounge featuring Erik St. Pierre, a photojournalist from Montreal who specializes in photographing the fair trade movement around the world. In addition to the event and promoting fair trade products in the office (which we do 12 months a year of course!) we sold fair trade coffee, tea, and chocolate to students on campus at cost.

**GSA 2009 Invited Lecture**

On March 12 the GSA hosted Eugene Holland from Ohio State University for our invited lecture this year. Professor Holland spoke about non-linear, historical materialism at a well-attended lecture in the GSA Lounge, which also featured a reception following the talk with excellent finger food from Degrees and some awesome local Manitoba wine. Kudos to VP Academic Bonar for putting in all the hard work towards the event!

**GSA Bylaws Review and Re-writing**

The Executive committee has been spending a fair amount of time lately working on updating and fixing up the Bylaws of the Association. This has taken up hours at recent meetings of the committee and will at the next couple of Executive meetings. The cleaning up of the Bylaws is being done in parallel with the GSA Bylaws committee, who review changes and formatting proposed by the Executive and make further suggestions for improvement. It is an iterative process, but hopefully a product will be ready for distribution to Council well in advance of the April council meeting.

From: Chief Returning Officer, Vanessa Lozecznik (on behalf of Elections Committee)  
To: GSA Council  
Date: March 25, 2009  
Re: Chief Returning Officer's (CRO) Report - UMGSA General Elections 2009

---

The Elections Committee and the CRO position were ratified at the GSA Council meeting on January 28, 2009. At this meeting, I (Vanessa Lozecznik, NRI) was

The campaign period was quiet. One slate was formed with the following people running: President Abas Sabouni, Vice-President Internal Trish Kelley, Vice-President External Mohamed Moustafa, Vice-President Academic Peter Nawrot, and three senators Majid Ostradrahimi, Amir Houssein Birjani and Arman Vahedi. We did not encounter any problems with the candidates not respecting or adhering to the Bylaws or Constitution articles.

During the campaign period the candidates were interviewed by the Manitoban. I instructed the U of M radio to announce the dates and locations of the poll stations.

### **All Candidate Forum**

The Forum was conducted on Tuesday, February 24<sup>th</sup> at 11:00 am. All graduate students were invited to the forum. At the forum the candidates were introduced and they had five minutes to speak and to present their proposals for fulfilling each position. Only ~10 students attended the forum. I will suggest that in future elections a policy should be created that enforces more participation. One possibility is that candidates become responsible for bringing students and discussion to the forum. However, those in attendance were really active in the question-answer period. The candidates were challenged with several questions regarding the slogans proposed on their campaigns. The Manitoban asked permission to present a counter-campaign against the referendum question and Manitoban Editor-in-Chief Tessa Vanderhart lead the presentation. She had five minutes to argue against the referendum and to answer the student's questions regarding the referendum.

### **Voting Period**

(February 25, 2009 to Friday, February 27)

We had three poll stations: one in Bannantyne, one at St Boniface and on outside the GSA Office in University Centre.

The University Centre station was open everyday from 9:00 am to 4:00 pm. There were no issues at the polling stations with the voters or candidates. However, three of the volunteers canceled and on Friday we had two executive members helping at the poll station. The HSGSA polling stations were located in the Brodie Centre, across from the Bookstore at the Bannatyne Campus and were opened on Thursday, February 26, from 9am to 12pm and Friday, February 27, 1pm to 4pm. The polling station at St. Boniface was open on Friday, February 27, from 9am to 12pm.

### **Election Results**

Total Votes: 277 (8% of the total number of graduate students)

#### **President**

Abas Sabouni : yes/227 no/31

#### **VP external**

Mohamed Moustafa: yes/150

Chemistry	Taras Babiak	Present
Computer Science		
Mathematics		
Microbiology		
Physics & Astronomy	Neil Moore	Present
Statistics		
<b><i>Social Work</i></b>		
Social Work		

**Minutes - GSA Council  
Wednesday March 25, 2009  
4:45 pm, UMSU Council Chambers**

Meeting called to order at 5:03 pm.

10. Approval of Agenda  
*Motion*  
**BIRT the agenda be approved.**  
**Kelley/Wojnarski**  
**CARRIED**
  
11. Approval of January 28 GSA Council Meeting Minutes  
*Motion*  
**BIRT the January 28 GSA Council Meeting Minutes be approved.**  
**Raddatz/Labine**  
**CARRIED**
  
12. Special Projects Grants Requests were heard from:  
SAE Formula Hybrid Vehicle  
University of Manitoba Climbing Club  
University of Manitoba Iranian Students Association
  
13. Donations:  
Aaron spoke about the Donations requests.  
*Motion*  
**BIRT the GSA donate \$1,000.00 to the Eighth Annual Elders and  
Traditional Teachers Gathering.**  
**CARRIED**  
*Motion*

- b. Vice President (Internal) (*page 15*)
  - c. Vice President (Academic) (*page 15*)
  - d. Vice President (External) (*page 17*)
  - e. Vice President (Health Sciences) (*page 18*)
  - f. Senators (*page 19*)
8. Department Updates  
Brief verbal reports were given by Landscape Architecture, Plant Science and Chemistry.
9. Other Business  
The Faculty of Science is looking for a Faculty of Science grad student to sit on a committee.
10. Announcements
- Abas announced that there will be seminar on Monday, April 13<sup>th</sup>. The speaker is Professor Magda El-Shenawee of Arkansas University. The title is: *Microwave Imaging for Breast Cancer Detection*. Location and time to be announced.
  - Abas thanked all that supported his slate in the election, and shared some of his ideas for the next year.
  - For Environmental Awareness Week there will be a video about Hog Farming in Manitoba in the GSA Lounge at 11:30am March 26.
  - There are still Fair Trade mini chocolates and coffee available for purchase at our cost in the GSA office.
  - Please sign the SSHRC petition.
11. Adjournment  
BIRT the meeting be adjourned at 6:33 pm.  
**Kelley/Labine**  
**CARRIED**



**AGENDA ITEM:** Proposed site for the Art Research Technology (ART) Laboratory

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve the site for the proposed Art Research Technology Laboratory [subject to approval by Senate on June 24, 2009].

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

This project is part of the major university development Project Domino and would be an integral part of its central theme: the restoration of Taché Hall for the Marcel A. Desautels Faculty of Music and the School of Art. It would: (i) respond to the need for large open areas of the School of Art (painting, digital design, drawing studios), (ii) provide common classroom areas without costly structural intervention in Taché Hall, and (iii) promote the University's cultural profile by siting Gallery 1.1.1 prominently at the southeast corner of the University's historic quadrangle.

**RESOURCE REQUIREMENTS:**

The ART lab project has already secured \$15 million of the anticipated \$33.8 million cost from the federal government's Knowledge Infrastructure Program (KIP).

**IMPLICATIONS:**

The ART lab will be designed by LM/Patkau & Associates, a recent RAIC gold medal recipient. The site offers high visibility for public art gallery space as well as the opportunity to showcase a visual transition between Manitoba heritage architecture and modern design by a leading architect.

Currently redevelopment of Taché Hall must wait upon completion of the new student residence projected to be mid-2011. The ART lab project can commence this year and proceed quickly thus providing space for Music and Fine Arts sooner than originally planned.

**ALTERNATIVES:**

N/A



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	x	SPPC	May 25, 2009
x	x	Senate Executive	June 10, 2009
<input type="checkbox"/>	<input type="checkbox"/>	Senate	June 24, 2009
<input type="checkbox"/>	<input type="checkbox"/>		

**University Secretary**

**Submission prepared by:**

**Submission approved by:** University Secretary.

### Attachments

- Report of SPPC [May 25, 2009]
- Correspondence [dated May 19, 2009] from Mr. Alan Simms, Associate Vice-President (Administration)

**Report of the Senate Planning and Priorities Committee RE: Proposed site for the new Art Research Technology (ART) Laboratory**

---

**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding physical plant development.
2. The SPPC Space Planning Subcommittee met on May 21, 2009 to review a proposal to build a new building to house some of the Fine Art and possibly Music program elements on the Alumni House site.

**Observations:**

The committee observed and noted the following:

1. The functional, formal, logistical and architecture rationale are well considered in a separate report authored by Mr. Alan Simms, Associate Vice-President (Administration).
2. This project is part of a major university development entitled Project Domino. The intent is to relocate the Marcel A. Desautels Faculty of Music and the School of Art into the current Taché Hall Residence. Additional built space will be required to contain some of the larger program/space needs for both Music and Art.
3. In turn, it has been proposed to showcase and highlight the project by siting some of the additional built space (primarily Fine Arts) on the Alumni House site.
4. The Alumni House site is well-suited for a larger and more prominent building – to complete and to connect the Drake Centre, Taché Hall and the Tier Building visually and functionally.
5. Alumni House has no particular architectural value; however, it is part of the University's history and should be recognized through some form of architectural and/or artistic 'commemorative' enterprise.
6. Preliminary conceptual design studies hold promise for a truly significant building designed by world-renowned architects Patkau Architects with LM Architects (note Centennial Library Addition).

**Recommendations**

The SPPC recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the proposed site for the new Art Research Technology (ART) Laboratory.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

May 19, 2009

To: Prof. Ed Epp, SPPC Sub-Committee on Site Selection

From: Alan Simms

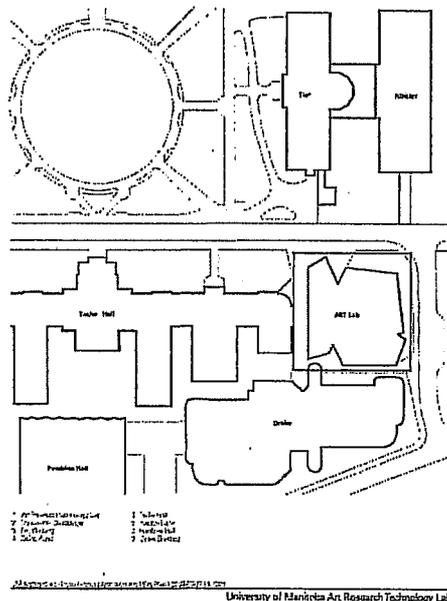
Re: **Proposed Site for a New Art Research Technology (ART) Lab**

---

This is a request for consideration and approval of the site depicted in red on *Figure 1* as a building site for a 70,000 sq. ft., 3 to 4 storey facility to be referred to for these purposes as the ART Lab.

The site is at the southwest intersection of Dafoe Road and Alumni Lane, immediately to the east of Tache Hall East and to the north of the Drake Building. It also presents to the southeast corner of the quadrangle. The Alumni House, a 2-storey, 2,000 sq. ft. facility is situated on the property.

The ART Lab would be an integral part of Project Domino's central theme: the restoration of Tache Hall for the Faculty of Music and the School of Art. It would: i) respond to the need for large open areas of the School of Art (painting, digital design, drawing studios), ii) provide common classroom areas for both the Faculty of Music and School of Art, without costly structural intervention in Tache; and iii) promote the University's cultural profile through siting of the School's public art gallery (Gallery 1.1.1) prominently at the southeast corner of the University's historic quadrangle.



*Figure 1:* Proposed Site for the new ART Lab

## **Background and Further Reasons in Support of This Site**

### **1. Original Plans**

A renovated and redeveloped Tache Hall (currently a student residence) will be the primary site for the School of Art and Faculty of Music under Project Domino. Tache was built in 1911 as a dormitory with little need for large program areas. Following a thorough and detailed assessment, the design consultant suggested that new space development on the proposed site as well behind Tache would most efficiently accommodate specific open area needs of the School of Art and Faculty of Music programs. The significant redevelopment of Tache for the more cellular space needs of these programs (offices, thesis rooms, rehearsal rooms, etc.) would still advance.

### **2. Effective and Timely Delivery of Project Domino**

Tache Hall can only be redeveloped as a new home for the Faculty of Music and the School of Art after it has been vacated of students – in other words, following completion of a new replacement residence facility. Although the new residence development is on track, it will not be completed until mid-2011. Commencement of construction of the ART Lab later this year therefore enables immediate progress for parts of the program that would otherwise be impossible to delivery prior to at least 2013.

The ART Lab project commencement this year and its ability to proceed quickly and prior to completion of the new residence later was a major factor contributing to a successful application to the federal government's Knowledge Infrastructure Program (KIP). The KIP program will provide \$15 million (or one-half of the financial requirement) towards this project.

### **3. High-Profile Location and Important Visibility for Public Art Gallery Space**

The ART Lab will be designed by LM/Patkau & Associates, a recent RAIC gold medal recipient. The site offers high visibility for public art gallery space as well as the opportunity to showcase a visual transition between Manitoba heritage architecture and modern design by a leading architect. LM/Patkau is also designing the Tache redevelopment, which ensures synergistic programming and the evolution of the two projects as one.

### **4. Ease of Access to Other University Buildings and Integration With Tache Hall**

The site allows for the ART Lab to become a pivot point for connecting Tache Hall with the Drake/Tier tunnel system and that system, ultimately, with Pembina Hall and Mary Speechly residences.

### **5. Issues Arising**

- a) The Drake Building to the south of the site was constructed with capacity for additional floor expansion of that facility if expansion were required in the future (in the manner of the additional floor on the Wallace Building). The subject site therefore would not be required for this purpose.

b) Alumni House

The Alumni House is on the north side of the site facing Dafoe Road. Alumni House is a Georgian-style residence completed in 1939 for what was then the Department of Home Economics. It is now the home of the Alumni Association.

Relocation of Alumni House, including securing, lifting and moving the building and re-establishing or creating service connections and new foundations has been estimated to exceed \$1 million. The prudent financial decision, supported by Alumni Affairs, is to relocate Alumni House staff; demolish the house; and appropriately commemorate Alumni House, i.e. through use of various components in and around the Faculty of Human Ecology facility (i.e. use of the bricks in a new commemorative walkway to Human Ecology).

### **Summary**

The backside of Drake, the side elevation of Tier and the east corner of Tache Hall present a jumble of architectural styles bearing down on a small Georgian style house. Appropriate development of this southwest corner of Alumni Lane at Dafoe Road is an opportunity to strengthen the presentation of the southeast corner of the Quadrangle. The Patkau designed ART Lab on this site will take its place as a modern architectural statement. A public art gallery will be a center piece of the project, and the project itself is integral to the transformation of Tache Hall as a new home for the School of Art and the Faculty of Music.

The ART lab project already has secured KIP funding support, which is a major \$15 million contribution towards the advance of Project Domino.



**AGENDA ITEM:** Proposal for a Ph. D. in Native Studies

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve the proposal for the Ph.D. in Native Studies [as recommended by Senate May 13, 2009].

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

All new programs require approval of the Board of Governors prior to being submitted to the Council on Post-Secondary Education (COPSE).

Within two decades, Aboriginal people will form a significant portion of the total population of Manitoba. In addition, the desire of other students to understand the significance of Aboriginal peoples in all facets from other academic backgrounds is met through the proposed Ph.D.

The field of Aboriginal Studies has been identified as a strategic academic priority at the University of Manitoba. The Department of Native Studies has been a leader in the field of post-secondary Aboriginal undergraduate education, helping to attract Aboriginal students to the university and playing a key role in ensuring the university retains them. The proposed Ph.D. program would build on these strengths.

An initial intake of two to four students is planned with an overall cap of 14 students as a target to be maintained in five to six years.

**RESOURCE REQUIREMENTS:**

A significant input of new resources is required including funding for 1 FTE academic staff, 0.5 FTE administrative support staff and 0.5 FTE for a graduate student assistantship bringing the total cost of the program to approximately \$100,000.

There is currently sufficient teaching space for the delivery of this program and sufficient office space would be made available in the Fletcher Argue Building and Aboriginal House to accommodate the office needs of new staff and students. Libraries has an excellent resource for a doctoral level studies in this area.

**IMPLICATIONS:**

The doctoral program in Native Studies will be continue towards achieving the goal of being the post-secondary institution of first choice for Aboriginal peoples; hence, solidifying and extending the University of Manitoba's reputation in the area of Aboriginal education. This program will increase the number of Aboriginal graduate students at the University, will promote research pertaining to Aboriginal issues, and will graduate highly trained and highly motivated researchers and teachers, Aboriginal and non-Aboriginal.

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

This proposal is forwarded to the Board of Governors by Senate after consideration by SPPC and Senate Executive. The external examiners noted that there is unanimous support for the proposed program. Letters of support of this proposal were received from a wide variety of departments within the University and community support has been drawn from Aboriginal elders and community leaders.



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	x	SPPC	March 23, 2009
x		Senate Executive	April 29, 2009
x	x	Senate	May 13, 2009

**Submission prepared by:** Senate

**Submission approved by:** University Secretary.

### Attachments

- Report of the Senate Planning and Priorities Committee [dated March 23, 2009]
- Program Proposal

**Report of the Senate Planning and Priorities Committee on the proposal to introduce a PhD in Native Studies in the Department of Native Studies in the Faculty of Arts**

---

**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Programs and Planning Committee of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing new graduate programs and makes recommendations to FGS Council.
3. The FGS recommends that Senate approve a new PhD Program in Native Studies in the Department of Native Studies in the Faculty of Arts.

**Observations:**

1. The Department of Native Studies is one of the primary academic units of its kind in Canada. It is a leading program in Aboriginal Studies - an area that has been identified as a strategic academic priority at the University of Manitoba. The only other PhD program of its kind in Canada is housed at Trent University. The committee noted that there is a requirement for PhD Graduates in Native Studies in Manitoba and in the rest of Canada to meet the needs in Aboriginal and non-Aboriginal communities in Manitoba and in other Provinces across Canada and the USA. The Department has clearly indicated that the program would contribute to increasing the number of people with doctoral degrees who will, in turn, move into decision making positions, educate the general public, become role models for Aboriginal youth to stay in school, etc.
2. The committee noted that the proposal provided documentation which indicated that the University of Manitoba Library Staff have reviewed the library resource needs for the proposed program. The Director of Libraries report indicates that library resources for Native Studies at the University of Manitoba provide an excellent resource for a doctoral level studies in this area.
3. Further, the committee noted that there is currently sufficient teaching space for the delivery of this program and that there would be sufficient office space made available from current space in the Fletcher Argue Building and in the Aboriginal House of Learning to accommodate the office needs of new staff and students.
4. In addition, the committee noted that the proposed program would require an additional 1 FTE academic staff resource, 0.5 FTE administrative Support Staff and 0.5 FTE for a graduate student assistantship bringing the total cost of the program to approximately \$100,000. Further, the committee noted that, based on the external reviewers' comments, the program cannot accommodate more than two new student admissions per year.

**Recommendations:**

The SPPC recommends that:

**Senate approve and recommend to the Board of Governors that it approve the introduction of a PhD Program in Native Studies in the Department of Native Studies in the Faculty of Arts. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and new external funding to support the ongoing operation of the program.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

Proposal for a Doctoral Program in Native Studies

University of Manitoba

*Native Studies  
Proposed new  
Ph.D. Program  
plus attachments.  
A.1 A.2 A.3*

## Table of Contents

<b>A.</b>	<b>PROGRAM DESCRIPTION</b>	<b><u>1</u></b>
1.	RATIONALE, OBJECTIVES AND FEATURES	<u>1</u>
i.	<i>Rationale.</i>	<u>1</u>
ii.	<i>Objectives</i>	<u>2</u>
iii.	<i>Research and academic priorities of unit and faculty</i>	<u>3</u>
iv.	<i>Novel or innovative features</i>	<u>3</u>
2.	CONTEXT	<u>4</u>
i.	<i>Current and future needs of Manitoba and Canada</i>	<u>4</u>
ii & iii.	<i>Program strengths</i>	<u>5</u>
iv.	<i>Relation to existing programs</i>	<u>6</u>
v.	<i>Enhancement of co-operation among Manitoba universities</i>	<u>7</u>
vi.	<i>The University of Manitoba's reputation</i>	<u>7</u>
vii.	<i>Native Studies and Allied programs in Canada and North America</i>	<u>8</u>
3.	SPECIFICS	<u>9</u>
i.	<i>Credential</i>	<u>9</u>
ii.	<i>Program description</i>	<u>9</u>
4.	PROJECTIONS AND IMPLEMENTATIONS	<u>13</u>
i.	<i>Sample programs</i>	<u>13</u>
ii.	<i>Estimated enrolment</i>	<u>14</u>
iii.	<i>Distance education</i>	<u>15</u>
iv.	<i>Schedule for implementation</i>	<u>15</u>
<b>B.</b>	<b>HUMAN RESOURCES</b>	<b><u>15</u></b>
1.	FACULTY	<u>15</u>
2.	SUPPORT STAFF	<u>16</u>
3.	OTHER	<u>16</u>
<b>C.</b>	<b>PHYSICAL RESOURCES</b>	<b><u>17</u></b>
1.	SPACE	<u>17</u>
i.	<i>Students</i>	<u>18</u>
ii.	<i>Administrative</i>	<u>18</u>
2.	EQUIPMENT	<u>18</u>
i.	<i>Teaching</i>	<u>18</u>
ii.	<i>Research</i>	<u>18</u>
3.	COMPUTERS	<u>18</u>
4.	LIBRARY	<u>18</u>
<b>D.</b>	<b>FINANCIAL RESOURCES</b>	<b><u>19</u></b>
1.	DELIVERY COSTS	<u>19</u>
2.	STUDENT SUPPORT	<u>19</u>
3.	IDENTIFICATION OF NEW FINANCIAL RESOURCES	<u>19</u>
4.	BALANCE SHEET NUMBERS	<u>20</u>
<b>E.</b>	<b>SUPPORTING DOCUMENTS</b>	<b><u>20</u></b>
	Appendix 1: External Support Member CV's	
	Appendix 2: Support Letters	
	Appendix 3: Department CVs	
	Appendix 4: Library Statement	

## A. PROGRAM DESCRIPTION

### 1. Rationale, objectives and features

#### i. Rationale.

The Department of Native Studies is one of the foremost academic units of its kind in Canada. It is the flagship academic program in Aboriginal studies, an area that has been identified as a central strategic academic priority at the University of Manitoba. The Doctoral Program in Native Studies is a logical step in the continued growth of the Department.

In its most recent strategic plan, *Building for a Bright Future*, the University of Manitoba made a recommendation "to increase the pool of university graduates of Aboriginal ancestry to assure the province's economic, social and cultural growth" (p 2), and, in particular, to "develop a program to recruit university graduates of Aboriginal ancestry, and facilitate their embarking on graduate education: (p 9). The Advisory Committee to Provost - First Choice for Aboriginal Students specifically recommended in its Final Report that: "in order to increase Aboriginal academic human resource capacity, immediately support the development of a Doctoral program in the Native Studies Department, Faculty of Arts" (p 11). These recommendations accord with those established by the *Royal Commission on Aboriginal Peoples (RCAP)*, which formally recommended that "public post-secondary institutions in the provinces and territories undertake new initiatives or extend current ones to increase the participation, retention and graduation of Aboriginal students by introducing, encouraging or enhancing Aboriginal studies and programs as part of the institution's regular program offerings and included in the institution's core budget" (*RCAP Report*, Vol. 3, p 515). The Department of Native Studies has become a core academic unit for attracting and retaining Aboriginal undergraduate students at the University of Manitoba, and can clearly play the same role at the graduate level.

Only one doctoral program in Native Studies currently operates in Canada. The Trent University program was started in 1999. The Native Studies department at Trent currently lists nine faculty members in its core group (see Trent University *Graduate Calendar*); one of those is retired and five of the nine have earned-doctoral credentials. An additional twelve faculty members from Trent University support the program. In addition, eleven adjunct faculty members from other universities (including Dr. P. Kulchyski from the University of Manitoba) provide additional support, as do four "honorary external associates" who do not have doctoral credentials. To date, three students graduated from the Trent PhD program in 2004-2005 and four are currently completing their thesis dissertations. Trent accepts approximately five applicants per year.

The Department of Native Studies at the University of Manitoba has grown to approximately the same size as Trent. Manitoba has 6 full-time permanent faculty in Native Studies, all with doctoral credentials. Trent has 8 full-time permanent faculty in Native Studies, 5 with doctoral credentials.

## Proposal for a Doctoral Program in Native Studies

Native Studies is particularly well-situated at the University of Manitoba because there are a large number of Faculty of Arts members focusing on First Nations themes in their research and teaching. The proposed doctoral program in Native Studies can draw on support within the Faculty of Arts members in:

Anthropology,  
English,  
History,  
Linguistics,  
Political Studies,  
Sociology,  
Women's Studies

Individuals in these departments have indicated they are willing to serve on examination committees and to provide ancillary courses. [See Appendix 1.]

This situation is quite distinct from the situation at Trent, where the program relies on faculty, courses and administration outside of the department and administrative unit it is located in.

As an example of extra-departmental support, it is expected that the two Canada Research Chairs appointed in 2006 will contribute to the program. One Tier 2 CRC is in Indigenous Politics and Governance (Kiera Ladner, appointment in Political Studies) and the other Tier I CRC is in Globalization and Cultural Studies (Diana Brydon, appointment in English).

Native Studies at the University of Manitoba will benefit from the Aboriginal population in urban and rural communities to which it is connected. The population of Aboriginal people in the province of Manitoba is growing rapidly (and increasing proportionately). There is a great need for high quality research in a range of areas and for Aboriginal people who have advanced training at the University level. The quality and size of the Native Studies Department at the University of Manitoba, in conjunction with the growing needs and potential contributions of the Aboriginal population in Manitoba, along with the stated goals of the University of Manitoba in this area, provide a propitious conjunction of circumstances which together can be taken as the rationale for the creation of a Doctoral Program in Native Studies.

### ii. Objectives

To promote the development of outstanding research in areas of concern to Aboriginal people of Manitoba, Canada and internationally;

To train a body of scholars in the research strategies associated with the interdisciplinary approaches of Native Studies by providing scholarly forums and material for debate and for discussion at the highest levels of intellectual inquiry;

To provide a pool of candidates for the intergenerational renewal of Native Studies nationally and internationally thus providing a pool of highly trained researchers available to their communities, the public and private sectors, and to non-governmental organizations;

To enhance the University of Manitoba's position and goal as a leader in post-secondary education of Aboriginal peoples in Canada and to enhance its ability to play a constructive role in addressing pressing social concerns.

**iii. Research and academic priorities of unit and faculty**

**Unit**

At its retreat in September 2003 the Department of Native Studies unanimously and formally agreed to undertake the development of a doctoral program in Native Studies as an immediate goal. A statement of intent was developed during 2004-2005 and presented to the Council on Post-Secondary Education. It received approval on December 14, 2005. The draft PhD proposal which served as the basis for the Statement of Intent received departmental council approval on March 16, 2006. A second Program Proposal is ready to move forward for the Faculty of Arts, Faculty of Graduate Studies, Senate, University and COPSE) for final approval.

Over the past two years the Department's Graduate Committee, charged with overseeing the existing Master's Program in Native Studies, has renewed that program by revising the Supplemental Regulations, improving standards for course and thesis work, and drawing the full complement of Departmental faculty into the teaching and research mission associated with graduate work. Four members of the Department have now taught graduate-level courses. Hence, a strong foundation has been established for developing a Doctoral program, particularly in terms of faculty with graduate teaching experience. Within the current wide range of program consolidation and development being initiated in Native Studies, this program is the Department's highest priority.

**Faculty**

The Faculty of Arts faculty renewal processes of the past few years have led to the hiring of individuals in a wide range of disciplines with interests in Aboriginal issues. Within the last few years the Anthropology, English, History, Linguistics, Political Studies, Sociology and Women's Studies departments have all added or are in the process of adding faculty with research interests in Aboriginal issues. The Doctoral Program in Native Studies will provide a vehicle for linking this diverse group of individuals, thereby promoting cross-fertilization of ideas, methods and research potential. The Faculty of Arts is committed to hiring faculty in a wide range of areas with Aboriginal specializations. The Department of Native Studies is committed to offering cross-appointments to those faculty members with appropriate specializations.

**iv. Novel or innovative features**

The program will be based on the interdisciplinary approaches to research and scholarship that have been developed by Native Studies. These include an emphasis on Aboriginal scholarship (particularly the scholarship of Aboriginal academics), a strong ethical commitment to Aboriginal rural and urban communities, and a respect for interdisciplinarity. In order to build on the particular strengths of the Department at the University of Manitoba, the program will be based on our mission statement, which emphasizes our sensitivity to Aboriginal perspectives and our creative approaches to teaching and research, while modeled on the standards associated with strong academic research. Hence a stress on rigorous engagement with research topics and materials based on academic freedom and high regard for peer review processes, while showing a respect for Aboriginal epistemologies and newly emerging research protocols, will be the foundation of this program.

The only extant doctoral program in Native Studies in Canada, at Trent, is grounded upon a culturally based approach to pedagogy and advanced study. This builds upon

## Proposal for a Doctoral Program in Native Studies

the strengths of the Native Studies Department there, which tenures individuals without doctoral degrees and allows elders and "natural" language speakers of Aboriginal descent a strong place and role in that unit.

In contrast, the program at the University of Manitoba will work with the scholarly strengths associated with this Department of Native Studies and develop a program that stresses creative, peer-reviewed research of exceptional quality. There will also be innovative features associated with the program at the University of Manitoba.

The proposed doctoral program will be interdisciplinary, though based in a single academic unit. The current faculty complement in Native Studies includes individuals with degrees in Anthropology, Economics, English, History, and Politics. The program will therefore promote dialogue across disciplinary boundaries, including across the broader boundary of the humanities and social sciences. Hence, adjunct faculty based in diverse disciplines and faculties will play a key role. While study of Aboriginal issues will be the defining link, genuinely new research based on drawing ideas and methods from two or more traditional disciplines will enrich our understanding of the field and of the new kinds of knowledge that can be developed.

Although the program will be oriented to follow traditional academic standards, protocols and pedagogies, in one area a cultural dimension, though in this instance one that accords with a common academic practice, will play a role in the structure of student academic programs. Students will be expected to have or to acquire at least basic knowledge in an Aboriginal language appropriate to the topic of their research. Students who come to the program with knowledge or fluency gained from undergraduate study or life-learning will be recognized; others will be expected to take at least six credit hours of appropriate language instruction either here or in the language relevant to their dissertation research at an institution accepted by the Graduate Program Committee. (NOTE: Language courses meet Graduate Studies' language requirements.)

## 2. Context

### i. Current and future needs of Manitoba and Canada

Within two decades, Aboriginal people will form a significant portion of the total population of Manitoba. *A Profile of Manitoba's Aboriginal Population* published by Manitoba Northern Affairs noted that "Manitoba has the greatest proportion of Aboriginal People in all ten Canadian provinces" and that "almost half of Manitoba's Aboriginal population is under the age of 20. The desire of other students to understand the significance of Aboriginal peoples in all facets from other academic background such as architecture, environment, nursing, education and teaching for example, is met through the proposed PhD program.

In Canada there are specific Native Studies undergraduate programs, leading to Majors or Minors, in more than a dozen universities. These include, in the Prairie region alone, the University of Saskatchewan, University of Regina, First Nations University of Canada, the University of Alberta, Lethbridge University, and Brandon University. In the province of Ontario, there are undergraduate degree programs at Lakehead University, Laurentian University, McMaster University, Trent University and the University of Toronto. (Additionally, in the adjoining north-central region of the United States, there are at least two dozen universities offering undergraduate degree programs in Native American Studies.) There is thus a large supply of potential graduate students

## Proposal for a Doctoral Program in Native Studies

throughout Canada, concentrated in the Prairie and Ontario regions. There is also a very significant potential market for PhDs in Native Studies throughout Canada and elsewhere.

Aboriginal people remain a socio-economic class with significant challenges on many fronts including governance, education, economic development and health in Canada and Manitoba. The broad population numbers are reflected in enrolments in all Native Studies programs: at the undergraduate level the Department of Native Studies was one of the fastest growing units in the whole university during the 2000-2001 and 2001-2002 period. Enrollment leveled off in 2002-2003 but reached near record levels in 2003-2004 and has remained robust (see OIS *ISBOOK*). The Master of Arts in Native Studies program continues to receive a significant number of applications, including several from out of province. This interest reflects a trend over the last few years.

Native Studies has been a leader in the field of post-secondary Aboriginal undergraduate education, helping to attract Aboriginal students to the university and playing a key role in ensuring the university retains them. Post-secondary education of Aboriginal peoples has been one of the few unqualified success stories among Aboriginal people in Canada of the last two decades, contributing to the development of a pool of trained administrators and managers who have an understanding of the historical and cultural contexts within which they operate.

The development of a Doctoral Program in Native Studies will play a key role in building upon this success. As with undergraduate education, it will help educate non-Aboriginal peoples in the historical and contemporary experience of Aboriginal peoples while at the same time providing Aboriginal students with the knowledge and skills they will require to meet their own and their community's research and teaching needs.

### ii & iii. Program strengths

**Main Strengths:** These are the broad areas within which scholars in the Department characterize their research and teaching interests. The areas are not listed in order of priority or degree of strength. It should be noted that scholars in Native Studies at the University of Manitoba and elsewhere have tended to become generalists with wide areas of specialization. Hence even with a relatively small number of core faculty, we have listed a broad range of areas of competence.

**Aboriginal Governance:** Faculty members in the Department of Native Studies have research strengths in community development, Aboriginal self-government, and Aboriginal rights. These all constitute core elements of Aboriginal governance.

The Department of Native Studies is the host program in an existing Aboriginal Governance Stream at the undergraduate level. Hence, this is an area of strength that builds on an undergraduate program stream as well as the research interests of existing faculty. Further areas of focus are described below.

**Aboriginal political economy** is critical to governance issues pertaining to community economic development, Aboriginal perspectives on the environment, Aboriginal natural resource stewardship, land claims, treaties and northern development. Three faculty members have studied and taught these issues, one of whom is a First Nations member.

**Métis Studies:** Two of the Department's scholars are of Métis descent and are well recognized for their work in Métis studies. Virtually all of the tenured faculty in the

## Proposal for a Doctoral Program in Native Studies

Department have engaged in research or teaching respecting issues of Métis culture, history and heritage, including Métis rights, literature and politics.

**Sub-Arctic and Arctic Studies:** Three faculty in the Department have specialized in or engaged in teaching or research with a northern Canadian focus (here defined as sub-arctic and arctic studies). Topics have included Inuit society and culture, Inuktitut, northern entrepreneurship, northern development, northern history. The Department offers a summer program on Baffin Island which emphasizes teaching of Inuit culture and history and arctic ecology.

**Indigenous Arts and Humanities:** Faculty in the Department of Native Studies have research strengths in contemporary Aboriginal literatures with an emphasis on theories of de/colonization, critical theory, and analysis of representation in film, art and literature. Together these amount to strength in developing Aboriginal arts and humanities, which can be seen as a Native Studies variant of the broader development regarding the interdisciplinary study of culture that is currently underway within the academy.

At the Department retreat in September 2003 a commitment to reorganizing existing courses, adding additional offerings at the undergraduate level and thereby developing an Aboriginal Humanities program of study was unanimously supported. The Department sponsored an Aboriginal Humanities Institute in the spring/summer session in 2003 and has partnered with the Institute for the Humanities on a variety of small initiatives. Three current faculty are engaged in scholarship pertaining to Aboriginal literature. These include literary theory, Métis literature, Inuit literature, Aboriginal women's literature, Aboriginal poetry, Aboriginal theatre, Aboriginal novels, and the historical development of Aboriginal literature. The Department held a major international conference, *For the Love of Words: Aboriginal Writers of Canada* in Autumn 2004.

### iv. Relation to existing programs

This program will be an extension of the Department of Native Studies in the Faculty of Arts at the University of Manitoba. It will be administratively housed within the unit and will draw on the staff and facilities of that Department. Faculty from a wide range of Arts disciplines have committed their support to the program through participation on PhD student qualifying examination and dissertation committees. These include individuals in Anthropology, Economics, History, Linguistics, Sociology, Political Studies and Women's Studies. In addition, faculty members from non-Arts based academic units, particularly the Natural Resources Institute (Faculty of Environment, Earth and Resources), have committed their support to the program. Such participation would involve between five to ten faculty members, in addition to Native Studies faculty, having a role in this Doctoral Program.

### v. Enhancement of co-operation among Manitoba universities

The Doctoral Program in Native Studies will eventually supply a cohort of scholars with advanced training who will provide a basis for continued enhancement of Aboriginal academic programming at both the University of Winnipeg and Brandon University. The latter already has a Native Studies department which will need to draw on trained scholars as it renews itself and expands. The former has begun to develop Native Studies and will likewise draw particularly on Aboriginal individuals with doctoral credentials.

## Proposal for a Doctoral Program in Native Studies

Furthermore, the Doctoral Program in Native Studies may invite appropriate scholars from the University of Winnipeg and Brandon University to participate as adjunct professors.

In general, the Program will provide an additional venue for discussion and debate of issues facing Aboriginal people. Such a venue will contribute to development of the community of scholars within the province of Manitoba who are engaged in these issues.

### **vi. The University of Manitoba's reputation**

The Doctoral Program in Native Studies will be a concrete move towards achieving the stated goal of being the post-secondary institution of first choice for Aboriginal peoples. Hence it will solidify and extend the University of Manitoba's reputation in the area of Aboriginal education. The Program will help establish and/or consolidate the Department of Native Studies as the foremost department of Native Studies in Canada. The "first choice" university in post secondary education of Aboriginal peoples can only achieve that status on the academic level if it contains the leading Department of Native Studies.

Furthermore, this Program will enhance the reputation of the University of Manitoba as an institution concerned to support broad societal goals including the promotion of social justice and the alleviation of social and economic marginality. This program will increase the number of Aboriginal graduate students at the University, will promote research of relevance, and will graduate highly trained and highly motivated researchers and teachers, Aboriginal and non-Aboriginal with the best possible credentials.

Finally, this Program will enhance the national and international reputation of the University of Manitoba by producing innovative and original research of outstanding quality pertaining to Aboriginal issues.

vii. Native Studies and Allied programs in Canada and North America

Canadian Programs

Institution	Degrees Granted
University of Alberta	BA Major
University of Lethbridge	BA Major, Special Case MA
University of Northern British Columbia	BA, MA
University of Victoria	MA, PhD, Concurrent MA/LLB
Malaspina University College	BA Major
Simon Fraser University	BA Minor
University of Saskatchewan	BA Major
First Nations University of Canada (formerly SIFC)	BA Major
University of Manitoba	BA, MA
Brandon University	BA Major
Laurentian University	BA Major
University of Toronto	BA Minor
Trent University	BA Major, MA, PhD
Lakehead University	BA Major
McMaster University	Combined BA & BA Minor
University of Sudbury	BA Major
University Laval	Undergraduate Certificate
Cape Breton University	BA Major

Select US Programs

Institution	Degrees Granted
U of Arizona	Ph.D., M.A.
Bemidji S U	BA
Black Hills S U	BA
U of California, Berkeley	Ph.D. w/ concentration in N.A. Studies
U of California, Davis	M.A., Ph.D., D.E.
U of California, Los Angeles	M.A.
U of California, Riverside	Major or minor Ph.D. fields
Cornell U	Graduate Minor in American Indian Studies
U of Hawai'i at Mānoa	M.A.
U of Kansas	M.A.
Montana S U	M.A.
U of Montana	BA
U of Nebraska, Lincoln	M.A., Ph.D. w/ NA emphasis
U of Nebraska at Omaha	M.A. w/ NA emphasis
U. North Dakota	B.A
U of Oklahoma	M.A.
U of South Dakota	M.A. in Interdisciplinary Studies
SUNY at Buffalo	M.A. and Ph.D. in American Studies with a Focus in Indigenous/Native American Studies
U Wisconsin, Eau Claire	BA

## Proposal for a Doctoral Program in Native Studies

### 3. Specifics

#### i. Credential

The degree of "Doctor of Philosophy" would be granted upon completion of the requirements of the Native Studies Department and the Faculty of Graduate Studies.

##### a) Rationale

This name links the degree to the academic program that supports it. It is clearly distinguished from other degrees granted by the University of Manitoba.

##### b) Use of credential elsewhere

The degree "Doctor of Philosophy in Native Studies" is only granted by Trent University, Peterborough, Ontario in Canada.

##### c) Individuals consulted

There have been regular consultations with both the department heads and graduate program chairs of the Native Studies program at Trent University over the past three years. These include: Dr. Lynn Davis, chair of the PhD program, and Professor David Newhouse, chair of the department of Indigenous Studies.

##### d) External requirement for accreditation

No accreditation from an external body is required for this degree.

#### ii. Program description

##### a) Admission requirements

To qualify for admission to the doctoral program an applicant must meet the University of Manitoba Graduate Studies general regulations and must have:

- a high academic standing in previous university work, including a minimum grade point average of 3.50 in the last 60 credit hours of course work
- a Master's degree in Native Studies or a Master's degree in a related discipline as determined by the Native Studies Graduate Committee;
- an area of research interest which may be supported by a Native Studies faculty member; students will be accepted by an advisor prior to submitting an application to enter the program;
- a clear sense of the scope and relevance of their research project as articulated in a written proposal submitted with their application;
- the support of previous academic advisors, evidenced by at least two academic letters of reference.

A Selection Committee appointed by the Native Studies Graduate Committee will assess all applications, applying a usual standard of a minimum grade point average of 3.50 in the most recent 60 credit hours of course work, and evidence of scholarly ability (such as publications, public presentations, and other scholarly work). It is critical to note that applicants will be assessed on an individual basis to ensure they are qualified to undertake the program that they have planned.

## Proposal for a Doctoral Program in Native Studies

### b) Course requirements

All doctoral students will normally be required to complete a minimum of 12 credit hours at the 7000 level plus a 6 credit hour language course if not already satisfied. All students will begin their program with NATV 7ZZZ, "Advanced Seminar in Native Studies" which will introduce them to the current issues in the Discipline. A minimum of 50% of course credit hours must be completed within the Native Studies department. Additional course work may be selected from courses approved by the Native Studies Department Graduate Committee.

The Department is currently developing three new graduate courses in anticipation of the Doctoral program. These include:

- NATV 7XXX Critical Theory and Native Studies (3)
- NATV 7ZZZ Trauma Theory in Indigenous Writing from Canada and Australia (3)
- NATV 7XXZ Seminar in Aboriginal Economy (3)

Student would be expected to choose at least three credits from among these offerings, those most relevant to their research program.

In addition, students may select credits from among courses offered in other Departments and Faculties, including but not limited to:

- HIST 7760– History of Aboriginal Rights (6)
- EDUA 5200 – Ethics and Aboriginal Research (3)
- EDUA 7280 – Seminar in Cross-Cultural Education (3)
- POLS 7280– Indigenous Governance and Canadian Politics (3)
- ANTH 7140– Ethnographic Research Methods (3)
- ANTH 7800 – Seminar in Ethnohistory (3)
- ECON 7300– Theories of Development (3)
- SWRK 6060 – Social Work and Aboriginal People (3)
- SOC 3850 – Restorative Justice (3)

#### Aboriginal Language Requirement

Students who have not completed at least 6 credit hours of undergraduate study in an Aboriginal language or who do not demonstrate advanced knowledge of an Aboriginal language through passing a translation examination, will be required to take 6 undergraduate credit hours of study in an Aboriginal language appropriate to the topic of their dissertation. The language requirement is in addition to a minimum 12 credit hours of study at the graduate level. Language courses will be taken as auxiliary courses and will not count toward the grade point average.

The Department feels strongly about the importance of including an Aboriginal Language requirement within the program, despite the evident difficulties. The intention is not to develop fluency in a language in order to conduct research in Aboriginal communities. This would certainly not be possible in the equivalent of 6 undergraduate credit hours! Students who require fluency in an Aboriginal language to conduct their research will have to undertake such work as part of the ongoing research itself.

Rather the objectives are twofold:

- 1) As Aboriginal epistemologies and ontologies are embedded in the languages of the people, it is important that students have a grasp of those languages in order to move toward a clearer understanding of such world views. A basic grasp of the language will

## Proposal for a Doctoral Program in Native Studies

open up such possibilities for exploration, even if the student is required to do further work to fully explore the worlds of meaning framed within Aboriginal languages.

2) In response to the cultural genocide forced upon Aboriginal peoples through the prohibition of their languages, the Department seeks to affirm the importance of these languages and to contribute to the rebuilding of these language communities through requiring each student to have significant exposure to an Aboriginal language.

The ability of the Department on its own to deliver course in Aboriginal languages is restricted to Cree, Ojibwa and Inuktitut. The Department recognizes that there are numerous other Aboriginal languages that should be included in this requirement. It is not expected that a student must complete the language requirement within the first year of the program, but might have to fulfill it elsewhere during the summer or even during the second year of the program. The Department would recognize courses offered in other Aboriginal languages at other institutions. For example, Mohawk is offered at Trent, and Tsimshian is offered at the University of Northern British Columbia, as well as a number of languages and dialects at First Nations University. All of these would be acceptable to fulfill the requirement. In addition, various other agencies, some of them government, others First Nations, offer Aboriginal language training for their employees in areas where they are needed, e.g. the Nunavut government offers Inuktitut courses on a regular basis for residents of Nunavut. Finally, some language courses are available on line, e.g. [www.tusaalanga.ca](http://www.tusaalanga.ca) for Inuktitut. The examination process established for each of these courses would be acceptable to the Department for completing the language requirement. The Department will work with each student to find a language course appropriate for their area/research. Students working with groups who speak French (e.g. Metis) would be required to fulfill the standard University French competency exam. Students who are working in an area where an Aboriginal language is not spoken (i.e. the research will be in English) may chose any Aboriginal language they are interested in to fulfill this requirement.

Individual programs of study will vary from student to student depending upon the student's research interest and the recommendations of each student's Advisory Committee. Students will be encouraged to use the pool of Native Studies required and approved courses as well as appropriate graduate courses available outside of the Native Studies Department in order to select the best set of courses to complement their programs upon recommendation and approval of the Graduate Chair as well as the requisite approval of the departments in question.

### c) Procedures for evaluation of students

Student academic progress will be reported annually to the Faculty of Graduate Studies. A minimum Grade Point Average of 3.0 with no grade below C+ must be maintained in order to continue in the program. Upon completion of course work performance evaluations will be based on successful accomplishment of remaining program requirements, including completion of Candidacy Exams, completion and approval of thesis proposal, satisfactory progress in thesis research, and satisfactory progress in thesis writing. Other criteria by which satisfactory performance is evaluated can be found in the sections on Performance not related to Course Work under the sections of the Graduate Calendar governing the M.A. and Ph.D. degrees.

### d) Thesis procedures and regulations

The doctoral dissertation in the Doctoral Program in Native Studies is an independent written research document resulting from a research project that normally involves critical engagement with an existing body of scholarly work and the production of

## Proposal for a Doctoral Program in Native Studies

knowledge generated from original research, in the general area and following the established protocols of Native Studies. The thesis should demonstrate advanced knowledge by the student of scholarly work in their particular field of study and it should demonstrate that the student has made a contribution to knowledge in that field. The overall objective of the thesis is to challenge or extend existing paradigms within the framework of Native Studies.

Normally, students will begin work on the dissertation upon the successful completion of the Candidacy Exam. The following steps would then be taken:

### Step One: selection of advisor and Advisory Committee.

The selection of the student's advisory committee shall occur within the first 12 months of the student's program of study. The student will consult with the Graduate Program Chair and their advisor to select an Advisory Committee. The advisor will have been selected upon entry into the program. The Advisory Committee will consist of at least two permanent Native Studies faculty members (and may include cross-appointed and adjunct professors), plus one faculty member external to the Department. All Advisory Committees must be approved by the Doctoral Program Committee.

### Step Two: development and presentation of dissertation proposal.

The student will develop a dissertation proposal in consultation with the Advisory Committee. The proposal will: identify the main argument of the proposed work, outline the proposed approach, theoretical orientation and/or methodology to be deployed, review the most relevant scholarly studies in the field, suggest the relevance of the proposed work, express the manner in which the dissertation will produce or extend knowledge, review appropriate ethical considerations, and establish timelines for phases of research and composition. Normally a draft of the research proposal shall be prepared within eight months of completion of the Candidacy Exam.

The advisor will call an Advisory Committee meeting to formally consider the proposal. Students must submit a final draft of the proposal to each member of the Advisory Committee at least two weeks prior to the meeting. Written notice of the meeting must be provided to each member of the Advisory Committee by the advisor. Normally, meetings will be open to the public and advertised at least two weeks in advance.

The proposal meeting will be chaired by the advisor and will involve introductions by the advisor, a presentation of the key issues involved in the proposal by the student, questions and comments from each Advisory Committee member, and in camera determination of the status of the proposal by the Advisory Committee. The Advisory Committee will either approve the proposal or provide instructions for redrafting and resubmission. Advisory Committee decisions must be unanimous.

### Step Three: dissertation research and drafting.

After the dissertation proposal is approved, students will begin research. The form of research may range from, but is not limited to, extensive scholarly reading, field work and data collection, and archival study. Students will be responsible for regularly updating their Advisory Committee on their progress.

Students will submit drafts of portions of their dissertation to their advisor and to other members of the Advisory Committee after review by their advisor. Finally, students will submit a version of the entire dissertation to the Advisory Committee, who will consult in

## Proposal for a Doctoral Program in Native Studies

camera in order to determine whether the dissertation merits consideration at a formal defense. Such consultation may take place at a meeting called for that purpose, or may take place through communications organized by the advisor.

### Step Four: dissertation defense.

The oral defense of the doctoral dissertation will follow the procedures as outlined by the Faculty of Graduate Studies. Students who disagree with a decision have access to the appeal routes and are directed to the section on Appeals - Procedures and Guidelines as outlined by the Faculty of Graduate Studies.

### e) Transfer courses

Upon recommendation by the Graduate Program Committee, the Dean of Graduate Studies may approve courses to be taken at another university for credit towards the degree. Transfer credits must not exceed 50% of the minimum credit hours of coursework required.

### f) Additional procedures and regulations

#### Candidacy Exam

The Candidacy Exam is intended to fulfill the "generalist" requirements of the program while the research proposal is intended to fulfill the "specialist" requirements specific to each student's research. Having completed the Candidacy exam the Department will be confident that each student is competent in the overall field of Native Studies and will be positioned to teach any of the core courses in Native Studies. In the Department of Native Studies Doctoral Program students will be required to take a candidacy exam for the purpose of demonstrating their knowledge of the key scholarly works in the field, demonstrating their ability to apply knowledge to their particular field of study, and assessing their knowledge of the proposed research topic. The Candidacy exam will take place within the first 24 months after the commencement of the student's program of study.

The Candidacy Exam will explore the student's theoretical and applied knowledge in the broad field of Native Studies and in the area of their research. The student will be expected to demonstrate an overall understanding and critical assessment of key texts in the field of Native Studies. The Candidacy Exam will determine the student's skills, competencies, judgment and critical insight appropriate to scholarly work at the most advanced level in the field of Native Studies.

The Candidacy Exam will take place within 24 months of registering in the program and will have an oral and written component. Each candidacy exam shall be tailored to the individual. The written element of the Candidacy Exam shall be based on a list of core readings which will be developed by the Graduate Program Committee, consisting of at least one hundred texts associated with the field of Native Studies. This list shall be reviewed at least once every two years. The proposed reading list will be organized under the following headings:

- Theory and Method
- Ethnographic Diversity
- History
- Law, Economy Politics and Governance
- Literature and Arts – Theory and selected works

## Proposal for a Doctoral Program in Native Studies

Particular questions from the reading list will be generated by members of the Advisory Committee, with each Committee Member submitting one question. A general or generic question for use by all students will be produced by the Graduate Program Committee on an annual basis, to a total of four questions. Students will have two days to answer each question, and will write the exam over a total of four weeks. Students will then meet with the Advisory Committee for an oral discussion of their answers.

The student's advisor will be responsible for the administrative arrangements necessary for the written and oral elements of the Candidacy Exam.

The Oral Candidacy Exam will be conducted within one month of completion of the final written question, will be conducted by the Advisory Committee, and will be chaired by the Director (or designate) and will entail: Introduction by the Chair; Explanation of procedures by the Chair; questions by the Advisory Committee members pertaining to the written answers and oral statement of the student; in camera determination by the Advisory Committee of Pass/Fail of the student's Candidacy Exam; and completion of relevant Faculty of Graduate Studies forms.

The student will be allowed a second chance at both the written and oral examination, within the same time framework as the first, should the answers prove to be unsatisfactory. No further attempts will be allowed.

### 4. Projections and Implementations

#### i. Sample programs

Sample 1: Student completed Master's degree at another institution

Jane Doe.

Thesis: New Developments in Aboriginal Self- Government: the Story of the Manitoba Transfer Agreement.

Advisory Committee: P. Kulchyski, W. Wuttunee, P. Thomas.

Year One: Course work.

NATV 7ZZZ Advanced Seminar in Native Studies (3)

NATV 7230 Research Methods (3)

NATV 7240 Issues in Colonization (3)

NATV 7250 Culture, Theory and Praxis (3)

The student has no previous language experience. Given the Manitoba focus of her work, she would also complete:

NATV 1250 Introductory Cree I (3) \*

NATV 1260 Introductory Cree II (3) \*

\* (NOTE: Language courses are auxiliary to program requirements)

Year Two: Candidacy Exam

The focus would be on the growing body of scholarship in Native Studies around governance issues through Manitoba history, Aboriginal and treaty rights, the Indian Act. The development of Indian policy would also play a significant role. The Exam would be written in mid March, after a year of supervised study.

## Proposal for a Doctoral Program in Native Studies

Year Three: Thesis Proposal, Ethical Approval, Thesis Research

The proposal would be drafted and defended by early December; ethical approvals secured by late January or early February, and thesis research begun by late February.

Year Four: Thesis Research, Thesis Drafting, Thesis defense.

Thesis research is continued until early fall, when thesis drafting begins. A completed first draft is available by early March, and a thesis defense is conducted in early May.

Sample 2: Student completed Master's degree at University of Manitoba

John Doe.

Thesis: Inuit Writing in English: The Role of Literature in the Emergence of Nunavut.

Advisory Committee: C. Trott, E. LaRocque, R. Eigenbrod

Year One: Course work.

NATV 7ZZZ Advanced Seminar in Native Studies (3)

NATV 7250 Culture, Theory and Praxis (3)

NATV.7ZZZ Trauma Theory in Indigenous Writing from Canada and Australia  
(3)

NATV 7XXX Critical Theory and Native Studies (3)

The student is fluent in Inuktitut and would not require course work in the language with credit given for six credit hours in language.

The rest of the program would follow the same track as Sample One, save the emphasis for the Candidacy Exams would be on Inuit culture and literature, Aboriginal literature generally, and the history of Nunavut.

### ii. Estimated enrolment

It should be noted that in the past two years the Master's Program in Native Studies has consolidated itself by improving the supplementary regulations for coherence and consistency. These supplementary regulations were approved by the Faculty of Graduate Studies Council in December 2006.

Nine students applied for the September 2004 intake to the Masters program, several from out of province (BC, Saskatchewan and Ontario). Another nine applied in 2005 and six applied in 2006. Hence a strong base for doctoral applications exists among the current cohort.

Over the past three years the Head of Native Studies has received approximately one inquiry per month regarding doctoral studies in Native Studies at the University of Manitoba. Several of these students have gone on to be accepted into the doctoral program that exists at Trent University. Dr Lynne Davis, the Director of the Native Studies Doctoral program at Trent University, noted that their program receives eight to fifteen applications per year and has accepted five per year on average.

It is planned that an initial intake of two to four students will provide critical mass to ensure that the immediate demand is met. This number will be offset by smaller intakes in the years following. Although there is a range of proposed new students, determination of numbers would depend on the totals of previous years, with an overall

## Proposal for a Doctoral Program in Native Studies

cap of approximately 14 students as a target to be maintained. Hence, on a year by year basis, the numbers would be:

	New Students	Graduating	Total students
Year One	2-4		2-4
Year Two	2-3		4-7
Year Three	2-3		6-10
Year Four	2-3		8-13
Year Five	2-3	1-2	9-14
Year Six	2-3	2-4	9-13

### iii. Distance education

There is no intention to provide any aspects of the program through distance education. Once students complete the compulsory residency requirements, it is expected that, where appropriate to the field of research, students may be engaged in community based or other forms of off campus research and writing activity.

### iv. Schedule for implementation

Fall, 2005: SOI  
Fall, 2006: Development of Proposal  
Winter, 2007: External Review  
Fall, 2009/10: First Student Intake

## B. HUMAN RESOURCES

### 1. Faculty

The core FTE component in the Department of Native Studies is 6:

Dr. Renate Eigenbrod  
Dr. Peter Kulchyski  
Dr. Emma LaRocque  
Dr. Fred Shore  
Dr. Chris Trott  
Dr. Wanda Wuttunee

The curricula vitae of faculty is found in Appendix 3.

In order to effectively deliver the program, the department requires an additional tenure-stream position in the area of urban issues and Aboriginal peoples.

Below the names are listed with relevant roles as thesis advisors, committee members and course teachers. The two CRC recipients, Kiera Ladner in Political Studies and Diana Brydon in English, can contribute to the PhD program in Native Studies and each has plans to hire graduate students as research assistants and to provide training and mentoring experiences. In addition, the Department of Native Studies will invite five to ten colleagues with relevant research expertise to participate as full members of the Doctoral Program in Native Studies. Among the individuals to be approached will be:

## Proposal for a Doctoral Program in Native Studies

Anthropology:	Dr. Kathleen Buddle-Crowe
Economics:	Dr. John Loxley
English:	Dr. Warren Cariou
History:	Dr. Jarvis Brownlie Dr. Gerald Friesen
Linguistics:	Dr. Kevin Russell
Sociology:	Dr. Rick Linden Dr. Andrew Woolford
Women's Studies:	Dr. Janice Ristock Dr. Susan Heald

### 2. *Support staff*

Currently the Department of Native Studies has one half-time staff person responsible for the Graduate Program (Master's). It is necessary that this position would be expanded to a full time position as a result of the growth of graduate programming. The individual is responsible for administrative support of the Graduate Program Director and Graduate Program Council, assists with monitoring administrative aspects of student programs of study, assists with student recruitment, provides support for the admissions process and administering Candidacy Exams, Thesis Proposal Defense, Thesis Defense, and provides support for the Graduate Colloquium course.

### 3. *Other*

People and groups external to University of Manitoba.

The individuals listed below cannot participate as voting members on PhD advisory or examining committees unless they are adjunct members of FGS.

The Masters program has enjoyed a great deal of support from academics and the broader community outside of the University of Manitoba. Community support has been drawn from Aboriginal elders and community leaders. The following individuals have participated in graduate program activities:

Clifford Anderson, Interlake Reserves Tribal Council  
Louis Bird, Ojibway Elder, Peawanuck, Ontario and University of Winnipeg  
Bob Boyer, Métis artist  
Dr. Jens Brockmeier, Free University Berlin  
Dr. Jennifer Brown, Canada Research Chair, University of Winnipeg  
Donald Castledon, adult educator, formerly with Centre for Indigenous Environmental Resources  
Ken Courchene, Sagkeeng First Nation  
Dr. Rowan Crowe, University of Winnipeg  
Paul DePasquale, University of Winnipeg  
Phil Fontaine, Grand Chief, Assembly of First Nations  
Dr. Judith Forney, University of North Texas  
Sandra Funk, Original Women's Network  
Dr. Pauline Greenhill, University of Winnipeg  
Dr. Kenneth Lister, Royal Ontario Museum  
Cathy Matte, Community Member  
The Right Rev. Dr. Stanley McKay, former Moderator of United Church of Canada  
Ovide Mercredi, Chief, Grand Rapids First Nation  
Shirley Moorhouse, Community member, Goose Bay, NF

## Proposal for a Doctoral Program in Native Studies

Dr. James Muir, University of Winnipeg

Dr. Katherine Pettipas, Manitoba Museum

Dr. Yvonne Pompana, Winnipeg Education Centre

Dr. Brian Rice, Department of Education, University of Winnipeg

Dr. Debra Schnitzer, Department of English, University of Winnipeg

Justice Murray Sinclair, Manitoba Court of Queens Bench

Dr. Leigh Syms, Manitoba Museum of Man and Nature

Dr. Sandra Tomsons, University of Winnipeg

Dr. Frank Tester, University of British Columbia

In addition, members from other department and faculties within the University of Manitoba have also been active in our Master's program (see list below). Their support will continue at the PhD level.

Dr. David Barber, Environment & Geography

Dr. Rick Baydak, Environment & Geography

Dr. Fikret Berkes, Natural Resource Institute

Dr. Dennis Bracken, Social Work

Dr. Robin Jarvis Brownlie, History

Dr. Kathleen Buddle-Crowe, Anthropology

Dr. Warren Cariou, English

Dr. Elizabeth Comack, Sociology

Dr. William Coolage, Anthropology

Dr. Marek Debicki, Political Studies

Dr. David Gregory, Nursing

Dr. DeLloyd Guth, Law

Dr. Susan Heald, Women's Studies

Prof. Thomas Henley, Natural Resource Institute

Dr. Rick Linden, Sociology

Dr. Zana Lutifiya, Education

Dr. Stephane Mclachlan, Natural Resource Institute

Dr. Jill Oakes, Environment & Geography

Dr. Adele Perry, History

Dr. Nathalie Piquemal, Education

Dr. Rick Riewe, Zoology

Dr. Paul Thomas, Political Studies

Dr. Lori Wilkinson, Sociology

### **C. PHYSICAL RESOURCES**

#### **1. Space**

Offices associated with Native Studies in a suite of offices in the Isbister Building. A small number of graduate offices in Fletcher Argue are currently utilized to maximum capacity (three students per cubicle sized office). Classroom space is normally in the Tier or Isbister Building. One to two additional graduate offices would be required for the program. It should be noted that the new Aboriginal house of learning on campus has office space for both sessional instructors and graduate students dedicated to the Native Studies Department. This proposal does not depend upon such space, but would be remiss to not take note of the plan.

#### **i. Students**

## Proposal for a Doctoral Program in Native Studies

Study offices for students are currently available on the first floor of Fletcher Argue Building. Three offices are currently allocated. The Department would request a minimum of five to support the additional students who will enter the Doctoral Program.

### ii. Administrative

The Department of Native Studies currently has two administrative offices and four faculty offices in the Fletcher Argue Building and three faculty offices elsewhere on campus.

As of June 2007, the Department of Native Studies will move to a new suite of offices in 204 Isbister. This suite will accommodate all administrative offices and facilities and four faculty offices. The three remaining faculty members will continue to occupy offices elsewhere on campus.

## 2. Equipment

### i. Teaching

No new teaching equipment will be specifically required for this program.

### ii. Research

No new research equipment will be specifically required for this program. It should be noted that Dr Kulchyski currently owns as a result of an earlier research grant, a standard size cassette tape transcriber, very useful for students engaged in oral research projects and available to graduate students. Dr Kulchyski's current research grants will allow him to purchase an additional three tape recorders (one of which will be digital) and either an additional two cassette tape transcribers or an automatic audio transcription device.

## 3. Computers

Computer facilities for graduate students include email accounts, Internet access, and limited usage of departmental computers.

## 4. Library

Library resources available at the University of Manitoba are excellent, including periodicals, monographs and literary works as well as research collections of primary sources in the University Archives. University research centres, including the Manitoba Centre for Health Policy and the Centre for Aboriginal Health Research, provide extensive research facilities. In addition, provincial and federal library and archival centres in Winnipeg provide outstanding resources. These facilities include the Archives of Manitoba and the renowned Hudson's Bay Company Archives. The Legislative Library of Manitoba is an official depository of federal and provincial published records and published books. The regional office of the National Archives of Canada and the Regional Data Centre of Statistics Canada are in Winnipeg. The Treaty & Aboriginal Rights Research Centre of Manitoba and the International Institute for Sustainable Development contain additional important research materials and resources.

## D. FINANCIAL RESOURCES

### 1. Delivery Costs

Financial support to raise the half time graduate assistant to a full time position will be required. Increasing the Graduate Secretary to a full time position would require an additional \$20,495 (includes benefits and pay levy).

A new probationary appointment would cost a minimum of \$71,827 with benefits and pay levy. A focus on urban issues and Aboriginal peoples would enhance the areas of strength currently in the Department.

Special Academic funds are based on student credit hours and number of graduate students from a pool of funds that have been constant at \$430,000. As enrolment goes up, a greater percentage of the pool of funds is allocated to the program.

Additional support for the Department will be enhanced as a result of the growth of the Department using normal channels within the Faculty of Arts. All other resources are sufficient to support a doctoral program such as that contemplated here, particularly if we adhere to the student numbers specified.

### 2. Student Support

The University of Manitoba has placed itself as the "University of choice for Aboriginal students". To fulfill this mandate, the University must be prepared to provide financial support for those students at all levels of scholarship. The post-secondary funding that currently comes through the individual bands is barely sufficient to support First Nations undergraduate students, let alone the more expensive graduate students and cannot be relied upon. For the program to be effective, special funding must be allocated to support advanced graduate study in this area. The Department is eager to cooperate with the University to raise funds for an Aboriginal fellowship, and has already begun to work with the Development Office to locate our existing graduates and to develop relationships with our alumni.

The government of Manitoba or the University of Manitoba must allocate a minimum of one Aboriginal Student PhD Graduate Fellowship of at least \$10 000/year for a period of four years and provide the other entrant at least \$5000 on entrance, and these fellowships be offered as part of an entrance package that includes either Teaching Assistant or Research Assistant money. The University should commit to fund-raising for at least one more Aboriginal fellowship for which entrants can compete (which might be allocated from the current Aboriginal doctoral cohort program).

Funding opportunities for graduate studies at the University of Manitoba include national, provincial and university fellowships. The Social Sciences and Humanities Research Council awards standard three-year doctoral fellowships and multi-year Canada Graduate Scholarships. University of Manitoba Graduate Fellowships also provide multi-year support for doctoral work. The Faculty of Arts has created the Arts Graduate Research Awards to fund entering graduate students otherwise eligible for University of Manitoba Graduate Fellowships. Specific annual awards in support of graduate study on themes central to Native Studies include the James Gordon Fletcher PhD Fellowship for Research in Aboriginal Issues and the Raymond F. Currie Graduate Fellowship. Doctoral research is further supported by the John S. Ewart Memorial Fund, which provides travel grants for graduate students pursuing research at the National Library and/or National Archives of Canada.

**3. Identification of new financial resources**

Financial resources will be required in the amount of one half-time office assistant, in order to provide administrative support for the program. There is the likelihood that specific scholarships may attract donor funding from both the Aboriginal and non-Aboriginal community.

**4. Balance Sheet Numbers**

See 1 and 3 above.

**E. SUPPORTING DOCUMENTS**

See attached:

Appendix 1: External Support Member CV's

Appendix 2: Support Letters

Appendix 3: Department CVs

Appendix 4: Library Statement, IST statement, Registrar's office Stmt

Appendix 5: Course Introductions

Attach 9.2

**Review of the Proposal for a Doctoral Program in Native  
Studies at the University of Manitoba**

**Margery Fee (Professor of English, University of British  
Columbia)**

**Don McCaskill (Professor of Indigenous Studies, Trent  
University)**

**16 December 2007**

## Table of Contents

1. Introduction
2. Reviewers' Relevant Experience
3. Comparison with Related Programs
4. Breadth and Depth of the Curriculum
5. Demand for Graduates with Proposed Credential
6. Excellence of the Faculty and Breadth of Expertise
7. Adequacy of Facilities, Space and Other Resources
8. Strengths and Weaknesses of the Program Proposal
9. Recommendations

### Appendix 1 – People Interviewed

### Appendix 2 – Advertisement for position in Women's Studies and Native Studies, 10 Dec. 2007

#### 1. Introduction

The Department of Native Studies at the University of Manitoba is proposing to establish a doctoral program in Native Studies. It would become the second doctoral program in Native Studies in Canada. The first was established in the Department of Indigenous Studies (formerly Native Studies) at Trent University in 1999. The need for such a program was articulated in the University of Manitoba's strategic plan, *Building for a Brighter Future*, which recommended the need "to increase the pool of graduates of Aboriginal ancestry to assure the province's economic, social and cultural growth" and "to develop a program to recruit university graduates of Aboriginal ancestry, and facilitate their embarking on graduate education." In addition, the Advisory Committee to the Provost recommended in its Final Report "the immediate support for the development of a Doctoral Program in Native Studies."

Subsequently the Department of Native Studies prepared a "Proposal for a Doctoral Program in Native Studies." As part of the process to establish the program, two external reviewers were asked to assess the academic merit of the proposed graduate program including reviewing the program proposal, interviewing relevant stakeholders at the university (see Appendix 1 below) and making recommendations.

The reviewers concluded that there is unanimous support for the proposed program and recognition that it is needed, as well as the sense that the department is ready to move at this point. There was praise for level of consultation and the consensus that the faculty in the program trust each other to do the work required. There is a commitment in general to the proposal and agreement that this is the kind of program and structure that makes sense.

Both reviewers support the development of the program, subject to the hiring of an additional faculty member and an additional half-time staff member, the provision of adequate funding for students, and the implementation of other minor recommendations (see section 9, recommendations, for details).

## 2. Reviewers' Relevant Experience

Margery Fee's main teaching and research focus is First Nations Studies, although she also works in postcolonial studies and Canadian English. She has taught a senior English course on First Nations literatures (427/476) six times since 1996. She has supervised or co-supervised four PhD students (all graduated) working on Aboriginal topics since 1999. She is currently supervising two MA theses in English on Aboriginal topics. She has edited two special issues of the journal *Canadian Literature* on Aboriginal writers and published three book chapters and nine articles in the field, the two most recent being "'Whiteness' and 'Aboriginality' in Canada and Australia: Conversations and Identities" *Feminist Theory*, 8.2 (2007): 187-208 (with Lynette Russell, director of the Centre for Australian Indigenous Studies at Monash University) and "Racializing Narratives: Obesity, Diabetes, and the 'Aboriginal' Thrifty Genotype." *Social Science and Medicine* 62 (2006): 2988-97. As Associate Dean of Arts (1999-2004), she was responsible for assisting with the development of new programs and steering them through the university and Ministry of Advanced Education, including the BA (Major and Minor) in First Nations Studies<sup>1</sup> and the PhD in Social Work and Family Studies. In 2000, she reviewed the Joint PhD program in Literary and Performance Studies, Wilfrid Laurier University and University of Guelph for the Council on Graduate Studies, Council of Ontario Universities. She was the Graduate Advisor for the Centre for Women's and Gender Studies in 2005-06 and remains a member of both the Graduate Committee and the Advisory Committee at the Centre.

Don McCaskill has taught in the department of Indigenous Studies (formerly Native Studies) at Trent University for 35 years. He was the founding Director of the Indigenous Studies Doctoral Program, wrote the PhD Proposal and served as Director for four years. He has also been Chair of the department for 11 years. He currently teaches three courses in the graduate program and has supervised four PhD students as well as 10 MA students in the Masters Program in Canadian and Indigenous Studies. He has been Co-editor of the *Canadian Journal of Native Studies* since 1981 and published widely on a number of topics relating to Aboriginal people in Canada and Asia. He was recently Research Director for the *Ontario Urban Aboriginal Task Force* which studied urban

<sup>1</sup> Note that the Proposal does not list the BA Major and Minor in First Nations Studies at UBC-Vancouver or the Major and Minor in Indigenous Studies at UBC-Okanagan. UBC-O has an Interdisciplinary MA and PhD program with an Indigenous Studies stream that uses Summer Institutes, see <http://web.ubc.ca/okanagan/gradstudies/advising/IGS/SIII.html>

Aboriginal people in five Ontario cities and resulted in six major reports. He recently edited two books on the impact of globalization on Indigenous peoples in Southeast Asia, *Living in a Globalized World: Ethnic Minorities in the Greater Mekong Region* and *Challenging the Limits: Indigenous People in the Mekong Region* (with Prasit Leepreecha, 2007, Mekong Press, Thailand). He recently reviewed the Native Studies Program at University of the North (with Wanda Wuttunee).

### 3. Comparison with Related Programs with which the Reviewers are Familiar

#### **PhD in Women's and Gender Studies, College for Interdisciplinary Studies, UBC**

The proposed PhD is around the same size as this program, which has been running since 2001 and has 3 graduates to date. We normally admit around 6-8 MA students each year to a two-year program and 1-2 PhD students to what is nominally a 4-year program (students must complete by the end of 6 years). There is only half of a full-time faculty member in the Centre, whose other "half" is in the undergraduate program; the Director and Graduate Advisor are seconded from their home departments. This UBC PhD, therefore, was begun with even fewer faculty resources than the proposed PhD; it relies heavily on faculty elsewhere in the university who regularly teach in the field.

Like the proposed PhD, this PhD program requires 12 credits of coursework, candidacy examinations (more information on how these work below) and a thesis. (Women's Studies does not have a language requirement). There are 3 required courses taught in the program for those who have not taken them or their equivalents before, one in feminist theory, one in research methods and Interdisciplinary Research in Women's Studies (WMST 500; see below for more on this course). The Advisor steers students to appropriate electives being taught in any given year in other departments and faculties.

The PhD in Women's and Gender studies program has had difficulties in providing students with adequate funding, although once admitted they have been very successful at getting University Graduate Fellowships and SSHRC funding. There is very little entrance funding (\$7000 annually), so the program usually loses its top choices to the other programs in Canada (SFU, York and Toronto) or the United States, where good entrants are offered guaranteed 4-year funding packages. This supports our recommendation that students must be adequately funded to ensure that the best students are likely to come and are adequately supported when they do. Students are required to have a Master's degree and an academic average of at least B+ to apply to the program. We now rarely admit below an A average in the last two years of full-time study (the requirement for university scholarship and SSHRC applications) and usually require that students have some Women's Studies background (those who came with none had difficulties in the required courses).

The MA allows but discourages a thesis, which means that we have had little difficulty finding supervision for the 20-odd PhD students currently in the program.

Faculty Associates are those who can supervise or be committee members on PhD supervisory committees. Faculty Associates fill out a form which is signed by their head, so that there is a clear understanding that they may be taking on MA and PhD supervisory work in our program as well as in their own departments.

**Further funding difficulties and some solutions:** University scholarship, SSHRC funding, and TA funding cuts off after four years in the program, and since most of our students take 5 years, it is often impossible to provide them with funding that does not also require them to work as RAs or sessionals (possible only post-candidacy). Further, sessionals achieve continuing status after around 4 years of full-time teaching, so access to sessional teaching is not a given for senior PhD students (since those positions may be occupied). Some students have managed to find TA work in other departments, particularly those where we have Associates. Associates also are encouraged to commit research funding to PhD students in Gender and Women's Studies before these students are admitted, which they are usually willing to do should they have an appropriate research project.

### **PhD in Indigenous Studies at Trent University**

The PhD Program at Trent University began in 1999 after a two-year consultation process involving Aboriginal community leaders, academics from Trent and scholars from other universities. The program has graduated 10 students and currently has 32 students enrolled. Approximately 4 to 6 students are admitted each year. There are 9 graduate faculty from the Indigenous Studies Department in the program as well as 22 Adjunct Faculty (faculty from other departments and from other universities). The program is administered by a Graduate Director, a Director of Studies (Aboriginal Elder) and a .7 Graduate Secretary. A unique feature of the program is that it is overseen by a PhD Council composed of faculty in the program, university administrators, Aboriginal community leaders and faculty from other universities. Students are required to have a Master's degree and an academic average of at least B+ to apply to the program.

The program is a culturally-based interdisciplinary program which integrates Indigenous and Western academic knowledge. The program seeks to ensure that physical, mental, emotional and spiritual dimensions of Indigenous Knowledge, as reflected in traditional and contemporary world views and expressed in practice are recognized. It seeks to blend the knowledge of Western-trained academics with knowledge and perspectives of Aboriginal Elders and Traditional People. The program combines academic, cultural and experiential components.

Trent University also has a Masters Program in Canadian Studies and Indigenous Studies offered through the Frost Centre for Canadian and Indigenous Studies established in 1982. It offers both thesis-based and course-based degrees. Faculty in the Indigenous Studies Department are active participants in the Masters Program.

The Trent program has a two-year residency requirement and two years of courses (42 credits). The Trent program is based on Indigenous Knowledge and offers two Streams

of Study, Aboriginal History and Politics and Indigenous Social and Cultural Issues. The program consists of two years of course work, two comprehensive examinations and a dissertation.

The first year courses consist of a core culture course (Indigenous Knowledge, 6 credits, taught experientially by Elders and Traditional People mostly off-campus), Indigenous Studies Theory and Research Methods (6 credits), Indigenous Thought (3 credits), Indigenous History and Politics (3 credits), Social and Cultural Issues in Indigenous Studies (3 credits), and Independent Study and Research (3 credits). Second year is devoted to giving students a practical experience in the Aboriginal community and Indigenous culture and preparing them for their comprehensive examinations and dissertation. The courses include: Practicum Field Placement (6 credits where students work and do research with an Indigenous community or Aboriginal organization for three months, usually in the summer), Dissertation Research course (6 credits), Reading Course in Core Comprehensive Examination (6 credits), Reading Course in either History and Politics or Social and Cultural Issues Comprehensive Examination (3 credits), and Bimaadiziwin/Atonhetseri:io course (a 3 credit option to the Politics and History and Social and Cultural Issues comprehensive examinations, whereby student participate in a significant cultural experience such as apprenticing with an Elder for a substantial period of time).

The Trent PhD Program has two comprehensive examinations, a Core Examination (required) and two Stream Examinations (History and Politics and Social and Cultural Issues; students select one of these two). The Core Exam is a five hour sit-down exam and the Stream Examinations are one-week take-home exams. Students have the option of doing the Bimaadiziwin/Atonhetseri:io experience instead of the Stream Examination.

At the end of the second year, after successfully passing their comprehensive examinations, students have an oral defense examination of their dissertation proposal before proceed to undertaking field research for the dissertation. Their dissertations are supervised by a three or four person committee often including an Elder or Aboriginal community member. There is also a language requirement at Trent which can include an Aboriginal or foreign language.

All students entering the Indigenous Studies PhD Program are offered Teaching Assistantships in accordance to new university graduate regulations (and substantial new funding). Many also receive scholarships, especially Ontario Graduate Scholarships and Trent Entrance Scholarships. Despite fairly adequate levels of funding provided by the university, some graduate find outside work to support themselves, including senior students being hired by the department to teach courses or act as Research Assistants for faculty research. This sometimes contributes to the length of time it takes to complete the degree. Another issue facing the program is the heavy teaching and supervisory load assumed by core faculty in the department. Some have suggested that the onerous requirements of the PhD Program have had a significant negative effect on the teaching of the undergraduate program as faculty find themselves stretched very thin with competing demands on their time.

The designers of the University of Manitoba's Doctoral Program made a conscious decision to make it substantially different from the Trent PhD Program in order to reflect the competencies of their faculty and provide a clear option for students. The Trent Program has a two year residency requirement as compared to one year residency at the University of Manitoba and 42 course credits compared to 18 course credits at the University of Manitoba (which includes 6 course credits of Aboriginal language). The University of Manitoba envisions substantial mixing of MA and PhD students which is not the case at Trent (although the stream courses are open to both MA and PhD students). The substantive areas of study are also quite different. There is little "cultural" or "experiential" emphasis in the University of Manitoba's program. Courses are jointly offered to MA and PhD students in a variety of areas including Research Methods, Issues in Colonization, Culture, Theory and Practice, Native Studies Colloquium, Advanced Seminar in Aboriginal Literature, Metis Studies and the language requirement. The proposed doctoral program at Manitoba envisions remaining relatively small with an intake of two students per year.

#### **4. Breadth and Depth of Curriculum**

Overall, the curriculum as laid out below seems sufficiently broad and deep, although student coming into the program from the existing University of Manitoba Native Studies MA program may have taken a substantial number of courses previously. In addition, the number of courses is significantly fewer than those required by the Trent program. It is clear that the current faculty members will be stretched to offer the required number of courses (or to add Special Topics courses for small numbers of students). This explains our recommendation that an additional faculty member is required above and beyond the planned joint position in Women's Studies and Native Studies.

PhD students are required to take 18 credits. NATV 7230 and NATV 7250 are required unless they or the equivalent have been previously taken. Students are also required to take 6 undergraduate credits in an Aboriginal language (for comments on this requirement see below in commentary on Appendix 6 of the Proposal). NATV 7230 is taught annually. As the program is laid out in Appendix 6, students will complete course work in Year 1 of the program, which may be difficult if both required courses are not taught every year. It appears likely that the additional two graduate courses a year required (at minimum) for the PhD would mean that more sessional instructors will have to be hired. The department's regular faculty have the capacity to teach only 30 credits a year (undergraduate and graduate) and some of them are or will be seconded or on leaves of various sorts. Some department members may be required to fill in with Special Topics courses when others are on leave and the external faculty are not teaching suitable courses.

#### **Course Descriptions**

NATV 7220 Selected Topics in Native Studies (3) A critical examination of issues in selected areas of Native Studies designed to meet the special needs of graduate students interested in exploring interdisciplinary perspectives in Native Studies. Prerequisite: Permission of the instructor.

NATV 7230 Methodology and Research Issues in Native Studies (3) A review of research methods, such as oral histories, and research issues, such as ethics and intellectual property rights, within the context of Native Studies. Prerequisite: Permission of the instructor.

NATV 7240 Issues in Colonization (3) An examination of the factors influencing colonization, assimilation and indigenization. Explores the colonization and decolonization processes, theories of colonization and ways of promoting indigenization without colonization.

NATV 7250 Culture, Theory and Praxis (3) An examination of selected material in Metis, Aboriginal, or Inuit studies, designed to meet the special needs of graduate students interested in exploring interdisciplinary perspectives in Native Studies. Prerequisite: Permission of the instructor.

NATV 7280 Native Studies Colloquia (1) Theoretical, methodological, ethical and contextual issues in Native Studies are explored from the perspective of formally and informally trained experts using a colloquia format. Students are required to attend regularly. This course is taken more than once to fulfill program requirements. Time slots to be determined the first week of September (Pass/Fail).

Currently the Proposal does not make clear how often this course could be taken by PhD students for credit.

**Proposed additional courses:**

NATV 7XXX Critical Theory and Native Studies

NATV 7YYY Trauma Theory in Indigenous Writing from Canada and Australia

It is not clear whether these have cleared Senate; the course outlines in the Proposal are dated and clarification is needed in both cases on the weekly readings and required readings as opposed to background reading. Critical Theory and Native Studies appears to be light on Aboriginal authors (although the table of contents of the course package might clarify this) and we suggest that it be renamed Native Studies: Theoretical Perspectives so that instructors with different theoretical perspectives (feminist, legal, post-colonial etc.) can teach it. The outline in the Proposal could be then be seen as an example of a possible course outline, not the only possible one.

Similarly, rather than tie the Trauma Theory course to a specific set of theoretical perspectives, this content could also go under the heading Native Studies: Theoretical

Perspectives as another variant of this course. If this is possible at the University of Manitoba, Native Studies - Theoretical Perspectives could be listed as open to be taken twice for credit, provided the content was different each time.

The reviewers concluded that, overall, the proposed program had sufficient breadth and depth (assuming an additional faculty) but did have some concerns about a number of aspects of the structure and content of the curriculum. Many of these concerns were related to the need to clarify the details of aspects of the program (to be addressed when the department moves to the next phase of development of the program). Comments, questions and recommendations pertaining to the curriculum are addressed in section 8, Strengths, Weaknesses and Questions.

### 5. Demand for Graduates with the Proposed Credential

Programs in Aboriginal Studies (First Nations Studies, Indigenous Studies, Native Studies) exist at 14 Canadian universities (p. 8 of the Program Proposal should add a BA Major and Minor for UBC, and a BA Major and Minor and an MA for UBC Okanagan). In addition, a BA is pending for Thompson Rivers University in collaboration with Simon Fraser University, which already has a Minor. Several degree granting university colleges in BC may offer Aboriginal Studies beside Malaspina, University College of the Fraser Valley has a Centre for Indigenous Studies and a Canada Research Chair (Hugh Brody), although it's not clear whether it has a BA. With all of these programs, especially emerging MA programs, there will be a large cohort of Aboriginal and non-Aboriginal students wishing to go on to acquire a Doctoral degree in Native Studies. This will be particularly the case in Manitoba where a large and growing number of Aboriginal post-secondary students. It can be assumed that many of these students will wish to pursue graduate degrees in the future.

What is also clear is that currently universities and colleges across Canada are moving to establish these programs and that there is a demand for those with doctorates in the area. Indeed, of the ten PhD graduates from the Trent program six have full-time teaching positions at universities in Canada (Lethbridge, University of Northern BC, Laurentian, Laurier, Mount Allison and Trent); of the 5 students that have graduated in this field from English at UBC, 3 have tenure-stream positions (SFU, Alberta and a Sami college in Norway). Some graduates may also find work in government at the federal or provincial levels or with national Aboriginal organizations. Given that this will be the second such program in Canada, it seems unlikely that graduates will have difficulty finding employment. PhD students will require some professional development in such matters as writing the cv, the letter of application, placing and revising articles for publication, and in teaching, which is not specified in the Program Proposal.

The reviewers have no doubt that there is significant demand for graduates with a Doctoral degree in Native Studies from the University of Manitoba.

## 6. Excellence of the Faculty and Breadth of Expertise

The six members of the department are at the ranks of Instructor (1), Assistant (2), Associate (2) and Full (2). All 6 hold the PhD and have research records in the field. Several are already national and internationally known for published research and research projects. Among them they cover Aboriginal, Métis and Inuit Studies, as well as an array of disciplines, including Anthropology, Business, History, English literature, Political Studies and Governance and Women's Studies. When asked what fields might require "filling in" in the program in the future Sociology, Urban Studies and Law were mentioned as possibilities. Currently the department is engaged in a search with Women's Studies (see Appendix 2).

An assessment of the cv's in the proposal indicates that Native Studies faculty, while in some cases are limited in their experience supervising at the PhD level, are all well qualified to teach in a PhD Program. In addition, there are many faculty outside the department the are very qualified to contribute to teaching and supervision of doctoral students. All the faculty the evaluators interviewed expressed unqualified support for the program and indicated their interest to teach and supervise graduate students. The evaluators were confident that the faculty in the Native Studies Department and at the university as a whole have the expertise to successfully mount a doctoral program in this field.

## 7. Adequacy of Facilities, Space and Other Resources

These all seem adequate or more than adequate. The library has been collecting substantial materials related to Native Studies since the 1960's and has put special effort into new acquisitions as new faculty were hired into the program and gives detailed information on how the university library stacks up against other programs. The library has acquired many special collections, archives, government documents, audio-visual resources etc. pertaining to Native Studies and will be a major resource for doctoral students doing specialized research. In addition, the library is connected to a wide range of electronic resources and has relationships with libraries and centres of relevant material that can supplement the library's holdings. Therefore, it can be concluded the library resources are sufficient to meet the needs of the new program:

That the program has recently moved into new space is an asset. It is important for graduate students to have easy access to faculty for formal and informal discussions. Ideally, they should have dedicated space separate from MA students in order to establish academic relationships and so they feel that they are a distinct group of "advanced students." It is also important that PhD students have access to space not just to advise undergraduate students (if they are Teaching Assistants), but perhaps a computer-equipped space that is theirs alone. They should also have access to printers, photocopiers and other basic office equipment. It does seem that since the program has

one office empty that might be put to this purpose, as well as a potential office in the new Aboriginal student services building, that this is not likely to be a problem. The evaluators were assured that IT services were adequate to support the small number of new resources needed for the program.

## **8. Strengths, Weaknesses and Questions Concerning Program Proposal**

A number of tentative questions are raised here regarding the structure of the program, the proposed curriculum, as well as the program requirements. These questions are not meant to be prescriptive but rather to raise some issues to think about. Many will be more fully addressed when the Native Studies Department develops a Doctoral Program Handbook of rules and regulations for the program.

The proposal, on the whole, is certainly quite similar to that for the UBC PhD in Women's and Gender Studies, an interdisciplinary program that relies on resources in other departments and which is producing those capable of teaching in an interdisciplinary field. The main difference between these programs is the nature of the candidacy exam and the lack of a public oral defense for the prospectus in WMST. On the other hand, the proposed program is quite different from the Trent PhD program in structure and content. This is not a negative as each program has to build on its unique strengths.

The following questions are meant to stimulate discussion regarding the various components of the program.

### **Focus of the Program**

- Would it be appropriate to develop a Vision Statement describing the purpose or intended outcomes of the proposed program? A key factor in attracting potential students (besides wishing to study with a particular faculty member or research a specific topic) is a clear articulation of a rationale, set of goals and strengths of the program. What will a student gain from taking a PhD degree from this particular program? Is it desirable to set out a specific focus of the program? The department should also consider how the program will be marketed to attract the best students, above and beyond its own MA students.

### **Course Requirements**

- Would it be appropriate to offer courses that assist student in preparing for their candidacy exams and dissertation proposal? What specific supports will be in place in the student's second year to guide them in their work?
- The program as it stands appears to lack a way of orienting the students to the program, building a cohort, providing them with a common focus on Native Studies as an academic discipline, and ensuring that they all receive the same

preparation for candidacy examinations. One solution to this might be a required Introduction to Native Studies course, which could be pass/fail, taught by the Graduate Chair or a team, and possibly connected to NATV 7281, adding two additional one-credit courses, one aimed at professionalization (preparation of cv, writing application letters, submitting papers to journals, putting on a term-end conference) and the other at preparation for candidacy examinations and prospectus. Another model might see the professionalization aspects done in concert with the students in the Aboriginal doctoral cohort program (should it continue).

- While there is in existence a "Practicum-type" course (NATV 7250 - Culture, Theory and Praxis) would be desirable to develop a course that is designed specifically to give students an exposure to research/work in an Aboriginal community or organization to "ground" their knowledge in the Aboriginal "reality"?
- How will the course requirements be different for students entering the program with a Native Studies academic background compared to those who do not have such a background? Will it be possible for students without a background in Native Studies to complete the program with the same number of courses as those who, for example, come out of the University of Manitoba MA?
- How many graduate courses offered in other departments will be available for Native Studies doctoral students to take?
- There are several areas of expertise in Native Studies at the University of Manitoba but in many cases only a limited number of courses in those areas. Will there be any "areas of concentration" (i.e. a number of courses, including from other departments in an academic sub-field) for students with a particular area of interest to specialize in or will students be expected to be more "generalists" in that they will take courses in a variety of areas? If the latter, what level of knowledge and expertise will students in one sub-field of Native Studies (e.g. Indigenous literature) be expected to have in another (e.g. governance)?
- Are there sufficient number of courses to challenge students over two years before they take their Candidacy Exams? If students complete the course requirements in their first year, will there be enough structure and support to maintain students in a full-time status for the second year? Would it be desirable to require additional courses (for example, Reading Courses for students who wish to pursue a particular sub-field in more depth)?

In Appendix 6 of the proposal (p. 16 item 66 col. 2) the description of the Program Requirements is confusing and should be clarified: "All doctoral students normally will be required to complete the 12 minimum required credit hours of course work, as well as 6 credits of language (or equivalent) beyond the course work they may have completed for a Master's degree or its equivalent."

## Language Requirement

- While there was general support for the Aboriginal language requirement the reviewers have questions about its purpose and how it would be implemented. What is the rationale for requiring an Aboriginal language? Is the study of the language a vehicle to explore Aboriginal culture or is it designed to develop fluency in order to undertake research in Aboriginal communities? How many Aboriginal languages would be available to be taken? Are there resources to teach a variety of languages? How will competency in languages that are not offered in courses be assessed?

There was near-unanimity in those we interviewed that the language requirement was an excellent idea. We are somewhat concerned that the department currently teaches a very limited number of languages (Ojibwe and sometimes Cree) and that it may prove difficult to ensure all students find a language appropriate to their background or field of study that is convenient for them to study for 6 credits at the level equivalent to first year. It may be wise to add a proviso here that the department does not propose to offer language courses specifically for PhD students, who may take those available at the university, or, with the help of the Graduate Advisor, reach agreement on other possibilities. The other possibilities could include, for those with learning disabilities, etc. courses *about* Aboriginal language rather than *in* speaking, reading and writing a language. The course in Ojibwe literature that Renate Eigenbrod taught with an Ojibwe language teacher might be a useful model. Although undergraduate Linguistics courses might be too specialized, the following regular faculty in Linguistics do advertise expertise in some Aboriginal languages: Robert Hagiwara: *Lushootseed (Salishan)*, *Garifuna (Arawakan)*; David H. Pentland: *Algonquian*, *Métchif*; Kevin Russell: *Cree*, *Dakota*; H. C. Wolfart: *Cree*, *Algonquian*. Sandra G. Kouritzin, Associate Professor in Education, lists under her research interests first language loss, attrition and maintenance, and English and indigenous languages worldwide, and might be teaching relevant courses.

## Candidacy Examinations

- What is the rationale for the particular structure for the Candidacy Exams? The reviewers feel that to have these examinations open to the public might lead to problems, either making the candidate excessively nervous, or given the presence of friends, family and community members, making it extremely difficult to fail the candidate at this stage. Therefore, we have recommended that these examinations are not open to the public. Are the criteria and process for assigning passing and failing grades to students clear? How often will the examinations be offered?

If a student does not meet the standards required in one or more of the written examinations, s/he should be allowed a clearly designated amount of time to remedy the problem and if the answers continue to be inadequate, could be failed without going to an oral. The oral could provide another place where students could be failed, as those whose written answers were deemed satisfactory might be unable to discuss them adequately at the oral. For this reason, we feel that the oral should not be public (see

recommendations). If the oral is unsatisfactory, will the student be given a second chance at the oral?

#### Alternate Formats at UBC:

In the PhD programs in English and in Women's Studies, which are quite similar (except English PhD students take 18 credits of coursework and have a language requirement), students do not write any common candidacy examinations. Students in English are required to write up four elaborated questions with reading lists (about 2 pages each, around 20-30 references) related to their proposed thesis research. Once the advisory committee of 3 is satisfied with the questions they are reviewed by the graduate committee. Once the graduate committee is satisfied, the advisory committee chooses two questions. The student has 18 weeks to produce answers of around 20-25 pp. If these are not deemed to be excellent by their advisory committee and a member of the graduate committee, the student has 4-6 weeks after the evaluation report to rewrite them to standard. If they do not meet the standard at this point, they are asked to withdraw from the program. See the website for more detail on this process.  
<http://www.english.ubc.ca/grad/handbook.htm>.

The WMST process is quite similar, except that in addition to the two papers, they produce a course outline with preamble and justification which is intended to prepare them to teach in Women's Studies. See  
<http://www.wmst.ubc.ca/publicationsGradHandbook.html>.

Given that Native Studies does not have a "canon" as do certain fields, producing the list of 100 books may prove an onerous exercise to undertake for a very few students. The UBC exam format can be quite personalized, and is intended to give the student a head start on the thesis. Students find they can either use their answers in the thesis or work them up for publication as articles. Even the questions that were not used require considerable effort to write up and, of course, all have to be done carefully since the student does not know which two questions will be picked. It avoids an oral exam at this stage, which is often either redundant or disastrous. Both English and Women's Studies have the committee and a member of the Graduate committee meet with the student anyway to discuss the examination answers and plan the timeline for the thesis proposal. Neither English nor Women's Studies believe that there is such a thing as a "core" to their disciplines, although Women's Studies requirement of a sample course outline is a way of ensuring that graduates will be able to teach in Women's Studies. English moved to this model after years of area reading lists, two three-hour written exams and an oral, partly because these exams did not seem to be a task that the candidates ever would encounter again and partly in an attempt to assist students in completing the program in 4 years.

One advantage of this form of examination is that it provides a structure for students' second year, even if they are not in residence, a possibility under the university regulations.

#### Thesis Proposal

The thesis proposal examination is quite similar to that at Trent University, but does not include their preparatory course *INDG 701- Dissertation Research Course* which is a course designed to prepare students to complete their dissertation proposal.

We feel it is desirable for the Dissertation Proposal Advisory Committee meeting to be open to the public and that having an external examiner involved in the Proposal meeting (someone either from UofM, but outside the department, or from another University) would be desirable.

There should be an explicit length given for the dissertation proposal. The oral defence seems appropriate for this proposal. Again, it should be made clear whether the student could be failed after a rewrite of an inadequate proposal, and therefore not have to be subjected to a potentially disastrous public defence.

## 7. Recommendations

The reviewers make the following recommendations as a means to strengthen the program.

1. That the program be funded to hire another faculty member in addition to the 0.5 position currently advertised; suggestions for fields from those we interviewed were Sociology, Urban Studies, or Law.
2. That the program be funded to add an additional 0.5 administrative staff appointment, with duties and responsibilities that include the PhD program; but also other administrative responsibilities in the MA and undergraduate programs.
3. That the program be strictly limited to admitting a maximum of two students a year for the first five years as stated in the proposal.
4. That government of Manitoba or the University of Manitoba allocate a minimum of one Aboriginal Student PhD Graduate Fellowship of at least \$10 000/year for a period of four years and provide the other entrant at least \$5000 on entrance, and these fellowships be offered as part of an entrance package that includes either Teaching Assistant or Research Assistant money.
5. That if the candidacy examination has an oral component, that it not be open to the public.
6. That the University commit to fund-raising for at least one more Aboriginal fellowship for which entrants can compete (which might be allocated from the current Aboriginal doctoral cohort program).
7. That the thesis proposal be assessed by an "external" outside the department or, where appropriate, outside the university.

8. That the program add a required pass/fail course that combines an overview of the field of Native Studies with some aspects of professional development

## **Appendix 1 People Interviewed**

### **University Administrative Staff**

Richard Lobdell, Vice-Provost, Programs  
 Jay Doering, Dean of Graduate Studies  
 Karen Jenson, Associate Dean, Graduate Studies  
 Barry Ferguson, Associate Dean, Arts

### **Faculty Members in Native Studies**

Wanda Wuttanee, Head, Native Studies, Associate Professor  
 Chris Trott, Graduate Program Chair, Native Studies, Assistant Professor  
 Peter Kulchyski, Professor  
 Bret Nickels, Instructor and Adjunct Professor  
 Fred Shore, Assistant Professor and Executive Director, Office of University Accessibility  
 Renate Eigenbrod, Associate Professor  
 (we did not meet with Emma Larocque, Professor, currently on sick leave)

### **Department Staff**

Kimberley Wilde, Administrative Assistant  
 Shirley McFaren, Graduate Program Assistant

### **MA students**

Three MA students were interviewed, one in first year, one in second year, and one almost finished (just revising her thesis).

### **Staff and Faculty of Importance to the Proposed Program**

Carl Stone, Director, Aboriginal Student Centre  
 Rainey Gaywish, Program Director, Extended Education  
 Jim Blanshard, Librarian  
 Warren Cariou, Associate Professor, English  
 Kiera Ladner, Political Studies  
 Rob Parker, LAN Coordinator  
 Irene Thain, Classroom Media Manager

## **Appendix 2 – Advertisement for 0.5 position in Native Studies (with Women's Studies)**

**NATIVE STUDIES/WOMEN'S STUDIES**

Date Posted: December 10, 2007

Region: Manitoba

Institution: University of Manitoba

Discipline: Arts

Web Link: [umanitoba.ca/faculties/arts/departments/native\\_studies](http://umanitoba.ca/faculties/arts/departments/native_studies)

Apply Until: February 12, 2008

The Faculty of Arts at The University of Manitoba is searching for a candidate for a joint position in the Department of Native Studies and the Women's Studies Program. The Advisory Committee invites applications for a full-time tenure track appointment at the rank of Assistant Professor with a specialization in Humanities-based research related to Indigenous Women. The appointment will begin on July 1, 2008 or soon thereafter. Position Number 07061.

Candidates must hold a PhD (completed or near completion) in Native Studies, Women's Studies, Cultural Studies or a related discipline. We are particularly interested in candidates with a specialization in critical race theory, Indigenous knowledge, and/or feminist knowledge. We are very interested in hearing from applicants who have a focus on film and/or art. Applicants must have an active program of research and a record of publications in their field as well as demonstrated excellence in university teaching. Candidates are expected to have specific expertise to enhance scholarship, teaching, and community outreach at the intersection of Women's Studies and Native Studies.

The Department of Native Studies has developed a specialization in Indigenous Humanities. The Department has 6 full-time faculty members and offers undergraduate and graduate degree programs (including an upcoming PhD program.) Please visit our website: [http://umanitoba.ca/faculties/arts/departments/native\\_studies/](http://umanitoba.ca/faculties/arts/departments/native_studies/).

The Women's Studies Program has 4.3 faculty members as well as a postdoctoral fellow and offers major, minor and honours degree programs. Please visit our website: [http://umanitoba.ca/faculties/arts/departments/womens\\_studies/](http://umanitoba.ca/faculties/arts/departments/womens_studies/).

The successful candidate will be expected to conduct research relevant to both departments and will be required to teach courses in both departments at all levels, supervise graduate students and honours students, as well as be involved in University service and community outreach.

Short-listed candidates for the position will be expected to present a scholarly paper based on their research to the University and community. They will be asked to submit a teaching dossier and meet with the Advisory committee to discuss teaching, research and service.

The University of Manitoba is the province's largest, most comprehensive research-intensive post-secondary educational institution. The Faculty of Arts is home to a wide range of research centres and institutes including the new Centre for Creative Writing and Oral Culture and the Centre for Globalization and Cultural Studies

(<http://umanitoba.ca/centres/gcs/>) with which the successful candidate may choose to affiliate. Further the Faculty has an active Film Studies program where Guy Maddin is filmmaker in residence.

Applicants may be interested in learning more about the School of Art, one of the oldest degree-granting art schools in Canada, and the associated Gallery One One One:

<http://www.umanitoba.ca/schools/art/content/galleryoneoneone/info111.html>.

Winnipeg has a great deal to offer, both culturally and recreationally, with a number of professional arts groups and opportunities for all types of outdoor activities in all seasons. Learn more about Winnipeg at: [www.destinationwinnipeg.ca](http://www.destinationwinnipeg.ca).

Further, Winnipeg is a major centre for Aboriginal cultural activities and feminist cultural activities which include the Aboriginal Film Festival, Urban Shaman Gallery, APTN, FemFest, Mentoring Artists for Women's Art (MAWA), as well as the National Screen Institute and the Winnipeg Film Group.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. People of all sexual orientations and genders, and others who may contribute to the further diversification of the University, are also encouraged to apply.

Salary will be commensurate with qualifications and experience.

Confidential applications and nominations should include a curriculum vitae, one sample of scholarly writing (40 pages max.) as well as three confidential letters of reference which must be received directly from the applicant's referees no later than February 12, 2008.

All materials should be sent to:

Dr. Janice Ristock, Chair,  
Native Studies and Women's Studies Search Committee,  
Faculty of Arts,  
University of Manitoba,  
307 Fletcher Argue Building,  
Winnipeg, Manitoba, R3T 2N2.

Application materials, including letters of reference, will be handled in accordance with the Freedom of Information and Protection of Privacy Act (Manitoba).

Response of the Native Studies Department  
To  
Review of the Proposal for a Doctoral Program in Native Studies  
at the University of Manitoba

Introduction

The Native Studies Department is delighted with the enthusiasm with which the Ph.D. proposal has been accepted by the external reviewers. The entire review process was extremely positive, with the reviewers raising some good questions and issues for consideration by the Department.

The reviewers came from two quite different backgrounds with respect to running Doctoral programs, one quite similar to the proposed program and one quite different. Taking these differences into account the Department wished to respond to a number of issues they have raised and their recommendations.

General Issues

1. The program hire an additional faculty member. While it is not within the power of the Department to make this decision, the Department wholeheartedly endorses an additional Faculty position. Throughout the review, there is concern over the teaching load and resources of existing faculty. With the combination of administrative responsibilities, along with releases for research the existing faculty will need additional support to offer a rounded program. As the Department wished to support the ongoing research of its members, as well as the Doctoral program, an additional faculty member would spread the load more evenly.
2. The program be funded to add an additional 0.5 administrative staff member. Currently the Administrative Assistant to the Graduate Director holds a 0.5 position. In addition to administering the graduate program, she assists in the general running of the Department. While the position is adequate for the relatively small Master's program at this time, the additional work entailed in managing Doctoral students would make the current arrangement untenable. The additional 0.5 in staff time is thus necessary for the smooth functioning of the program. The Department would also suggest that the position be increased to full time during the summer before the start up of the program in order to put the necessary administrative functions in place.
3. Admission be strictly limited to two students a year. The Department is aware of the limitations in resources, especially among the Faculty and strongly supports the limited admission policy.
4. Student funding. The University of Manitoba has placed itself as the "University of choice for Aboriginal students". To fulfill this mandate, the University must be prepared to provide financial support for those students at all levels of scholarship. The post-secondary funding that currently comes through the individual bands is barely sufficient to support First Nations undergraduate students, let alone the more expensive graduate

students and cannot be relied upon. For the program to be effective, special funding must be allocated to support advanced graduate study in this area. The Department is eager to cooperate with the University to raise funds for an Aboriginal fellowship, and has already begun to work with the Development Office to locate our existing graduates and to develop relationships with our alumni.

### Program Issues

It is clear in the discussion of courses and program issues that there is some divergence in the models provided by the reviewers. In one model (the "Trent" model) the program is supported by a series of courses that take the students through each of the stages of the program leading to a very high course credit count. In the other model (the "UBC" model) there are a limited number of courses and while the other components of the program (candidacy exam, thesis proposal, etc) are required they are not constituted or supported by additional courses. The University of Manitoba largely seems to follow the second model, and for the most part additional courses are not provided to prepare for the candidacy exam nor the thesis proposal. The concern of the committee was that this model would place an additional burden on the supervisors, that could be better dealt with by providing a course structure. While this may be the case, the current model of the supervisors overseeing these components allows for more flexibility in tailoring the program to the specific needs of the student.

1. Vision Statement: the Department agrees that a vision statement would help focus and direct the program. The proposed vision statement would be:

The Department of Native Studies at the University of Manitoba provides a Doctoral program that trains students in Native Studies as a distinct interdisciplinary field of study with unique methodology based on an ethical relationship to the Aboriginal community as a whole while honouring both Aboriginal epistemologies and the Western academic tradition. At the same time, each student's research will be addressed within the wider currents of Native Studies. [to be finalized at the Department retreat]

2. Course requirements: As noted above the Department does not feel it necessary to offer additional course to help students prepare for the candidacy exams and the thesis proposal. Rather these will be dealt with individually through the supervisors and committee members.

a) The Department agrees that an introductory course to the discipline as a whole would be appropriate, and would work to create a cohort among the students. This course would be NATV 7ZZZ "Advanced Issues in Contemporary Native Studies". It would be structured as an ongoing seminar parallel to NATV 7280 that would address the particular issues raised by speakers in the Colloquia series.

b) The existing NATV 7250 "Culture Theory and Praxis" is already designed to give students exposure to working within an Aboriginal community. The requirements of the course can be more specifically tailored to the students' research interests at the Doctoral level. The course can be recalibrated to be taken more than once – once at the Master's level and once at the Doctoral level – to fulfill this requirement.

c) Students coming from outside the Department, whether from another Native Studies program or not, would be required to take NATV 7230 and NATV 7240, our basic introductions to method and theory at the graduate level, as well as the “Advanced Issues” and one of the new proposed courses. Students from within the Department will already have completed NATV 7230 and NATV 7240, and thus must take the “Advanced Issues” course, our new proposed courses, plus one other course either inside or outside the Department.

d) Courses outside the Department. The Department already had good relations with other Departments within the University which allow our Master’s students to take courses elsewhere. These include, but are not limited to:

HIST 7760– History of Aboriginal Rights  
 EDUA 5200 – Ethics and Aboriginal Research  
 EDUA 7280 – Seminar in Cross-Cultural Education  
 POLS 7280– Indigenous Governance and Canadian Politics  
 ANTH 7140– Ethnographic Research Methods  
 ANTH 7800 – Seminar in Ethnohistory  
 ECON 7300– Theories of Development  
 SWRK 6060 – Social Work and Aboriginal People  
 SOC 3850 – Restorative Justice

Students are encouraged to seek out particular courses/instructors that meet the needs of their specific research objectives.

e) The students will achieve their “generalist” knowledge of Native Studies through the required courses and more especially through the candidacy exam. At the moment the “specialist” requirements for each student will be met through specific reading courses in their area (or a course offered in another Department, if it fits their need). However, the intention of the Department is to add in a series of “specialist” courses at the graduate level that would only be offered on an as needed basis. Already, there is a proposal for a 7XXX course on “Advanced Seminar in Aboriginal Economy” that has been sent to CPAC independently of the Ph.D. proposal.

f) The course outlines/proposals will be updated and clarified as suggested (p.8) with weekly readings developed. However, the Department feels strongly that the current titles and themes for the proposed new courses remain the same. Having accepted the proposal for an additional course, “Advanced Seminar in Native Studies”, we feel that the more specific approaches of NATV 7XXX “Critical Theory and Native Studies” and NATV 7YYY “Trauma Theory in Indigenous Writing from Canada and Australia” more accurately reflect the proposed content of the courses. More generic titles, as proposed by the reviewers, would simply obscure the intent of the courses while, at the same time, the more generic issues are covered by NATV 7230, NATV 7240 and the new “Advanced Seminar”. It is also the intent of the Department to phase in a series of courses over the next few years that will reflect the broader interests of the Department.

Language Requirement

The Department feels strongly about the importance of including an Aboriginal Language requirement within the program, despite the evident difficulties. The intention is not to develop fluency in a language in order to conduct research in Aboriginal communities. This would certainly not be possible in the equivalent of 6 undergraduate credit hours! Students who require fluency in an Aboriginal language to conduct their research will have to undertake such work as part of the ongoing research itself.

Rather the objectives are twofold:

- 1) As Aboriginal epistemologies and ontologies are embedded in the languages of the people, it is important that students have a grasp of those languages in order to move toward a clearer understanding of such world views. A basic grasp of the language will open up such possibilities for exploration, even if the student is required to do further work to fully explore the worlds of meaning framed within Aboriginal languages.
- 2) In response to the cultural genocide forced upon Aboriginal peoples through the prohibition of their languages, the Department seeks to affirm the importance of these languages and to contribute to the rebuilding of these language communities through requiring each student to have significant exposure to an Aboriginal language.

The ability of the Department on its own to deliver course in Aboriginal languages is restricted to Cree, Ojibwa and Inuktitut. The Department recognizes that there are numerous other Aboriginal languages that should be included in this requirement. It is not expected that a student must complete the language requirement within the first year of the program, but might have to fulfill it elsewhere during the summer or even during the second year of the program. The Department would recognize courses offered in other Aboriginal languages at other institutions. For example, Mohawk is offered at Trent, and Tsimshian is offered at the University of Northern British Columbia, as well as a number of languages and dialects at First Nations University. All of these would be acceptable to fulfill the requirement. In addition, various other agencies, some of them government, others First Nations, offer Aboriginal language training for their employees in areas where they are needed, e.g. the Nunavut government offers Inuktitut courses on a regular basis for residents of Nunavut. Finally, some language courses are available on line, e.g. [www.tusaalanga.ca](http://www.tusaalanga.ca) for Inuktitut. The examination process established for each of these courses would be acceptable to the Department for completing the language requirement. The Department will work with each student to find a language course appropriate for their area/research. Students working with groups who speak French (e.g. Metis) would be required to fulfill the standard University French competency exam. Students who are working in an area where an Aboriginal language is not spoken (i.e. the research will be in English) may choose any Aboriginal language they are interested in to fulfill this requirement.

### Candidacy Exams

The Candidacy Exam is intended to fulfill the "generalist" requirements of the program while the research proposal is intended to fulfill the "specialist" requirements specific to each student's research. Having completed the Candidacy exam the Department will be confident that each student is competent in the overall field of Native Studies and will be

positioned to teach any of the core courses in Native Studies. While it may indeed be onerous to produce a list of 100 essential texts, the Department feels it is important to begin the process of establishing a canon within the field that all scholars can be expected to know. There will be a preference in the reading list for Aboriginal scholars/authors to emphasize Aboriginal approaches to the discipline, but this will not exclude other scholars who have contributed to the field.

The proposed reading list will be organized under the following headings:

Theory and Method

Ethnographic Diversity

History

Law, Economy Politics and Governance

Literature and Arts – Theory and selected works

The student will be allowed a second chance at both the written and oral examination, within the same time framework as the first, should the answers prove to be unsatisfactory. No further attempts will be allowed.

The Department accepts the recommendation that the oral examination should be closed to the public.

Thesis Proposal

The thesis proposal should be approximately 25 pages long, exclusive of bibliography. Of this about 10 pages should be devoted to the proposal and 15 pages to the literature review.

The proposal will be examined by the Dissertation Proposal Advisory Committee which will consist of two members internal to the Department and one member external to the Department, but not necessarily external to the University. Some care will have to be exercised in the selection of the external member, as this person cannot be the external examiner for the final thesis, who can have nothing to do with the thesis preparation process itself.

The proposal should be prepared in collaboration with the advisor, who is responsible to see that the proposal is sufficient to meet the requirements of the committee. Students may have an opportunity to revise and improve the proposal on recommendation of the examining committee, and to re-defend it once.

Conclusion

The Department takes seriously the recommendations of the review committee, and will adjust the proposed supplementary regulations as noted above to reflect these changes.



**AGENDA ITEM:** Report of the Senate Committee on Awards [dated April 6, 2009]

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve eight new offers, six amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated April 6, 2009].

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

The Senate Committee on Awards met on April 6, 2009, to approve eight new offers, six amended offers, and the withdrawal of four offers.

**RESOURCE REQUIREMENTS:**

The Awards will be funded from the various sources of funding identified within the Report.

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

All of these award decisions meet the published guidelines for awards as approved by Senate and were reported to Senate for information on May 13, 2009.



**Board of Governors Submission**

**Routing to the Board of Governors:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
X	X	Senate Committee on Awards	April 6, 2009
X	X	Senate Executive	April 29, 2009
X	X	Senate	May 13, 2009
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
		<b>Senate</b>	

**Submission prepared by:**

**Submission approved by:** University Secretary

**Attachments**

- Report of the Senate Committee on Awards

## **REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A**

### **Preamble**

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

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

### **Observations**

At its meeting of April 6, 2009, the Senate Committee on Awards approved eight new offers, six amended offers, and the withdrawal of four offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated April 6, 2009).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve approved eight new offers, six amended offers, and the withdrawal of four offers, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated February 23, 2009). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Philip Hultin  
Chair, Senate Committee on Awards

## **Appendix A**

### **MEETING OF THE SENATE COMMITTEE ON AWARDS April 6, 2009**

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

##### **Gordon Anderson Bursary – Diploma in Agriculture**

In memory of Gordon Anderson, a trust fund has been established at the University of Manitoba with an initial anonymous gift of \$12,500, in 2009. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. Gordon Anderson was an instructor in the Faculty of Agricultural and Food Sciences from 1959 to 1967 and specialized in production economics and farm management. He took a particular interest in the diploma program and its students and served as Acting Director of the School of Agriculture from 1965 to 1966.

The capital from the fund will be used to offer the Gordon Anderson Bursary and the Gordon Anderson Memorial Prize in Risk Management (Award # 00000) a total of five times each beginning in the 2010 – 2011 academic session and continuing until the capital has been exhausted. The income from the trust fund will be used to offer a sixth Bursary, once the capital funds have been exhausted. The value of the Bursary may be adjusted in the final year.

One bursary, valued at \$1,000, will be provided to an undergraduate student who:

- (1) is enrolled full-time in the Faculty of Agricultural and Food Sciences, in the second year of the Diploma in Agriculture program;
- (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 for this award will be the Awards Committee of the Faculty of Agricultural and Food Sciences.

##### **Gordon Anderson Memorial Prize in Risk Management – Diploma in Agriculture**

In memory of Gordon Anderson, a trust fund has been established at the University of Manitoba with an initial anonymous gift of \$12,500, in 2009. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The capital from the fund will be used to offer the Gordon Anderson Bursary and the Gordon Anderson Memorial Prize in Risk Management (Award # 00000) a total of five times each beginning in the 2010 – 2011 academic session and continuing until the capital has been dispersed. The income from the trust fund will be used to offer a sixth Bursary, once the capital funds have been exhausted. The value of the Bursary may be adjusted in the final year.

Gordon Anderson was an instructor in the Faculty of Agricultural and Food Sciences from 1959 to 1967 and specialized in production economics and farm management. He took a particular interest in the diploma program and its students and served as Acting Director of the School of Agriculture from 1965 to 1966. This prize has been established in his name to recognize Diploma in Agriculture students who demonstrate sound knowledge of risk management in the operation of a farm or an agri-business.

One prize, valued at \$4,000, will be offered to an undergraduate student who:

- (1) has successfully completed the requirements for the Diploma in Agriculture program with a minimum degree grade point average of 3.5;
- (2) has achieved high standing in: (i) Management Planning Project 2 (currently numbered DAGR 0690); (ii) Financial Risk Management (currently numbered ABIZ 0730) or Case Studies in Institutional Lending 1 (currently numbered DAGR 0730); and (iii) Farm Business Management (currently numbered ABIZ 0720) or Agribusiness Management (currently numbered ABIZ 0680).
- (3) has completed a management planning project which, from an agricultural lender's perspective, demonstrates a thorough understanding of risk analysis and risk management in the operation of a farm or an agribusiness.

Candidates will be required to complete an application form and submit a copy of their completed management planning project. If no student meets the requirements of the award, it will not be awarded for that year.

A committee consisting of the Farm Management Instructors in the School of Agriculture and a representative of the agricultural lending community will recommend the recipient, based on a set of criteria to assess knowledge of risk management and entrepreneurship, to the Awards Committee of the Faculty of Agricultural and Food Sciences.

#### **Roy Phillip Brown and Gloria Brown Medical Entrance Scholarship**

In memory of her husband, Dr. Roy Phillip Brown (M.D./39), Mrs. Gloria Brown (Dip. I.D./42) has established an endowment fund at the University of Manitoba, with an initial gift of \$50,000 in 2008. The endowment fund will be used to offer scholarships for top students entering the Faculty of Medicine. The available annual interest generated by the fund will be used to offer one scholarship to a student who:

- (1) has been admitted to the first year of the undergraduate Medical Degree program in the Faculty of Medicine;
- (2) has ranked high on the Admission Composite Score;
- (3) has ranked high on the multiple mini admission interview.

The selection committee will be named by the Dean of the Faculty of Medicine (or designate) and will include the Assistant Dean of Admissions (or designate).

#### **John Dueck Graduate Entrance Scholarship**

The family of John Dueck has established an endowment fund at the University of Manitoba, in his memory, with an initial gift of \$33,000. The fund will be used to offer scholarships to encourage students to pursue graduate studies in preparation for a variety of careers in agriculture. The available annual interest from the fund, which will be matched by a contribution from the Edward Eric Hildebrand and Ann Palmer Hildebrand Memorial Scholarship Fund, will be used to offer two scholarships. Normally, sixty percent of the total annual spending allocation will be used to offer one scholarship, with a minimum value of \$2,000, to a Ph.D. student and forty percent will be used to offer one scholarship, with a minimum value of \$1,500, to an M.Sc. student. In any given year that there are insufficient funds to offer both scholarships, the total annual spending allocation will be used to offer one scholarship, with a minimum value of \$2,000 to a Ph.D. student.

The scholarships will be offered to students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies, in either an M.Sc. or a Ph.D. program delivered by the Department of Entomology, Plant Science, or Soil Science;
- (2) have achieved a minimum degree grade point average of 3.0 (or equivalent) based on the last 60 credit hours of study;
- (3) have proposed to conduct thesis research related to crops, pests, or soils;
- (4) have demonstrated a high level of research potential.

Candidates will be required to submit an application that will consist of: (a) a description of their proposed research project (maximum 500 words), (b) a curriculum vitae and a brief description of their career goals (maximum 250 words), (c) a current academic transcript(s), and (d) two academic letters of reference from professors, other than the proposed research supervisor, at a post-secondary institution.

Recipients may hold the John Dueck Entrance Scholarship concurrently with any other awards consistent with policies in the Faculty of Graduate Studies. The Scholarship is not renewable.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Agricultural and Food Sciences (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.

### **Faculty of Engineering Entrance Awards for Technology Based Student Competitions**

The Faculty of Engineering at the University of Manitoba offers a variable number of entrance scholarships, with a minimum value of \$250 each\*, to undergraduate students who:

- (1) have, as high school students (grades 9 through 12), placed first in any eligible individual or team competition that requires participants to demonstrate technological excellence;
- (2) are subsequently admitted to, and register full-time in, their first year of study in the Faculty of Engineering via either direct entry or University 1.

The selection committee will have the discretion to determine the number of scholarships offered each year.

Competitions currently eligible include the Manitoba School Science Symposium, the Manitoba Robot Games, and the Canadian Manufacturers and Exporters Discovery Program. The Dean of the Faculty of Engineering reserves the right to amend the list of eligible competitions.

\*A recipient will be offered \$250 for each eligible competition in which he or she placed first (i.e. a student who placed first in two competitions will receive an award of \$500, a student who placed first in three competitions will receive an award of \$750). The Faculty of Engineering Entrance Awards for Technology Based Student Competitions may be held with any other University of Manitoba scholarship.

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

### **Dr. J.A. Garland Summer Research Award in Entomology**

Dr. John Allan Garland (B.Sc./64) has established an endowment fund at the University of Manitoba with an initial gift of \$40,000. The fund will be used to offer summer research stipends to undergraduate students wishing to increase their knowledge and experience of Entomology through participation in a summer research assistantship in the Department of Entomology. The available annual income from the fund will be used to offer one summer research stipend to an undergraduate student who:

- (1) has completed at least one year of full-time study in a degree program delivered by the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has completed a minimum of 6 credit hours of entomology courses;
- (4) has been offered a summer research assistantship under the supervision of a full-time faculty member or adjunct professor in the Department of Entomology.

Preference will be given to students in the Entomology minor program.

Candidates will be required to submit an application that includes (i) a current academic transcript, (ii) a statement from the candidate that identifies the proposed supervisor and describes how the proposed summer research will enhance the student's knowledge and experience of Entomology, and (iii) a letter of reference from the proposed supervisor indicating knowledge of the application, a willingness to serve as the candidate's supervisor, and a willingness and ability to supplement the stipend in order to raise the student's income to the Faculty's approved pay scale.

The Dr. J.A. Garland Summer Research Award in Entomology is not automatically renewable but previous recipients may apply. Recipients may hold the Award concurrently with an NSERC Undergraduate Student Research Award (USRA).

The selection committee will be named by the Head of the Department of Entomology (or designate) and will include at least two faculty members, who may be either members of the Department or Adjunct Professors but who are not the proposed supervisor of any candidate for this award. The selection committee will recommend a recipient to the Awards Committee of the Faculty of Agricultural and Food Sciences, for approval.

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.

### **Respiratory Therapy Memorial Bursary**

In memory of former faculty and students, now deceased, graduates and members of the Department of Respiratory Therapy offer a bursary valued at \$300 for students in the Respiratory Therapy Program. Any shortfall in funding will result in the award being deferred to the next year, when funding may be reassessed. In any given year that funding is available, one bursary will be offered to a student who:

- (1) has completed first year Respiratory Therapy with high standing (minimum degree grade point average of 3.0);
- (2) in the next ensuing academic session, is enrolled full-time (minimum 80% course load) in the Department of Respiratory Therapy;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be named by, and will include, the Head of the Department of Respiratory Therapy.

### **Harry Seidler and John Russell Recruitment Award in Architecture**

Penelope Seidler has established an endowment fund at the University of Manitoba in 2009 in celebration of the life work of Dr. Harry Seidler and his mentor, Dean John Russell, and their commitment to design and society. The fund will be used to offer the Harry Seidler and John Russell Recruitment Award in Architecture. The available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the first year of the Master of Architecture degree program;
- (2) has achieved a minimum degree grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study.

Recipients may hold the Harry Seidler and John Russell Recruitment Award in Architecture concurrently with any other awards, consistent with policies in the Faculty of Graduate Studies.

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

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.

### **Margaret Tobin Bursary for Single Parents in Social Work**

Margaret Tobin has established an endowment fund (\$10,000) at the University of Manitoba to encourage single parents to pursue post secondary education in social work. The available annual income from the fund will be used to offer a bursary to an undergraduate student who:

- (1) is enrolled part-time or full-time in the Faculty of Social Work, in either (a) the Bachelor of Social Work offered at the Fort Garry Campus or (b) the Inner City Bachelor of Social Work ACCESS program at the William Norrie Centre;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) is a single custodial parent with a dependent child or children;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

In any year that no student meets the selection criteria set out in the preceding paragraph, the bursary may then be offered to *either*:

- (a) an undergraduate student who:
  - (1) is enrolled part-time or full-time in the Faculty of Social Work, in the Northern Bachelor of Social Work program;
  - (2) has achieved a minimum degree grade point average of 2.0;
  - (3) is a single custodial parent with a dependent child or children;
  - (4) has demonstrated financial need on the standard University of Manitoba bursary application form; *or*

(b) a graduate student who:

- (1) is enrolled part-time or full-time in the Faculty of Graduate Studies, in the Master of Social Work degree program;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) is a single custodial parent with a dependent child or children;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary is not open to students completing the Bachelor of Social Work by distance education.

The selection committee will be named by the Dean of the Faculty of Social Work (or designate).

## **2. AMENDMENTS**

### **Building Energy Management Manitoba (BEMM) Scholarship in Architecture and Engineering**

The terms of reference for the Building Energy Management Manitoba (BEMM) Scholarship in Architecture and Engineering have been amended at the request of the Faculties of Architecture and Engineering. Distinct selection criteria that restrict the award for Architecture students to a student entering the fourth year of the Bachelor of Environmental Design program (rather than any student who has completed at least two years of full-time study) have been developed, as follows:

The architecture scholarship will be offered to an undergraduate student who:

- (1) has successfully completed the third year of the Bachelor of Environmental Design program (any Option) in the Faculty of Architecture;
- (2) in the next ensuing academic session, is enrolled as a full-time student in the fourth year of the Environmental Design (any Option) program;
- (3) has achieved a minimum degree grade point average of 3.0;
- (4) has demonstrated interest in energy efficiency and renewable energy as demonstrated in studio presentation.

The award for Engineering students will continue to be offered to a student who has completed at least two years of full-time study. Editorial changes have been made, however, to make it clear that the award is an in-course scholarship that is not open to graduating students. In particular, the revised terms for Engineering students specify that eligible candidates will have completed at least 71 credit hours in any Bachelor of Science in Engineering degree program and, in the next ensuing academic session, will be registered full-time (minimum of 24 credit hours) in the Faculty of Engineering.

### **Isbister Undergraduate Scholarships**

The terms of reference for the Isbister Undergraduate Scholarships have been amended in order to offer an entrance scholarship for students in the Faculty of Medicine. The revised terms specify that:

One of the Isbister Undergraduate Scholarships will be offered as an entrance scholarship to a student who:

- (a) has been admitted to the first year of the Undergraduate Medical Education Program in the Faculty of Medicine;

(b) has been ranked highest on the Admission Composite Score, as determined by the Admissions Committee of the Faculty of Medicine.

The Isbister Undergraduate Scholarship for Medicine may not be held with the Isbister Undergraduate Scholarship for any other faculty or school.

The value of the entrance scholarship for a student entering the UGME Program will be equivalent to that of the Isbister Undergraduate Scholarships that are offered to continuing students in other faculties and schools.

As part of the review of the terms of reference for the Scholarship, the distribution of Isbister Undergraduate Scholarship among University of Manitoba faculties and schools has been adjusted for a number of academic units based on increases or decreases in enrolment of full-time students. The number of Scholarships offered to students in the Faculty of Science and University 1 has increased by 1 (from: 5 to: 6) and 2 (from: 11 to: 13), respectively. The number of Scholarships has been decreased for the following faculties: Education (from: 2 to: 1), Engineering (from: 3 to: 2), and the I.H. Asper School of Business (from: 4 to: 3).

A number of editorial revisions have also been made.

### **Frank and Kally Kennedy Memorial Award**

The terms of reference for the Frank and Kally Kennedy Memorial Award have been amended at the request of the Faculty of Kinesiology and Recreation Management. The Award has been offered each year, on a rotational basis, to one of the following sports: volleyball, basketball, ice hockey, wrestling, swimming, track and field, football, and field hockey. Wrestling and field hockey have been removed from the list as these teams no longer exist. Women's soccer has been added to the list following football.

### **Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship**

At the request of the I.H. Asper School of Business, the terms of reference for the Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship have been amended to broaden the pool of potential applicants. In criterion (3), full-time status is now defined by a minimum 60% course load (*versus* a minimum 80% course load).

### **Nevin Estate Fellowship**

The terms of reference for the Nevin Estate Fellowship have been amended at the request of the Department of Animal Science. The value of the Fellowship, which is supported by income from an endowment fund, has been increased from: \$16,000 to: \$18,000.

### **Dr. Charlotte W. Ross Prize and Gold Medal**

At the request of the Faculty of Medicine, a number of amendments have been made to the terms of reference for the Dr. Charlotte W. Ross Prize and Gold Medal.

- The name of the award has been changed to: Dr. Charlotte W. Ross Memorial Award.
- The opening paragraph has been expanded to include the history of the award and biographical information about Dr. Ross.

- The value of the award has been changed from: a cash prize of \$50 to: the available annual income from the endowment fund. A medal will no longer be offered to the recipient.
- The Award, which was previously offered to the student ranking highest in the third and fourth years of Medicine for outstanding proficiency in Obstetrics will now be offered to the student who:
  - (1) has completed the requirements for the Doctor of Medicine (M.D.) degree, in the Faculty of Medicine at the University of Manitoba;
  - (2) has been ranked highest\* in the selection process for admission to the postgraduate program in Obstetrics and Gynecology;
  - (3) enrolls full-time, in the next academic session, in the Postgraduate Medical Education Program, in the Faculty of Medicine, in Obstetrics and Gynecology.
- \*The ranking will be based on the advice of the Undergraduate and Postgraduate Program Directors of the Department of Obstetrics, Gynecology and Reproductive Sciences.
- A statement has been added to direct that the Award may be held concurrently with the Department of Obstetrics, Gynecology and Reproductive Sciences Scholarship (Award #44594).
- The selection committee will be named by the Dean of the Faculty of Medicine (or designate) and will include the Associate Dean (Postgraduate Medical Education) (or designate).

### **3. WITHDRAWALS**

#### **Apotex Inc. Bursary**

#### **Apotex Inc. Future Leader Award**

The terms of reference for the Apotex Inc. Bursary and the Apotex Inc. Future Leader Award were withdrawn from the University's awards program, at the request of the donor.

#### **Cargill Prize for Excellence in Communications**

The terms of reference for the Cargill Prize for Excellence in Communications were withdrawn from the University's awards program at the request of the donor.

#### **Mr. Sub Scholarship in Marketing**

The terms of reference for the Mr. Sub Scholarship in Marketing were withdrawn from the University's awards program at the request of the donor.



**AGENDA ITEM:** Report of the Senate Committee on Awards – Part B [dated April 6, 2009]

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve the Report of the Senate Committee on Awards – Part B [dated April 6, 2009].

**Action Requested:**       Approval     Discussion/Advice     Information

**CONTEXT AND BACKGROUND:**

The Senate Committee on Awards reviewed the application for one new award offer, the “*Nadia Barakat Scholarship for Electrical Engineering*” that appears to be discriminatory according to the Policy for Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships. A letters of support was received from Dean Ruth, Faculty of Engineering.

**RESOURCE REQUIREMENTS:**

The Award will be funded from various donations as identified within the Report.

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

The establishment of this award was approved by Senate on May 13, 2009



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	x	Senate Committee on Awards	April 6, 2009
x	x	Senate Executive	April 29, 2009
x	x	Senate	May 13, 2009
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
		<b>Senate</b>	

Submission prepared by:

Submission approved by: University Secretary

### Attachments

- Report of the Senate Committee on Awards – Part B

## **REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B**

### **Preamble**

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

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

### **Observation**

At its meeting of August 26, 2008 the Senate Committee on Awards reviewed one new offer that appears to be discriminatory according to the *Policy for Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*.

### **Recommendation**

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part B* (dated August 26, 2008).

Respectfully submitted,

Dr. Philip Hultin  
Chair, Senate Committee on Awards

## **Appendix A**

### **MEETING OF THE SENATE COMMITTEE ON AWARDS April 6, 2009**

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

##### **Nadia Barakat Scholarship for Electrical Engineering (A Faculty of Engineering Centenary Scholarship)**

In honour of his daughter, Nadia Barakat [B.Sc.(E.E.)/2000], Dr. Moe A. Barakat (Ph.D./82) has established an endowment fund at the University of Manitoba, with an initial gift of \$20,000, in 2009. The purpose of the fund is to encourage female engineering students to excel in their studies by providing scholarship support. The available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is a female;
- (2) has completed between 24 and 70 credit hours of the engineering program in either University 1 or in the Faculty of Engineering;
- (3) in the next ensuing academic session, is enrolled full-time or part-time in the Faculty of Engineering, in the Bachelor of Science in Engineering (Electrical) degree program;
- (4) has achieved a minimum degree grade point average of 3.5.

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

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.

(Attachment I)



UNIVERSITY  
OF MANITOBA

Faculty of Engineering  
*Office of the Dean*

E2-290 Engineering Building  
Winnipeg, Manitoba  
Canada R3T 5V6  
Telephone (204) 474-9809  
Fax (204) 275-3773



31 March 2009

Dr. Phil Hulton  
Chair of the Senate Committee on Awards  
c/o Ms. Shannon Coyston, Awards Establishment  
Coordinator  
417 University Centre

Dear Dr. Hulton:

**Re: Nadia Barakat Scholarship**

The Faculty of Engineering at the University of Manitoba is committed to the growth of the number of women enrolled in engineering education. The female population at the University of Manitoba makes up approximately 50% of the total University of Manitoba population. The percentage of females in the Engineering graduating class is approximately 15%. However, in the Electrical Engineering program it has been as low as 6% in recent years.

The last six years of statistics from the University of Manitoba's Institutional Analysis that is listed below, substantiates our case for this award.

2001

Computer 7/49 - 14% female  
Electrical 13/44 - 30% female

2002

Computer 5/52 - 10% female  
Electrical 8/35 - 23%

2003

Computer 1/39 - 3% female  
Electrical 8/29 - 28% female

2004

Computer 5/45 - 11% female

Electrical 11/38 - 29% female

2005

Computer 2/35 - 6% female

Electrical 2/22 - 9% female

2006

Computer 1/27 - 4% female

Electrical 6/35 - 17% female

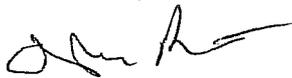
2007

Computer 1/26 - 4% female

Electrical 2/34 - 6% female

The Faculty of Engineering continues to remove any perceived or existing barriers that prevent females from entering the Faculty of Engineering. This under-represented population is very real in the Department of Electrical and Computer Engineering, and as a Faculty we believe that the proposed scholarship will aid in recruiting and retention of female students to our program. I therefore strongly support the establishment of the Nadia Barakat Scholarship.

Sincerely,



Douglas Ruth, P.Eng., Ph.D.  
Professor and Dean

DR/jt



**AGENDA ITEM:** Proposal for a Master of Physical Therapy

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve the proposal for the Master of Physical Therapy [as recommended by Senate May 13, 2009].**

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

All new programs require approval of the Board of Governors prior to being submitted to the Council on Post-Secondary Education (COPSE).

The University of Manitoba currently graduates physical therapists with a Bachelor of Medical Rehabilitation (Physical Therapy) or BMR (PT) degree. There has been a movement across the country to change the requirements of entry to practice into this field from a Bachelor degree to that of a Master degree. Currently eleven of the fourteen physical therapy programs in Canada are at the Master degree level. Physiotherapy education, legislation and practice are similar across Canada and physical therapy education programs must meet national accreditation standards and graduates must meet regulatory requirements that are consistent for all Canadian graduates. Prior to registration as a physical therapist in Manitoba, the individual must have graduated from an accredited physical therapy education program and successfully complete the national Physiotherapy Competency Exam.

This proposal is to offer a Master degree in Physical Therapy while ceasing to provide the current BMR (PT) degree. The master's entry-level credential is a professional master's degree to prepare graduates for clinical practice as physical therapists.

**RESOURCE REQUIREMENTS:**

It is anticipated that the MPT program which would replace the existing BMR (PT) program can be delivered at the same cost as the current BMR (PT) program as there would be no need for new academic or administration staffing resources or new capital resources for equipment or space. In anticipation of this proposal, the Vice-President (Administration) has approved no intake into the BMR (PT) program for September 2009.

The proposal includes a minimum tuition level for the program to be set at \$8000/year, a figure which is lower than that of similar programs at other Canadian institutions.

**IMPLICATIONS:**

The proposal to offer this program as a Master's degree is important to the continued accreditation of the program and was fully supported by external examiners during the program review process. A Master of Physical Therapy would be consistent with what occurs in other institutions across the country. This program could grow the departments and increase their research capabilities.

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

This proposal is forwarded to the Board of Governors by Senate after consideration by the Faculty of Medicine, SPPC and Senate Executive. Issues which arose from the last program review process are addressed by this proposal.



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	x	SPPC	March 23, 2009
x		Senate Executive	April 29, 2009
x	x	Senate	May 13, 2009

**Submission prepared by:** Senate

**Submission approved by:** University Secretary.

### Attachments

- Report of the Senate Planning and Priorities Committee [dated March 23, 2009]
- Program Proposal

**Report of the Senate Planning and Priorities Committee on the proposal to introduce a Masters of Physical Therapy Program in the School of Medical Rehabilitation**

**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at: [http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Programs and Planning Committee of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing new graduate programs and makes recommendations to FGS Council.
3. The FGS recommends that Senate approve a new Masters of Physical Therapy Program in the School of Medical Rehabilitation.

**Observations:**

1. The committee noted that in this proposal the School of Medical Rehabilitation is proposing to phase out the current Bachelor of Medical Rehabilitation (Physical Therapy) (BMR-PT) degree and replace it with a new professional "Entry Level" Master of Physical Therapy (MPT). The rationale put forward for this change is to better prepare physiotherapists for professional practice and to make professional education programming at the University of Manitoba more consistent with the evolving national professional standards for entry level practice in physiotherapy.
2. The committee noted that the School of Medical Rehabilitation has indicated there would be no need for new academic or administrative staffing resources. These resources would be drawn from the staffing resources currently in place for the BMR(PT) program which will be phased out. The School also indicated that there would be no need for new capital resources for equipment or space. However, the School has indicated that delivery of the new program would require a minimum tuition level of \$8000/year on the assumption of 50 students a year. This tuition level is lower than for similar programs at other Canadian institutions.
3. The monetary impact of having no intake into the program for one year was noted. It is likely that students entering the program will be from University of Manitoba, thus they will pay tuition to another faculty prior to being admitted to the Master's program so there would be no significant revenue loss to the University during the transition year.
4. The importance of having an accredited Masters program was stressed. The School is confident that the program can be delivered within the current resources; the external review committee concurred. This program could grow the departments, and increase their research capabilities. The current baseline funding is \$1.6 million for graduating 50 students/year plus infrastructure etc from the Director's office.

5. The School indicated that their recent accreditation review assessed the library resources available through the Neil John Maclean Health Sciences Library as an excellent resource in the support of the physical therapy program.

**Recommendations:**

The SPPC recommends that:

**Senate approve and recommend to the Board of Governors that it approve the introduction of a Masters of Physical Therapy Program in the School of Medical Rehabilitation. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until satisfied that there is sufficient space and existing funding to support the ongoing operation of the program.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

Physical Therapy Department, School of Medical Rehabilitation

Graduate Program Proposal

TABLE OF CONTENTS

Section No.	Title	Page
	Executive Summary	1
A	PROGRAM DESCRIPTION	2
A.1.	Rationale, objectives and features	2
A.1.I.	<i>The Rationale for the Program</i>	2
A.1.II.	<i>Objectives of the program</i>	5
A.1.III.	<i>Program fit within research/academic priorities</i>	6
A.1.IV.	<i>Novel or innovative features</i>	6
A.2.	Context	8
A.2.I.	<i>Program Response to Current and Future Trends</i>	8
A.2.II.	<i>Strengths of the Program</i>	9
A.2.III.	<i>Areas of concentration or specialization</i>	10
A.2.IV.	<i>Program Use of Existing U of M Programs</i>	10
A.2.V.	<i>Program Enhancing Cooperation Among MB Universities</i>	11
A.2.VI.	<i>Program Enhancing National Reputation Of U of M</i>	11
A.2.VII.	<i>Location of Similar Program Offerings in Canada and North America</i>	11
A.3	Specifics	14
A.3.I.	<i>Credential to be granted</i>	14
A.3.II.	<i>Program Description</i>	14
A.4	Projections and Implementation	16
A.4.1.	<i>Sample Program Listing</i>	16
A.4.II.	<i>Estimate enrolment</i>	18
A.4.III.	<i>Provision through Distance Education</i>	18
A.4.IV.	<i>Schedule for Implementation</i>	18

Physical Therapy Department, School of Medical Rehabilitation

Graduate Program Proposal

TABLE OF CONTENTS (continued)

Section No.	Title	Page
B	HUMAN RESOURCES	21
B.1.	Faculty	21
B.2.	Support Staff	22
B.3.	Other	22
C	PHYSICAL RESOURCES	23
C.1.	Physical Space for Student Study and Administration	22
C.2.	Equipment	26
C.3.	Computer	27
C.4.	Library	27
D	FINANCIAL RESOURCES	28
D.1.	Delivery Costs	28
D.2.	Student Support	29
D.3.	Identification of New Financial Resources	29
D.4.	Balance Sheet	29
E	SUPPORTING DOCUMENTS	31

Physician Assist.  
 Therapy. Proposed  
 new Masters, plus  
 attachments; B.1, B.2.  
 B.3

# Graduate Program Proposal: Master of Physical Therapy

Physical Therapy Department, School of Medical  
Rehabilitation,

University of Manitoba

## Executive Summary

The University of Manitoba currently graduates physical therapists with Bachelor of Medical Rehabilitation (Physical Therapy) (BMR-PT) degree. This is a proposal to change the current educational program and curriculum from the Bachelor's degree to an entry-level Master of Physical Therapy (MPT).

Physiotherapy is a primary care, autonomous, client-focused health profession dedicated to: improving and maintaining functional independence and physical performance, preventing and managing pain, physical impairments, disabilities and limits to participation; and promoting fitness, health and wellness. Physiotherapists are independent and caring health professionals who seek to provide safe, quality client-centred physiotherapy through a commitment to service availability, accessibility and excellence. The profession continues to be shaped by scientific evidence and the education and competence of the physiotherapists delivering the services. Physiotherapy is grounded in the belief that, to be effective, its services must respond to the changing needs of populations<sup>1</sup>.

There are 14 University physical therapy education programs in Canada. Currently, 11 out of the 14 programs are entry-level master's programs. In addition to the University of Manitoba, the Universities of Laval and Montreal are offering programs at the bachelor's level. Both of these Québec programs are in transition to master's entry-level programming.

Physiotherapy education, legislation and practice are similar across Canada. Physical Therapy education programs must meet national accreditation standards and physical therapy graduates must meet regulatory requirements that are consistent for all of Canadian graduates. Prior to registration as a physical therapist in Manitoba, the individual must have graduated from an accredited physical therapy education program and successfully complete the national Physiotherapy Competency Exam.

The proposed change in the University of Manitoba entry-to-practice degree in physical therapy is from a bachelor's degree to a master's degree. The master's entry-level credential is a professional master's degree to prepare graduates for clinical practice as physical therapists.

The University received COPSE's approval to develop a detailed program proposal in June 2007 based on the previously submitted Statement of Intent. The proposed timeline for introduction of the new Master's Degree program is for a first cohort intake in the fall of 2010 with the first graduates from the program in the fall of 2012.

---

<sup>1</sup> Canadian Physiotherapy Association. (2000) *Description of Physiotherapy in Canada – 2000 and Beyond*. Author, Toronto, Canada

## A. PROGRAM DESCRIPTION

### 1. Rationale, objectives and features

#### I. *The Rationale for the Program*

##### **Changes in Health Services Delivery and Scope of Practice**

Expanding knowledge, an emphasis on evidence-based practice, technological advances, and professional autonomy have precipitated the need to advance the entry-level physical therapy education. Over the past quarter century there has been a continuing evolution of the physiotherapy profession, similar to other health professions. In 2002, the Pew Health Commission of the United States established "Twenty-One Competencies for the Twenty-First Century" <sup>2</sup> which describe the "generic" needs for health professionals in the new health care environment. These competencies reflect emerging trends in population health, accountability, collaborative and ethical practice. Considerable thought and extensive discussion by the leaders of the physiotherapy profession concluded that acquiring these competencies requires education beyond the baccalaureate level. The continued evolution of a profession requires health professionals such as physiotherapists to be active, scholarly learners who can readily adapt to changing practice models and delivery systems. The required knowledge and skills of physiotherapists are increasing steadily in depth and breadth and the educational model must evolve accordingly.

Further, Wade and de Jong in their 2000 article, Recent advances in rehabilitation, indicated: "Current evidence strongly supports the provision of well organized, coordinated, multidisciplinary rehabilitation services based on a problem oriented approach. In future, specific interventions will be more evidence based, leading to more appropriate referrals to specialist services."<sup>3</sup> The new graduate entry-to-practice program will prepare physical therapists not only for current practice and practice settings but also for the future.

The physiotherapy practice environment continues to change significantly. Thirty years ago, physiotherapists were primarily employed in hospitals and other publicly funded health care facilities, working under prescriptions from physicians. Today, Canadians have direct access to physiotherapists across Canada, without the need for physician referral. In Manitoba, over 50% of registered physiotherapists practice independently in a multitude of community settings and clinics that are funded through a variety of sources including public and private. Evolving interprofessional models of primary health care require that physiotherapists be prepared immediately upon graduation to be autonomous primary health care practitioners. They must be members of health provider teams, equipped with a variety of skills beyond clinical expertise, including negotiation, education, business and entrepreneurship. Changing demographics and informed consumerism in a highly competitive marketplace has heightened the demands on today's physiotherapists and these trends are anticipated to continue. For example, the recent federally funded and provincially supported activity in the study of interprofessional education for health care teams show that there are defined competencies required for health professionals to be effective team players and to be part of an effective team.

---

<sup>2</sup> O'Neil EH, and the Pew Health Professions Commission. *Recreating Health Professional Practice for a New Century*. San Francisco, CA, Pew Health Professions Commission, December, 1998.  
[http://futurehealth.ucsf.edu/pdf\\_files/recreate.pdf](http://futurehealth.ucsf.edu/pdf_files/recreate.pdf)

<sup>3</sup> Wade, D., de Jong, B. (2000) Recent advances in rehabilitation. *British Medical Journal*, 320, 1385 - 1388

Physiotherapists work in a range of settings that require advanced skills in critical thinking and understanding of the application of research to practice in order to deliver high quality, 'best practice' treatment to their patients. Physiotherapists are also responsible for program development and evaluation as well as the delivery of effective clinical care. As members of health care teams, physiotherapists are key contributors to primary health programs aimed at prevention, wellness, health promotion, and screening activities. Health care environmental changes such as increased complexity and level of patient acuity, an emphasis on collaboration and teamwork with other health care disciplines, delegation and supervision to support personnel, decision-making on client care, and communication with clients, families, insurance providers and fellow practitioners require diverse problem solving and program development/management skills.

In addition to their primary role as clinicians, physiotherapists also function as educators, consultants, academics, clinical scientists and administrators. Clinicians working in the diverse and ever-changing health care environment need to be accountable for their practice and need to demonstrate the effectiveness of their interventions. The Institute of Medicine (IOM) noted in its 1999 report, To Err is Human, that health care differs from other industries because of its "huge variability in patients and circumstances; the need to adapt processes quickly, the rapidly changing knowledge base; and the importance of highly trained professionals who must use expert judgment in dynamic settings."<sup>4</sup>

Furthermore, changes in the health care environment and governance structures coupled with growing workload and financial pressures on the healthcare system have led to the need for a new model of professional education. An entry-level master's degree provides the education and clinical training necessary to graduate physiotherapists who have the competencies of primary care and primary health care practitioners.

It is important to have consistent educational standards across the country. A single agreed upon credential that is at a level deemed appropriate within the University, provides a means for all stakeholders to be aware of current standards. We rely on professional associations, through accreditation processes to ensure that education leading to professional status is at a high standard and in line with stakeholder expectations.

Physiotherapy stakeholders across the country agreed that the move to a professional master's degree was necessary to ensure that physical therapists are prepared academically to be responsive to the health care needs of our society. A professional master's degree provides the appropriate academic foundation for graduates with competencies that support the provision of high quality evidence-based patient care; improving the health status and quality of life of our population and advancing the Canadian health care system. Evidence-based patient care will provide for reliability of treatment which has the potential to help reduce "defects" in care or care processes, increase the consistency with which appropriate care is delivered, and improve patient outcomes. The reliability of treatment comes from a strong education foundation in which the best evidence is integrated into each clinical experience.

Stakeholders believe that the move to a professional master's entry-level degree will have a positive impact on the health of Canadians by providing quality care that is responsive to

---

<sup>4</sup> Institute of Medicine. To Err is Human: Building A Safer Health System. 1999. Washington, USA. Author.

changing needs based on best practices and clinical evidence that makes effective use of limited health care dollars.

### Changes in Competencies

The required competencies to provide physiotherapy services have expanded in number and complexity since 1998. New competencies were defined in 2004. Table 1 provides an overview of changes in the competencies for these two periods. Since clients can now directly access physical therapy services a higher level of autonomy, supported by legislation in all Canadian jurisdictions, has evolved. Graduate physiotherapists have a greater level of professional responsibility. They must manage their multiple professional roles effectively, and apply principles of scientific inquiry, analytical and critical thinking, and high level problem-solving and decision-making.

**Table 1 Comparison of 2004 and 1998 Competencies for the Entry-level Physiotherapist in Canada (*additions and changes are italicized and bolded*)**

Competencies Defined 2004 <sup>5</sup>	Competencies Defined 1998 <sup>6</sup>
<p>1. <b>Professional Accountability</b> - <i>Accepts professional responsibility and demonstrates safe, ethical and autonomous professional practice.</i></p>	<p>1. <b>Professional Accountability</b> – Models safe, ethical and autonomous professional practice.</p>
<p>2. <b>Communication and Interdisciplinary Practice</b> - <i>Communicates ethically and effectively with clients, and others to achieve interdisciplinary collaboration and coordination of services.</i></p>	<p>2. <b>Client Assessment</b> - Assesses and reassesses client's physical status, functional abilities, needs and goals using an evidence-based approach.</p>
<p>3. <b>Professional Judgment and Reasoning</b> - <i>Utilizes and judiciously applies principles of scientific inquiry and analytical, critical thinking while solving problems and making decisions during professional activities.</i></p>	<p>3. <b>Physiotherapy Diagnosis and Intervention Planning</b> - Analyses client's needs, establishes the physiotherapy diagnosis and prognosis, and develops a goal-directed, outcome-based physiotherapy intervention strategy.</p>
<p>4. <b>Client Assessment</b> - Assesses and reassesses client's physical status, functional abilities, needs and goals using an evidence-based approach.</p>	<p>4. <b>Implementation and Evaluation of Physiotherapy Intervention</b> - Implements and evaluates the effectiveness of evidence-based physiotherapy interventions, and incorporates findings into future action.</p>

<sup>5</sup> Accreditation Council for Canadian Physiotherapy Academic Programs, Canadian Alliance of Physiotherapy Regulators, Canadian Physiotherapy Association & the Canadian Universities Physical Therapy Academic Council. (2004). Essential Competency Profile for Physiotherapists in Canada. Toronto: Author

<sup>6</sup> Canadian Alliance of Physiotherapy Regulators, Canadian Physiotherapy Association & Canadian Universities Physical Therapy Academic Council. Competency Profile for the Entry-Level Physiotherapist in Canada. Toronto: April 1998.

<p>5. <b>Physiotherapy Diagnosis/Clinical Impression and Intervention Planning</b> - Analyzes data collected, establishes the physiotherapy diagnosis/clinical impression and prognosis, and develops a client-centered physiotherapy intervention strategy incorporating available evidence.</p>	<p>5. <b>Communication and Interdisciplinary Practice</b> - Communicates with clients, relevant others and health care team members to achieve interdisciplinary collaboration and coordination of services.</p>
<p>6. <b>Implementation and Evaluation of Physiotherapy Intervention</b> - Implements physiotherapy interventions based on available evidence, evaluates their effectiveness for the client and incorporates findings into future intervention.</p>	<p>6. <b>Organization and Delivery of Physiotherapy Services</b> – Operates effectively within the comprehensive health system, demonstrating self-management of physiotherapy services and appropriate use of resources.</p>
<p>7. <b>Practice Management</b> - Effectively manages aspects of the physiotherapist's role and implements physiotherapy services within the diverse contexts of practice.</p>	

## II. Objectives of the program

The program goals of the Department of Physical Therapy at the University of Manitoba encompass the seven dimensions of the Essential Competency Profile for Physiotherapists in Canada (see Table 1). The Department of Physical Therapy at the University of Manitoba prepares generalist physical therapists with the knowledge, skills and behaviours required for entry into the profession. Graduates demonstrate professional accountability and collaborative practice in diverse environments. Graduates apply an evidence-based approach, seeking out new and relevant research, while evaluating and integrating the information applicable to client-centred practice. They value a commitment to life-long learning based on reflection and self-evaluation.

The learning objectives of the graduate entry-level physical therapy education program cover seven major areas. Each area has an identified learning goal:

### 1. Professional Accountability

*The student will assume professional responsibility and demonstrate safe, ethical, culturally sensitive and autonomous professional practice.*

### 2. Communication and Collaboration

*The student will communicate with clients and professionals in other disciplines to collaborate and coordinate services.*

### 3. Professional Judgment and Reasoning

*The student will apply principles of critical thinking, while solving problems and making decisions.*

### 4. Client Assessment

*The student will assess client's physical and psychosocial status, functional abilities, needs and goals.*

#### **5. Physical Therapy Diagnosis/Clinical Impression and Intervention Planning**

The student will analyze data collected, establish the physical therapy diagnosis and prognosis, and develop a client-centred physical therapy intervention strategy.

#### **6. Implementation and Evaluation of Physical Therapy Intervention**

The student will implement physical therapy interventions to meet client/patient needs, evaluate their effectiveness for the client and incorporates findings into future intervention.

#### **7. Practice Management**

The student will manage the physical therapist's role and implement physical therapy services within the diverse contexts of practice.

### **III. Program fit within research/academic priorities of the Department of Physical Therapy and the School of Medical Rehabilitation**

The Department of Physical Therapy goals and objectives are aligned with those of the School of Medical Rehabilitation and the University of Manitoba. The goal of the Physical Therapy Department, in alignment with the University's first priority **To Provide Access to an Exceptional Education** is: To provide an accredited quality entry-level education program in physical therapy recognized nationally and internationally to students in a supportive learning environment that meets the needs of Manitobans and Canadians. The School of Medical Rehabilitation's strategic plan addresses the access to an exceptional education by identifying a number of activities including curriculum improvements, use of clinician expertise, and appropriate quality clinical placements. All of these elements are addressed in the new graduate entry-to-practice physical therapy program.

Similarly, with the University's priority of **Be a Centre for Research and Graduate Education that Makes a Difference to our Province, our Nation and our World**, the School of Medical Rehabilitation has identified a number of activities, including: increase research capacity and be competitive with other programs across Canada. The new graduate program complements the current MSc(Rehab) program by introducing students of the entry-to-practice program to the research activities and knowledge transfer thus directly influencing client care and life long learning.

### **IV. Novel or innovative features of the program**

This program will replace the current Bachelor of Medical Rehabilitation degree in Physical Therapy. Admission criteria and pre-requisites for entry to this program are changing to a requirement for a first degree with specified course pre-requisites from the current minimum of 30 credit hours with specified course pre-requisites. Length of time in the professional program is changed. Curriculum content is changing to focus more time on knowledge translation of evidence to physiotherapeutic clinical applications. Curriculum content changes are required in order to meet accreditation requirements for 2010.

The proposed Physical Therapy program is a 25 month graduate-level entry-to-practice academic program of study that includes no less than 1160 hours or 31 weeks of full time supervised clinical practice. This evidence-based course of study is anchored in the rehabilitation sciences in particular movement sciences and therapeutics. The program builds

on our roots in the medical model with strong influences from the fields of population health, wellness, psychosocial and disabilities studies.

It is proposed that the new program in physical therapy be launched in the fall of 2010. This new program will build on the strengths of the current undergraduate program with a refocus and restructuring around curriculum content in contemporary rehabilitation sciences that is important to the discipline and practice of physical therapy. Highlights of the new program will include:

- The new program is a second degree program.
- Before entering this new program, students must have completed an undergraduate degree in any field including required course pre-requisites. Pre-requisite studies will include human anatomy and physiology, English literature, biology with a component in genetics, introductory courses in psychology, human development across the lifespan and statistics.
- The curriculum structure includes an integrated schedule of academic and clinical experience that takes place over a concentrated 24 - 26 month period. A table comparing the current program to that of the new program is contained in Appendix A.
- Curriculum content includes knowledge, skills and attitudes required for entry-level practice as a registered physical therapist. The focus of the discipline of physical therapy is improvement in the function and health of clients through mobility/movement.
- Teaching and learning methods in the academic components of the curriculum include a mixture of lectures, seminars, laboratory sessions, case studies, problem solving exercises, small group work, focused self-directed and independent studies. Classroom time will not exceed 24 hours per week.
- Students will participate in clinical experiences supervised by practicing clinicians in conventional and emerging work environments for physical therapists. Students will progress from novice to competent as they meet the expectations of consolidating their academic knowledge with their clinical skills.

Another innovative aspect of the program is the acceptance of internationally educated physical therapists with bachelor's degrees in physiotherapy. These individuals will be accepted into the program, with permission of the Department Head, as occasional students and for credit coursework only. A degree will not be conferred. These individuals have been assessed by the national credential assessment agency, The Canadian Alliance of Physiotherapy Regulators. Through a Prior Learning Assessment Review (PLAR), The Alliance determines which physical therapy content, if any, is required for the internationally educated physical therapist to be eligible to participate in the national licensing examination. Physiotherapists from the United States, England and Australia typically are not required to complete additional course work and may be eligible to write the national exam without further academic coursework. Whereas physiotherapists educated in India, the Philippines and The Netherlands, for example, must complete additional coursework. The content of this coursework is typically information on the Canadian Health Care system, impact of pharmacology on clients, and autonomous practice. In some cases, internationally educated physical therapists may be requested to complete other coursework based on the PLAR. To accommodate these specific requirements that may not align with the identified courses for the MPT program, two courses have been created. These two courses are "envelopes" of coursework equivalent to 3 credit hours in which content can be

extracted from other MPT and MScPT courses and designed to meet the PLAR needs of the internationally educated physical therapists.

Over the past 5 years the Physical Therapy program has accommodated 5 internationally educated physical therapists in a similar manner in the undergraduate program: one from India, 3 from the Philippines and one from The Netherlands. We only accept students who have been assessed by The Alliance.

## 2. Context

### *1. Extent to which program responds to current and future needs of MB and Canada*

The University of Manitoba Physical Therapy program currently provides 83% of the human resource in physical therapy in Manitoba.

~~This academic program at the University of Manitoba is needed to:~~

- a.) meet the health human resource needs for physical therapists in Manitoba,
- b.) advance knowledge and educate physical therapists in a manner that is responsive to the health, social, and cultural needs of Manitobans,
- c.) continue to provide and sustain best quality care for Manitobans,
- d.) ensure our academic program is equivalent to those in the rest of Canada and is aligned with national standards, and
- e.) contribute to meeting the human resource need for researchers in the physical therapy domain.

Physiotherapists are employed in both the public sector and in the private sector throughout Manitoba. In the public sector, physiotherapists are typically employed by hospitals, rehabilitation and long term care facilities within regional health authorities and by not-for-profit community agencies in health and education fields. In the private sector physiotherapists are typically employed by established private practice physiotherapy clinics and insurance agencies.

Emerging opportunities for physiotherapists' employment include primary health care including primary prevention, home care and community care. There may be other opportunities, as yet unidentified that physiotherapists could create to serve the health need of Manitobans.

The new graduate entry-level physiotherapy academic program replaces the existing program and would provide qualified competent physical therapists to contribute to the health human resource needs for Manitoba's health care system in urban, rural, northern and remote regions. The proposed program is aligned with priorities identified in the November 22, 2004 Province of Manitoba Speech from the Throne including: Education First, Growth in Population, and Health Innovation. The economic plan for "Education First" included "targeted increases in the education of health professionals and Aboriginal professionals in all fields". In addition to the proposed change in education for physical therapists in Manitoba the program will continue to be accessible to the indigenous peoples of Canada. New Manitobans who have a foreign degree in physical therapy will be assisted through the program to prepare for eligibility to practice in Canada consistent with the Growth in Population priority. Graduates of the program will have the knowledge and skill set to contribute to the Health Innovation initiatives, specifically: improving the mobility of the increased number of Manitobans who will benefit from the larger number of hip and knee surgeries; influencing health prevention and healthy living strategies of individual Manitobans, prescribing fitness and activity programs for youth, and

addressing the mobility and activity needs of Manitobans with chronic diseases including diabetes. In addition to these initiatives that were also reiterated in the 2005 Manitoba Budget Address graduates of the program can contribute to the care and well-being of Manitobans through home care and community care.

The 2007 Speech from the Throne continued with similar themes from 2004, in particular:

- *Moving forward in health care* – with further increases in the training and recruitment of health professionals, and added measures to shorten wait times. Community health options and prevention programs will be expanded. Investments in health facilities will continue to be made in every part of the province, with a special focus on emergency rooms, dialysis treatment and care for the elderly.
- *Moving forward with education and training opportunities for young people here at home.* Post-secondary education will be kept affordable for Manitoba students, and for northern and rural residents new programs will be provided closer to home. Your government will work with employers and educators to expand apprenticeship training and ensure that our provincial skills strategy remains responsive to the growth sectors in our economy.

It is anticipated that the change to master's entry-level will have a positive impact on health human resources both now and in the future. The focus for graduates of the master's program will continue to be provision of direct client care, but with enhanced evidence-based practice skills in clinical decision-making and problem-solving that will result in focused client care. An independent research study funded by the Alberta provincial government has shown that rehabilitation professionals with entry-level master's degrees demonstrate greater use of research knowledge in clinical decisions than those with bachelor's degrees. It is anticipated that graduates from professional master's programs will be well equipped to assume positions as physiotherapists in a wide range of independent, community-based and primary health care models. They will be prepared to adapt to changes and priorities in health care services. Their practice will integrate the most current research and evidence to enhance cost-effectiveness and efficacy of treatment regimes.

## ***II. Strengths of the program***

This graduate entry-to-practice program will build on the strengths of the existing physical therapy education program with a solid understanding and accompanying skills in the three physiotherapy core areas of cardiorespiratory, musculoskeletal and neurosciences. The new program will provide a new focus on primary health care using the World Health Organization's International Classification of Functioning as a framework for addressing client assessment, determining appropriate interventions to assist clients to return to participation in personal and community activities.

A master's entry-level physical therapy program will enhance research intensiveness for faculty members. This has been shown in other jurisdictions where a master's entry-level physical therapy program has been implemented. Evidence supports that one of the three variables related to success of U.S. graduates on national Physical Therapy examinations is the qualifications of physical therapy faculty.<sup>7</sup>

<sup>7</sup> Mohr T, Ingram D, Hayes SH, Du Z. Analysis of Pass Rates on the National Physical Therapy Examination Based

The application of science to practice and the development of clinician scholars are additional strengths of this new program.

The development of this program has also benefited from the current work on curriculum guidelines initiated by the Canadian Universities Physiotherapy Academic Council. The Department of Physical Therapy is a member of this Council and is one of three members of the Curriculum Guidelines Steering Committee. Curricular ideas and physiotherapy content concepts from this national initiative are shared with faculty in the development of the new graduate program.

### **III. Areas of concentration or specialization**

This master's program concentrates on the knowledge and skills sets to prepare physical therapists for the practice of physical therapy.

### **IV. Extent to which program will use existing U of M programs as foundation**

Pre-requisite courses from a variety of programs areas have been identified. The Bachelors of Health Studies and Health Sciences programs have been identified as excellent undergraduate programs from which students may apply to the graduate physical therapy program. We expect there will continue to be interest in physical therapy by students in the Faculty of Kinesiology and Recreation Management.

**Pre-requisite courses** – A summary of the pre-requisite courses for consideration is presented in Table 2, along with an example of a student schedule. They amount to a total of 30 credit hours out of a potential 90 credit-hour, three-year Bachelors degree: 18 credit hours in the Faculty of Arts and 12 in the Faculty of Sciences.

**TABLE 2: RECOMMENDED REQUIRED COURSES BEFORE ENTERING MPT PROGRAM**

<b>CORE COURSES</b>	<b>UNIVERSITY OF MANITOBA</b>	<b>UNIVERSITY OF WINNIPEG</b>	<b>BRANDON UNIVERSITY</b>	<b>ATHABASCA UNIVERSITY</b>
Human Anatomy (3 credit hours)	ZOOL 1320			
Physiology of the Human Body (3 credit hours)	ZOOL 1330	BIOL-1112/6	94:132	BIOL 235
Biology with genetics (3 credit hours)	BIOL 1000	BIOL-1115/3	94:162	No course equivalents identified as of June.07
Introductory Psychology (6 credit hours)	PSYC 1200	PSYC-1000/6	82:160 & 82:161	PSYC 289 & 290

Child Development (3 credit hours)	PSYC 2290	PSYC-3200/3	82:274	PSYC 323
Developmental Psychology from Adolescence to old Age (3 credit hours)	PSYC 2370	PSYC-3220/3	82:356	PSYC 381
Basic Statistical Analysis I (3 credit hours)	STAT 1000	STAT-1201/6 or STAT- 1501/3	62:171	MATH 215
English (6 credit hours)	ENGL 1200 or ENGL 1300 or ENGL 2000	ENGL-1001/6	30: 161 & 30:162	No course equivalents identified as of June.07

**EXAMPLE STUDENT SCHEDULE**

Year 1	Year 2	Year 3
Human Anatomy (3)	Child Development (3)	Electives: 30 credit hours
Human Physiology (3)	Psychology of Old Age (3)	
Introductory Psychology (6)	Introductory Statistics (3)	
English (6)		
Biology (3)	Electives: 21 credit hours	
Electives: 9 credit hours		

***V. Extent to which program enhances cooperation among MB universities***

As outlined in Table 2, all eight of these program pre-requisite courses have been selected so that students could take these courses at any of the University of Manitoba, the University of Winnipeg and/or Brandon University.

***VI. Extent to which program will enhance national reputation of U of M***

Approval and implementation of this program will provide the University of Manitoba with a physical therapy academic program equal to the other thirteen programs in Canada with the equivalent educational credential. Graduates of this proposed program at the University of Manitoba will feel confident in their educational credential whether they choose to work in Manitoba or choose to work elsewhere across Canada.

***VII. Location of Similar Program Offerings in Canada and North America***

There are 13 other academic programs of physiotherapy in Canada. Of these thirteen programs, 11 currently offer a graduate entry-to-practice program in physical therapy; the other two programs, both based in Quebec, are currently developing proposals to change from an undergraduate entry-to-practice degree to a graduate entry-to-practice degree. See Table 3 for information on the Canadian academic physical therapy programs.

**TABLE 3: CURRENT ENTRY-LEVEL PHYSIOTHERAPY ACADEMIC PROGRAMS IN CANADA**

INSTITUTION	DEGREE CONFERRED	ACADEMIC PREREQUISITES	LENGTH OF PROGRAM	DATE OF MASTERS IMPLEMENTATION OR PROPOSED
University of British Columbia	Master of Physical Therapy (MPT)	Completion of a recognized baccalaureate degree in any field	26 months	2005
University of Alberta	Master of Science in Physical Therapy (MScPT)	Completed baccalaureate degree from a recognized academic institution.	Min. of 28 calendar months. May be 31 mo. depending on clinical placement availability.	2003
University of Saskatchewan	Master of Physical Therapy (MPT)	Completion of a recognized baccalaureate degree in any field	26 months	2007
University of Manitoba	Bachelor of Medical Rehabilitation (Physical Therapy)	University One	Three years	Proposed for 2010
McMaster University	Masters of Science in Physical Therapy (MScPT)	Four-year baccalaureate degree	24 Months	2000
University of Toronto	Master of Science in Physical Therapy (MScPT)	Four-year undergraduate degree.	26 Months	2001
University of Western Ontario	Master of Physical Therapy (MPT)	Four-year undergraduate degree.	23 months	2002
Université d'Ottawa	Master of Health Sciences in Physiotherapy	Honours Bachelor's degree	2 years (6 consecutive terms)	2007
Queen's University	Masters of Science in Physical Therapy (MScPT)	Four year baccalaureate degree	Two years	2005
McGill University	Master of Science (Applied) in Physical Therapy	Bachelors degree plus one qualifying year of content specific to PT	Five semesters which includes 1000 hours of fieldwork	2007
Université Laval	Baccalauréat des sciences en physiothérapie/Baccalauréate of Science in Physiotherapy	Diplôme collegial en sciences de la nature ou l'équivalent	Trois ans (sept sessions)	unknown
Université de Montréal	Baccalauréat en sciences (physiothérapie)	Diplôme collegial en sciences de la nature ou l'équivalent	Trois ans et demi	unknown
Université de Sherbrooke	Maître en physiothérapie (M. Pht)	diplôme d'études collégiales (DEC) en sciences de la nature, en sciences, lettres et arts ou en techniques de réadaptation physique ou avoir acquis au moins	7 semestres	2007

		45 crédits universitaires dans un même programme à grade à la date limite fixée pour le dépôt de la demande d'admission		
Dalhousie University	MSc. (Physiotherapy)	four-year undergraduate degree or a three-year degree plus an additional 30 credit hours of university courses at advanced levels which can include prerequisite courses will be considered.	26 months	2006

There are 200 physical therapy academic programs in the United States offering either a master (24 programs) or doctoral level education (178 programs) or both. Of the 178 doctoral level programs, 111 are professional (entry-level) DPT programs which are either accredited or being developed. A list of these programs can be found at the following website:

[http://www.apta.org/AM/Template.cfm?section=PT\\_Programs&template=/aptaapps/accreditedschools/acc\\_schools\\_map.cfm&process=3&type=PT](http://www.apta.org/AM/Template.cfm?section=PT_Programs&template=/aptaapps/accreditedschools/acc_schools_map.cfm&process=3&type=PT)

The higher profiled programs, based on contribution to physical therapy literature and the science of physical therapy, are listed below:

University	Location	Features of Program
Arcadia University	Glenside, Pennsylvania	DPT since May 1999
Duquesne University	Pittsburgh, Pennsylvania	DPT since July 2001
Emory University	Atlanta, Georgia	DPT since September 2001
Northwestern University	Chicago, Illinois	DPT since May 2001
Duke University	Durham, North Carolina	DPT since August 1999
University of Pittsburgh	Pittsburg, Pennsylvania	DPT since April 2002
Sargent College at Boston University	Boston, Massachusetts	DPT since November 2001
Texas Women's University	Houston, TX	DPT since February 2007
University of Washington	Seattle, Washington	DPT since November 2003
University of North Carolina at Chapel Hill	Chapel Hill, North Carolina	DPT since April 2007

### 3. Specifics

#### I. *Credential to be granted: Master of Physical Therapy (MPT)*

a) *Rationale for the name:* The Department of Physical Therapy is recommending that the credential to be granted upon successful completion of this program is Master of Physical Therapy (MPT). The name is consistent with the naming of the Occupational Therapy program (MOT), a sister health profession program in the School of Medical Rehabilitation. The title "master of" attached to the name of the professional program is also consistent with the naming of other course-based programs at the graduate level at the University of Manitoba, for example: Master of Architecture, Master of Business Administration, Master of Engineering, Master of Public Administration.

b) *Indication of whether the credential is offered under same/similar/different names elsewhere:* The other Canadian academic physical therapy graduate entry-to-practice programs offer either one of two credentials: Master of Physical Therapy (MPT) or Master of Science (Physical Therapy) (MScPT). Of the 11 programs currently offering this level of physical therapy education 4 provide the MPT credential and 7 provide the MScPT credential, or equivalent. See Table 3 above for specific programs and their credential.

c) *List of those consulted in arriving at the name:* Discussion of the name has occurred with members of the Physical Therapy Department; Dr. Emily Etcheverry, Director of School of Medical Rehabilitation; Dr. Thomas Hassard - Associate Dean, Faculty of Graduate Studies; Simone Hernandez-Ramdwar - Admission and Program Officer, Faculty of Graduate Studies; Dr. Jay Doering, Dean, Faculty of Graduate Studies; external reviewers of the proposed program: Dr. Jayne Garland and Dr. George Turnbull; and colleagues responsible for the physical therapy masters programs across Canada.

d) *Indication of whether accreditation for new degree is required by an external body:* Yes, the Accreditation Council for Canadian Physiotherapy Academic Programs will request a self evaluation report and an on-site visit in the academic year prior to the first graduating cohort. There will be regular reviews thereafter in six year intervals by this same accrediting body.

#### II. *Program Description*

##### a) *Admission requirements*

###### I. Academic Requirements

All applicants will be required to have:

- A Bachelor's degree
- At least one academic year of 24 credit hours
- An overall average of at least 3.0 or a grade of "B" in the last 60 credit hours of study
- A minimum grade of 3.0 or "B" in all of the pre-requisite courses
- All pre-requisite courses need to have been completed within the last five years or the equivalency within graduate studies

**Pre-requisite courses** – A summary of the pre-requisite courses for consideration has been presented in Table 2, above, along with an example of a student schedule. They amount to a total of 30 credit hours out of a potential 90 credit-hour, three-year Bachelors degree: 18 credit hours in the Faculty of Arts and 12 in the Faculty of Sciences.

## II. Non - Academic Requirements

### Interviews

It is felt that interviews of prospective physiotherapy students should continue. The introduction of multiple mini interviews will be explored to replace the three-person panel interviews currently used.

*Rationale:* Five of the current master's entry-level programs across Canada use an interview. An alternative interview format is emerging in the form of multiple mini-station interviews, and is being pursued at the Universities of Alberta and McMaster as well as within the Faculty of Medicine at the University of Manitoba. Stations for the most part are practical in nature but not limited to this. Written stations are also an option, but how and by whom these will be graded must be considered. One-on-one interviews in stations are also a possibility, as is currently utilized by the Masters of Occupational Therapy program at the University of Manitoba. Practical stations can include scenarios and/or group activities with fellow applicants.

### III. Selections

The selection decision will be based 60% on the grade point average of the last 60 credit hours, and 40% on an interview score.

Priority will continue to be given to Manitoba residents.

**b) Course requirements** – This 25 month proposed program of 102 credit hours requires full time study. Course introduction forms are attached in Appendix A.

**c) Procedures for the evaluation of students** – This proposed program is a course based masters with the usual evaluation processes of written examinations, clinical examination (OSCE), papers, seminar presentations, self evaluation and clinical performance instrument.

**d) Thesis, practicum or comprehensive procedures and regulations** – It is intended that the clinical examinations will be comprehensive exams at the end of each of three major blocks of academic study. In addition, students are expected to produce a scholarly paper representative of graduate work based on an evaluation or research project under the supervision of a faculty advisor.

**e) Ability to transfer courses into the program** – This feature is not available due to the integrative nature of the content within the curriculum.

**f) Other procedures and regulations specific to the program – Supplemental Regulations**

All students are responsible for understanding the policies, regulations and guidelines of the University of Manitoba, the Faculty of Graduate Studies, as well as, their Department/Program of study. The Department of Physical Therapy Supplemental Regulations document is attached in Appendix B. These supplemental regulations are aligned with and are designed to be read in conjunction with the Faculty of Graduate Studies Academic Guide.

#### 4. Projections and Implementation

##### 1. Sample program listing for a typical student including timetable for completion of studies

It is anticipated that students would complete the academic and clinical components of the program in 25 months. The courses to be studied in Year 1 and Year 2 of this professional graduate program are listed below. The proposed Curriculum Map, which follows the table, generally maps out the timeframe for these listed courses according to the blocks A through to I.

BLOCK	COURSE	TITLE	CREDIT HOURS
A	PT 6100	Theoretical Basis of Physical Therapy Practice	5
A	PT 6110	Foundations to Evidenced-Based Practice 1	1
A	PT 6120	Clinical Skills for Physical Therapy Assessment	4
A	PT 6130	Applied Sciences for Physical Therapy 1	4
A	PT 6140	Anatomy	3
B	PT 6190	Clinical Education	1
C	PT 6221	Clinical Skills for Physical Therapy in Neuromusculoskeletal Conditions 1	6
C	PT 6222	Clinical Skills for Physical Therapy in Neuromusculoskeletal Conditions 2	4
C	PT 6230	Applied Sciences for Physical Therapy 2	6
C	PT 6250	Integrated Practice for Neuromusculoskeletal Conditions	3
C	PT 6260	Physiotherapy Practice and Professional Issues 1	3
D	PT 6291	Neuromusculoskeletal Clinical Education 1	6
D	PT 6292	Neuromusculoskeletal Clinical Education 2	6
E	PT 6310	Foundations to Evidenced-Based Practice 2	2
F	PT 7121	Clinical Skills for Physical Therapy Neurological Conditions	5
F	PT 7122	Clinical Skills for Physical Therapy Cardiorespiratory Conditions	4
F	PT 7130	Applied Sciences for Physical Therapy 3	6
F	PT 7150	Integrated Practice for Cardiorespiratory and Neurological Conditions	3
F	PT 7160	Physiotherapy Practice and Professional Issues 2	3
G	PT 7291	Cardiorespiratory and Neurosciences Clinical Education	6
G	PT 7292	Cardiorespiratory and Neurosciences Clinical Education	6
G	PT 7390	Elective Clinical Education	6
H	PT 7400	Selectives in Advanced Physiotherapy Practice	3
I	PT 7500	Physical Therapy Evaluation/ Research Project	6

**Curriculum Map: Aug 20 Start (31 wks clinic) (revised Dec19/07)**

Aug 20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug 17																																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
<b>A: General: 11 wks</b> - EBP, ethical decision making, feedback, communication - profession issues - anatomy, physiology - assessment (interview, vitals, ROM scan, mobility, exercise) - pain, heat, cold - Intro to Cdn health care system												<b>B: 1 wk Clinic (50)</b>	<b>C: Musculoskeletal Academics: 18 wks</b> - assessment - treatment (electro, massage, exercise) - lifespan												University closed	<b>D1: MSK Clinic 6 wks (50)</b>	<b>D2: MSK Clinic 6 wks (50)</b>	<b>D3: MSK Clinic 6 wks (?)</b>	March break	<b>E: 6 weeks Foundations of EBP Part II</b>																					

Aug 20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug 17																																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
<b>F: Cardioresp &amp; Neuro: 18 wks</b> - Assessment - Treatment - Lifespan												University closed.	<b>G1: CR or Neuro or Elective 6 wks (37)</b>	<b>G2: CR or Neuro or Elective 6 wks (37)</b>	<b>G3: CR or Neuro or Elective 6 wks (37)</b>	<b>G4: CR or Neuro or Elective 6 wks (37)</b>	<b>G5: CR or Neuro or Elective 6 wks (?)</b>	March break	<b>H: 6 + 6 wks</b> - Distributed coursework - research project	I:																															

Aug 20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug 17																																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
<b>I: Cont'd 5 wks Selectives</b>																																																			

The academic program must provide a minimum of 1050 hours of clinical experience for graduating students to be eligible to write the Physiotherapy Competency Exam. This program provides 1162.5 hours based on 37.5 hours across 31 clinical weeks.

**II. Estimate enrolment for first 5 years of program including evidence on which the projection is based:**

Enrolment is expected to be 50 students in each of the first 5 years of the program. We are currently funded by COPSE for 50 seats. The BMR(PT) program has been sufficiently attractive over the past ten years to have a ratio of 1.5 – 3 applicants for each seat. Although there may be a slight shortfall of candidates in the first year or two, based on the experience from implementation of the Masters of Occupational Therapy program, it is expected that a full complement of students would occur in the third and subsequent years after implementation of the program.

**III. State whether there is an intent to provide some aspects of the program through distance education**

The program requires full time, on-site study in the Department of Physical Therapy. Integration of content will occur within courses, across years, and from academic studies to clinical experience. This approach is not conducive to part time study or distance education.

**IV. Schedule for implementation**

<b>Date</b>	<b>Step</b>	<b>Comment/Detail</b>
September 20, 2005	SOI and Letter of Support from Dean forwarded to FGS	
September 23, 2005	Programs and Planning Committee of FGS (may provide advice on enhancing the COPSE statement of intent) Department may be invited	Met with Committee to discuss Statement of Intent, approved and forwarded to next level of FGS and Senate
March 2007	Revision to original Statement of Intent, submitted to COPSE along with "draft" copy of Pan-Canadian application document	Done
June 2007	Letter from COPSE giving permission to proceed with detailed proposal	Detailed proposal to address 4 items identified in COPSE letter
September 28, 2007	Consultation meeting with FGS	To review proposal and receive advice on enhancing proposal
October, November, December 2007	Development of Proposal <ul style="list-style-type: none"> <li>- details in FGS guidelines</li> <li>- finances</li> <li>- supplementary reg's</li> <li>- CV from all FT and PT faculty</li> </ul>	This is essential work and timeline. Requires consultation meetings as identified in Letter of Intent in addition to preparing content (consultations done with departments and faculties in 2006 need to be revisited requesting updated letters of support)
October 22, 2007	SMRC Meeting	Proposal to be presented for "agreement in principle" Done
November 1 – 16, 2007	PT Curriculum Ctee and PT Council meetings to be scheduled	Approval of proposal required at both of these committees and prior to moving to next level
November 21, 2007	Faculty of Medicine Executive Council	Need support at this level to be able to move forward at FGS and Senate

Date	Step	Comment/Detail
November 26, 2007	SMRCE Meeting	If necessary pending required changes in previous steps
November 20 – December 10, 2007	Community consultation	Physiotherapy community and prospective employers
January 3, 2008	FGS receives proposal	
*January 15 – February 4, 2008	FGS process of review, may return proposal for revisions	Next available date for FGS process is February 18 – March 5, 2008
February 20, 2008	Complete proposal revisions and submit and supply names of potential external reviewers	
March 5, 2008	FGS completes review of proposal	Fall back date only, the earlier date is preferable
July 2008	External reviewer report complete	
August 2008	Response to reviewers report and revise proposal as necessary	Submit to FGS
August 26, 2008	Beginning of 2008/09 academic year and last intake into BMR(PT) program	We need an early decision on "no intake" for 2009, this requires urgent follow up
September 10, 2008	FGS P&P review of External Report and program's response to report	
September 11 - 19	Revisions to proposal and resubmit	
October 1, 2008	FGS Executive Ctee meeting and decision to advance proposal to Senate	
October 9 – November 5, 2008	Senate Processes (Exec, Planning and Priorities, Senate)	If detailed proposal is approved, request approval for "no intake" in 2009 and closure of the BMR(PT) program as the last students of this program progress through the courses and years
December 9, 2008 – January 29, 2009	Board of Governors process	
February/March 2009	COPSE receives proposal	
May 31, 2009	COPSE approval - can take 60 days to make decision	COPSE decision may be extended due to additional time for review through the Pan Canadian process
July 2009	Letter approving implementation from VP Academic	
January 2009 – December 2009	Course development Supplementary regulations Student teaching and learning materials developed Faculty aligned with courses Identification of MPT program evaluation measures	
May – November 2009	Promotion, promotion, promotion of MPT program	

Date	Step	Comment/Detail
Spring 2010	Admission process for MPT program	Resource intensive, will need more investment of resources than we currently have for the BMR(PT) admission process
August 25, 2010	Intake of first MPT students into new program	
January – September 2011	Preparation for MPT program provisional accreditation	Must be completed prior to graduation of first cohort
Spring 2012	On site accreditation survey team?	

\* Dates from January 2008 onwards are speculative due to the decision points within and external to the University.

This program will be phased in as the BMR(PT) program is phased out. The first intake of students into the new program will occur in fall of 2010. The last intake of students into the BMR(PT) program will be the fall of 2008. There will be no intake in 2009. This phasing ensures that there will be a graduating class in each year during the transition and annually thereafter with the new program.

Reasons for no intake during 2009-10 academic year:

- In the current program each student requires 7 clinical placements with our colleagues in the community for a total of 350 clinical placement requirements in any given year; the current PT program is challenged to find sufficient commitments for the clinical experience for our students; it would be impossible to find sufficient placements for a double cohort year i.e. 2009 -10; the clinical community could not accommodate the additional placement requirements;
- this would maintain a steady state of physiotherapist human resources for entry into the workforce; and
- faculty requires lead time to develop courses, arrange resources for new program.

The following chart outlines the timing, enrolment numbers and output of the proposed change from the current BMR(PT) program to the MPT program.

Academic Year	Current BMR(PT)			Proposed MPT		Potential No. of Graduates
	Year 1	Year 2	Year 3	Year 1	Year 2	
2007 - 08	49	47	50	-	-	50
2008 - 09	50	49	48 <sup>1</sup>	-	-	48
2009 - 10	No intake	50	49	-	-	49
2010 - 11	-	-	50	50	-	50
2011 - 12	-	-	-	50	50	50

Note to Table:

1. A Year 3 PT student in 2007/08 requested and was granted a leave of absence for health reasons. The student plans to return in 2008/09 to complete the program

## B. Human Resources

### 1. Faculty

Listing of all faculty members associated with the program including adjuncts and for this course-based program their expected association as student program advisors and course teachers are indicated.

Faculty Members	Role as Student Program Advisor	Role as Course Teacher
Dr. Burton Abbott		✓
Ruth Barclay-Goddard	✓	✓
Carrie Fruehm		✓
Moni Fricke	✓	✓
Mark Garrett	✓	✓
Elizabeth Harvey	✓	✓
Russ Horbal		✓
Dr. Dean Kriellaars	✓	✓
Roland Lavalée		✓
Dr. Ellen Lee	✓	✓
Dr. Brian MacNeil	✓	✓
Michael McMurray	✓	✓
Gisèle Pereira	✓	✓
Nancy Ryan-Arbez	✓	✓
Dr. Barbara Shay	✓	✓
Colleen Silk		✓
Ted Stevenson		✓
Jenneth Swinamer	✓	✓
Dr. Tony Szturm	✓	✓
Laurie Urban		✓
Maureen Walker	✓	✓
Dr. Leah Weinberg	✓	✓

An abbreviated CV for student program advisors is included in Appendix C.

For others involved in our program see the following list a rationale for the individual's inclusion in their respective category.

#### ***Describe the impact of program on teaching loads.***

Because this program is replacing the existing BMR(PT) program it is expected that teaching loads for tenured and tenured-tracked faculty members will consume approximately 30 - 40% of their time with the balance of their time devoted to research

and service. There will need to be some flexibility on a case by case basis for those that are involved in the MSc(Rehab) program and the Applied Health Sciences PhD program.

There are a number of masters prepared part time faculty members and full time instructors within the department whose primary role is teaching. Their teaching contribution will support the program and the full time faculty members with MSc(Rehab) and Applied Health Sciences PhD graduate student supervision and research.

## **2. Support Staff: The role or participation, if any, of clerical or technical support staff in delivery or administration of the program**

Support staff will be required to assist and support the admissions process for this new program. The Departmental Secretary currently provides support to the program's Admissions and Selections Chair. However, the workload will be much higher in the graduate program in which applications are reviewed by the department and not through the Admissions Office. Workload for the Departmental Secretary will need to be assessed and redistributed as appropriate.

Other support activities will be available as per the current undergraduate program with support currently provided for examination production, grade generation, course and instructor evaluation and classroom set up.

## **3. Other**

Members of the physiotherapy community with clinical expertise in particular diagnostic groupings of clients and/or specific therapeutic skill sets will participate in the classroom education of students. These members have many years of experience culminating in valuable knowledge and skills that will benefit the students of this professional masters program. Additional instructors will come from the medical and nursing profession to lead classroom learning in pathological conditions and psychosocial issues, among others. There will also be invited guest speakers from other fields e.g. social work, dietetics, psychology, speech-language pathology, occupational therapy, and respiratory therapy. All of the previously mentioned instructors, lecturers and guest speakers will have differing academic credentials but all will be members of good standing in their respective professions.

Students of this professional masters program will be required to complete experiential education through clinical placements in health care facilities, agencies and clinics in Manitoba and other locales across Canada. The supervising clinician will be assessing the students' knowledge and skills applicable to clinical practice. All supervising clinicians are registered physical therapists, in good standing with their professional regulatory body in their respective jurisdictions.

## C. Physical Resources

### 1. Describe the physical space for student study and administration of the program.

There has been substantial new development of lecture and laboratory space within both the Faculty of Medicine and the School of Medical Rehabilitation over the past 5 years. The School of Medical Rehabilitation entry-to-practice occupational therapy and physical therapy programs are consolidated on three floors in the Rehabilitation Building at 771 McDermot Avenue with additional space available in the Old Basic Sciences building.

Students have 24/7 card access to multiple classrooms and seminars within the Rehabilitation Building space. Students use this space to study and to work in small groups for assignments, projects and presentations. The following table outlines the space available for teaching and learning.

Room/Sq. Footage	Seating Capacity	AudioVisual Support	Lab Equipment
R209	22 Seminar	White board, screen, chalk board	
R210A	16 Seminar	White board, screen, chalk board	
R210B	16 Seminar	White board, screen, chalk board	
R 236 (1880 sq. ft.) Wireless internet is available with UMID	53	Podium with sound system, computer, data projector with remote controls, computer cable and VCR	Many labs are split and repeated due to limited # of hospital beds & other equipment
R 230 (1428 sq. ft.) Wireless internet is available with UMID	53	As above for R 236	Classroom use primarily; equipment and supplies would need to be moved in and chairs and table moved out to accommodate labs
R 224 (1512 sq. ft.) Wireless internet is available with UMID	30	OH projector and slide projector – setting is primarily for practical classes	Adjacent storage room for wheelchairs, ambulatory aids, floor mats, exercise balls
R170 (1,566.35 sq. ft.) Wireless internet is	50	Podium with sound system, data projector, computer & VCR. 3 monitors for demonstration purposes	Adequate electrotherapy equipment, musculoskeletal models, hydrotherapy units and treatment beds. This room

available with UMID		from elevated platform with hand held video camera.	functions as a practical classroom only.
R 160 (1,571.27 sq. ft.) Wireless internet is available with UMID	50	Podium with sound system, data projector, computer & VCR. 3 monitors for improved view from back of class. Blackboard also available.	Classroom use primarily; equipment and supplies would need to be moved in and chairs and table moved out to accommodate labs
R 020 Wireless internet is available with UMID	25-30	Retractable wall can divide room into 2 sections to allow for 2 concurrent labs/tutorial groups or OSCE style examination. AV support – data camera, document viewer and internet access. Can be used for clinical education activities (e.g.: Respiratory Rehab. Program)	State of the art exercise equipment, EKG monitors, oximeters, polar heart rate monitors
R 010 / R 006 / R 052 Wireless internet is available with UMID	25	<ul style="list-style-type: none"> <li>• Tables &amp; chairs easily reconfigured to meet various needs. One way mirror between 2 rooms for observation of student interaction (interview labs etc.).</li> <li>• AV equipment minimal as not intended for full class activity</li> <li>• Uses include tutorial session, small group discussions, student independent study and OSCE style practical examinations</li> </ul>	
R 015 Wireless internet is available with UMID	50	26 computer stations (2 students per computer) State of the art podium with sound system. 2 wheelchair accessible stations	Computer access for student projects requiring literature searches. Primary function is for the MOT program as part of the assistive technology courses.
R 060 Wireless internet is available with UMID	50	State of the art podium with sound system, document camera, VCR and network capabilities. Moveable tables and chairs to allow for easy reconfiguration (small group teaching, tutorials) Shared space with Community Health Sciences	

T255	max capacity 15	Over head projector & screen conference/seminar room occasionally	
T260	max capacity 8	Seminar or small group meeting room	
T263	max capacity 8	Seminar or small group meeting room	
RR302	max capacity 20	Screen/Chalkboard Seminar or small group meeting room	
RR333	max capacity 40	Small classroom or seminar room	

We are privileged to share access to a large pool of lecture theatres and seminar rooms within the Faculties of Dentistry and Medicine through a central booking system.

Classroom	Seating Capacity	AV status
Theatre A	350 with writing surface; suitable for large class size or MCQ style exams	State of the art – built in computer with touch pad controls; sound system; document camera; internet access
Theatre B	96 + 2 W/C designated spaces	
Theatre C	96 + 2 W/C designated spaces	
Theatre D	108 <b>Poor seating; not conducive for note taking and examinations. Underutilized because of set up.</b>	Chalkboard; overhead projector
Theatre E	74 – moveable chairs & tables that can allow for reconfiguration of room for tutorial groups	State of the art – built in computer with touch pad controls; sound system; document camera
Theatre F	88	Blackboard; sound system; hook up for computer projection. Laptop has to be booked and set up for individual lecturers.
S 211	40	Marginal; overhead and slide projector
S 210 & S 212	15 each	Marginal; overhead and slide projector
Seminar rooms – 2 <sup>nd</sup> floor Basic Medical Sciences	6 large seminar rooms that can accommodate 16 students each. These rooms can be divided into 2 smaller rooms to accommodate 8- 10 students per room.	Basic equipment available.
Gross Anatomy lab – can accommodate 200 students; however limited nos. of cadavers and lab instructors still necessitates that the classes in the professional entry-level SMR programs be split for the Anatomy labs. This requires repeat instruction from the lab demonstrators.		

The Department of Physical Therapy will also have access to the newly developed Clinical Learning and Simulation Facility. This 8,000 sq. ft. state of the art facility will provide opportunities for the Physical Therapy program to execute its clinical examinations, interview labs and selection interview process among other program and curricular activities in a facility designed to simulate the clinical environment.

**Resource Implication statement from Director of Student Records – See E.1 attached.**

- I. Students
- II. Administrative

It is anticipated that the resource implication on Student Records will be similar to the resource implication created by the change from the BMR(OT) program to the MOT program.

## **2. Equipment**

I. Teaching (instructional equipment – audiovisual, computers, therapeutic)  
The proposed MPT program will replace the existing BMR(PT) program. The current teaching resources will be available for the MPT as it was for the BMR(PT) program. The current audiovisual, computer and therapeutic equipment works very well for the teaching of physical therapy theory and skills. Please see the previous section on **Physical Space** starting on page 24 for a detailed listing of audiovisual equipment available in the classrooms. In addition, all full time and many part time faculty have Pentium computer work stations connected to a central server for internet and other electronic resources. Faculty also has access to portable laptops. These resources are available for course and instructional planning and development. Therapeutic equipment is readily available for teaching of contemporary skills. Reviews of equipment needs are conducted annually and purchases made to complement and/or replace existing therapeutic equipment in keeping with relevant changes in practice.

- II. Research (major research equipment accessible to graduate students in the program, plans to retire/upgrade equipment or obtain new equipment over next 5 years)

Students will participate in research or evaluation projects based on proposed, current and/or ongoing activities of faculty members. Students will have access to faculty members' laboratory space as appropriate to their projects. Research specific equipment is upgraded and/or replaced appropriately based on utilization and necessity to research through grants and indirect costs of research funding.

**Resource Implication statement from Director of Information Services Technology – See E.2, attached**

### 3. Computer

All full time and many part time faculty have Pentium computer work stations connected to a central server for internet and other electronic resource information. Computer workstations are upgraded every five years.

The Rehabilitation Building at the Bannatyne Campus also has wireless internet capability.

### 4. Library

#### *a) Description of existing resources available for use in the program.*

The Neil John Maclean Health Sciences Library (NJMHSL) supports the teaching, research and patient care requirements of the staff and students of the Faculties of Dentistry and Medicine and the Schools of Dental Hygiene and Medical Rehabilitation. The NJMHS Library will also serve the faculty of Pharmacy which will move to the Bannatyne campus (home of the University of Manitoba's medical and allied health faculties) in 2008. It serves the Health Sciences Centre (HSC), St. Boniface General Hospital (SBGH), Grace Hospital (GH), Seven Oaks General Hospital (SOGH), Deer Lodge Centre (DLC), Misericordia Health Centre (MHC), Concordia Hospital (CH), Victoria General Hospital (VGH), and the Winnipeg Regional Health Authority (WRHA) by supporting the teaching, research and patient care activities of the staff and students from these institutions. Through its outreach services, it is the primary resource for faculty and students located at other teaching sites both in Winnipeg and rural Manitoba. Overall the library resources and services are excellent.

The Library offers a range of access services, including circulation, document delivery, reference and technical services. The Library acts as an important component of professional and student education, and two Learning Resource Centres for multimedia computer applications is an integral part of the Library. The Library has a collection of over 210,579 volumes comprised of print, audiovisual and computer-based media, receives over 1089 print serial titles and over 3200 titles available electronically. The Library serves a primary clientele of over 4,000 health care professionals. The NJMHS Library is staffed by 9 librarians, 24 full-time support staff and 2.0 FTE part-time support staff. The hospital libraries are staffed by 7.5 librarians and 12 FTE part-time support staff.

The current program underwent accreditation from the Accreditation Council for Canadian Physiotherapy Academic Programs in 2002. Part of the accreditation process examines the learning resources available to the program. At that time the accreditation report from the on-site reviewers indicated that: "Library resources are excellent." In other words the library resources were deemed appropriate in the support of the physical therapy program.

#### ***Availability and currency of computer work stations for faculty, staff and students—***

The NJMHSL has two computer classrooms, with fifteen workstations each, located on site. As well, there are approximately 41 public access computers in the library with Pentium processors. The computer lab spaces are unavailable for individual users when they are booked for teaching and exams. All full time and many part time faculty have Pentium computer work stations connected to a central server for internet and other electronic

resource information. The NJMHSL is opened a total of 100 hours a week during term, September to May. In the summer of 1998, hours of opening were increased to include both Saturday and Sunday. Additional funding was also obtained to increase hours of opening during the Christmas break. The NJMHSL was open 9 days out of the 12 day Christmas break.

All faculty, staff and students have access to the Libraries databases on and off campus. The Libraries have developed a proxy server that enables clients to log-in from home or office and access BISON, the Libraries online catalogue and NETDOC (Networked Databases on Campus). NETDOC has 197 databases and full text material including electronic journals, Harrison's Principles of Internal Medicine, MD-Consult, UpToDate, and STAT-Ref, a database that includes approximately 31 full-text medical textbooks. The School of Medical Rehabilitation is viewed as an integral part of the Faculty of Medicine and as such has had a librarian designated as the bibliographer for Medical Rehabilitation. The librarian performs all the collection assessments for new/revised courses and purchases books and other learning resources for the collection. The Medical Rehabilitation Librarian also teaches students information literacy and retrieval skills as a part of their course requirements.

All the study carrels in the NJMHSL are wired for computer access and the library also provides wireless access to the University's network backbone.

***Resource Implication statement from Director of Libraries – pending***

The statement from the Libraries is under development. It will be based in part on the recently completed assessment for the external review of the MSc(Rehab) program. This statement is expected within the next several weeks.

## **D. Financial Resources**

### **1. Delivery Costs**

At this time it is anticipated that the proposed MPT program which will replace the existing BMR(PT) program can be delivered at the same cost as the BMR (PT) program. Downward adjustments to the use and employment of casual and hourly lecturers will be made to accommodate an anticipated increase in the use of simulated clients and model patients. These changes are anticipated to balance each other out leaving the delivery costs in a steady state. There is no anticipated increased cost impact from human resources, physical resources and research.

The program does support the recommendation from the external reviewers of the program that:

*"...the present full-time complement\* of Tenure Track faculty be increased by at least one, preferably two PhD-trained faculty members to ensure the health and future development of the research programs in the (Department)\*. These additions will also ensure the continuing growth and sustainability of the (Master of Physical Therapy)\* degree.*

\* Text was changed from the original to reflect accuracy of current terminology.

## 2. Student Support

The current BMR(PT) undergraduate program has a number of awards (bursaries, scholarships, prizes) available for students. The terms of reference for these awards will be modified to be applicable to the students of the proposed graduate program. In specific cases where the sponsor is currently involved in the award, the sponsor of the award will be approached to be involved in the change to the terms of reference. Student recruitment will be actively pursued through information on the SMR website and participation in career fairs e.g. Rotary Career Fair, Brandon Career Fair and the SMR Open House.

## 3. Identification of new financial resources – none anticipated at this time

## 4. Balance Sheet

We anticipate no capital start-up needs and no increase of FTE for the implementation of the MPT program. Because this proposal requires no intake in the 2009 – 2010 academic year there is lost tuition from 50 prospective students in that one year. We require the “no intake” in that year because the clinical community could not manage a double cohort of students in clinical placements. The double cohort of BMR(PT) and MPT would occur in spring of 2010 with Years 1, 2 and 3 of the BMR students (150) and Year 1 of the MPT students (50) in the clinical community at the same time. We currently seek 350 placements for students in the BMR(PT) program. Seeking an additional 100 placements (each student has two six-week placements) is not achievable in the current Manitoban physiotherapy community.

Funds used by the Bachelor of Medical Rehabilitation (Physical Therapy) program will be used for this proposed graduate entry-level program. The 2007-08 budget figures are used. Adjustments will need to be made for 2010 - 11 dollars.

Projected Program Costs:	Salary	\$1,433,184
	Operating	\$ 191,731
	Capital	\$ 0
	<b>Total cost</b>	<b>\$1,624,915</b>
Projected Program Revenue:	Tuition	\$1,557,245
	Other	\$ 67,670
	<b>Total revenue</b>	<b>\$1,624,915</b>

The total maximum tuition available to the Physical Therapy undergraduate program, assuming 50 students in each year of the program, is \$778,622.50.

The following table shows the projected tuition from the current BMR(PT) program through implementation of the MPT program to a “steady-state” assuming no change in tuition fees and all figures are in 2007/08 dollars. Each cell for the BMR(PT) program indicates the number of students then the tuition for academic courses plus the tuition for the clinical placement. The product of the student numbers and the students’ tuition results in the total tuition generated by that cohort. Total annual tuition is aggregated across cohorts and is noted in the last column on the right.

For purposes of demonstrating the impact of implementation of this new program through to a “steady-state”, 3 scenarios are presented. In the first scenario, the total BMR(PT) program tuition fee of \$15, 572.45 was used as the basis for the tuition fee for the MPT program with

half of the fees (\$7786.23) applied in the first year and the other applied in the second year. In this scenario the maximum loss of \$258,332.70 from no intake in 2009 is difficult to make up over a five year period. In the second scenario, a program fee of \$16,100 is used to demonstrate the initial loss of tuition could be amortized over 9.3 years in constant 2007/08 dollars. The third scenario shows that the amortization period assuming for the maximum loss of tuition could be reduced to 6 years with a program tuition fee of \$17,000.

Academic Year	Current BMR(PT) Tuition			Proposed MPT Tuition		Total Annual Tuition
	Year 1	Year 2	Year 3	Year 1	Year 2	
2007 - 08	49 x (\$4355.20 + \$707.30) = \$248,062.50	47 x (\$4293.75 + \$1008.50) = \$249,205.75	50 x (\$4400.00 + \$807.70) = \$260,385.00	0 \$0	0 \$0	\$757,653.25
2008 - 09	50 x (\$4355.20 + \$707.30) = \$253,125.00	49 x (\$4293.75 + \$1008.50) = \$259,810.25	48 x (\$4400.00 + \$807.70) = \$249,969.60	0 \$0	0 \$0	\$762,904.85
2009 - 10	0 \$0	50 x (\$4293.75 + \$1008.50) = \$265,112.50	49 x (\$4400.00 + \$807.70) = \$255,177.30	0 \$0	0 \$0	\$520,289.80  (maximum loss of \$258,332.70)
2010 - 11 (scenario 1: no change in tuition between programs)	0 \$0	0 \$0	50 x (\$4400.00 + \$807.70) = \$260,385.00	50 x \$7786.23 = \$389,311.25	0 \$0	\$649,696.25  (maximum loss of \$128,926.25)
2010 - 11 (scenario 2: MPT program tuition fee is \$16,100)	0 \$0	0 \$0	50 x (\$4400.00 + \$807.70) = \$260,385.00	50 x \$8050 = \$402,500	0 \$0	\$662,885.00  (maximum loss of \$115,737.50)
2011 - 2012 (scenario 2: MPT program tuition fee is \$16,100)	0 \$0	0 \$0	0 \$0	50 x \$8050 = \$402,500	50 x \$8050 = \$402,500	\$805,000 (gain of \$26,377.50)  Steady state in 9.3 years
2010 - 11 (scenario 3: MPT program tuition fee is \$17,000)	0 \$0	0 \$0	50 x (\$4400.00 + \$807.70) = \$260,385.00	50 x \$8500 = \$425,000	0 \$0	\$685,385.00  (maximum loss of \$93,237.50)

2011 – 2012 (scenario 3: MPT program tuition fee is \$17,000)	0 \$0	0 \$0	0 \$0	50 x \$8500 = \$425,000	50 x \$8500 = \$425,000	\$850,000 (gain of \$71,377.50) Steady state in 5.9 years
--	----------	----------	----------	-------------------------------	-------------------------------	---

***E. Supporting Documents – see attached***

1. Resource Implication statement from Director of Student Records
2. Resource Implication statement from Director of Information Services Technology



**AGENDA ITEM:** Proposal for a Bachelor of Dental Hygiene degree completion program

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve the proposal for the Bachelor of Dental Hygiene degree completion program [as recommended by Senate May 13, 2009].

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

All new programs require approval of the Board of Governors prior to being submitted to the Council on Post-Secondary Education (COPSE).

The School of Dental Hygiene, University of Manitoba, has offered a Diploma in Dental Hygiene since 1963. In April 2008, the profession of dental hygiene in Manitoba became self-regulating with the proclamation of the *Dental Hygienists Act*. This has led to new expectations of dental hygienists in addressing some of the critical community health needs in institutionalized settings as the new regulations enable dental hygienists to work without supervision in any health care agency designated by the Minister of Health; however, community health agencies typically look for degree prepared primary health care providers. In addition, there is also an increasing demand for more dental hygiene educators who have credentials beyond the diploma in order to accommodate the resulting larger class sizes and as replacements for the retirements of current educators.

**RESOURCE REQUIREMENTS:**

This proposal does not require financial support as the additional support staff member and expanded office space have already been provided by the Faculty of Dentistry. The addition of one full-time faculty member will be funded on a cost recovery basis.

**IMPLICATIONS:**

This proposal will enhance the overall development of the School by increasing research efforts, fostering the development of interdisciplinary linkages within the university and community at large, and by allowing for the further education of a select number of dental hygienists who will be key players in interdisciplinary care for the underserved and vulnerable populations of Manitoba.

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

This proposal is forwarded to the Board of Governors by Senate after consideration by the Faculty of Dentistry, SPPC, SCCCC, and Senate Executive.



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	x	SPPC	February 23, 2009
x	x	Senate Committee on Curriculum and Course Changes	April 6, 2009
x	x	Senate Executive	April 29, 2009
x	x	Senate	May 13, 2009

**Submission prepared by:** Senate

**Submission approved by:** University Secretary.

### Attachments

- Report of the Senate Planning and Priorities Committee [dated February 23, 2009]
- Report of the Senate Committee on Curriculum and Course Changes [dated April 6, 2009]
- Program Proposal

## **Report of the Senate Committee on Curriculum and Course Changes on a Proposal from the School of Dental Hygiene for a Degree Completion Program**

---

### **Preamble**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. The Senate Committee on Curriculum and Course Changes considered a proposal for a Degree Completion Program from the School of Dental Hygiene at its meeting on April 6, 2009.

### **Observations**

1. The School of Dental Hygiene has offered a Diploma in Dental Hygiene since 1963.
2. The profession of dental hygiene in Manitoba has recently become self-regulating with the first dental hygienists licensed in January 2008 and the *Dental Hygienists Act* proclaimed in April 2008.
3. There are new expectations of dental hygienists to address some of the critical community health needs in institutionalized settings and the new regulations enable dental hygienists to work without supervision in any health care agency designated by the Minister of Health. Community health agencies typically look for degree prepared primarily health care providers.
4. Increasing class sizes dictated by increased demand for graduates has led to an increased demand for more dental hygiene educators who have credentials beyond the diploma. With the newly launched "Centre for Oral-Systemic Health" in the Faculty of Dentistry, it is anticipated that graduate opportunities for dental hygiene students with an undergraduate degree will be available.
5. The current diploma consists of 101 credit hours which exceed the 90 credit hours required for a three year degree at the University of Manitoba. The degree completion proposal calls for students to complete an additional 21 credit hours. The proposal contains more specific information on requirements for students who are not recent University of Manitoba graduates including those from other institutions which includes a residence requirement of 30 credit hours at the University of Manitoba.
6. This proposal requires no course introductions and there is no additional funding requested.
7. Letters of support were received from Dental Hygiene Educators Canada, Manitoba Dental Hygienists Association, the Canadian Dental Hygienists Association, the National Dental Hygiene Certification Board, the Commission on Dental Accreditation of Canada, and the Manitoba Dental Association.

**Recommendation**

The Senate Committee on Curriculum and Course Changes recommends THAT:

**THAT Senate approve and recommend to the Board of Governors that it approve the introduction of a Bachelor of Science (Dental Hygiene) Degree Completion Program, in the Faculty of Dentistry, School of Dental Hygiene.**

Respectfully submitted,

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

/mb

**Report of the Senate Planning and Priorities Committee on the Proposal from the Faculty of Dentistry, School of Dental Hygiene for a Bachelor of Science (Dental Hygiene) Degree Completion Program**

---

**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of Dentistry approved and recommends that Senate approve the proposal from the Faculty of Dentistry for a Degree Completion Program, in the School of Dental Hygiene.

**Observations:**

1. The School of Dental Hygiene proposes to establish a Bachelor of Science in Dental Hygiene, degree completion program. The program is being proposed to meet a long standing community need for Dental Hygienists to function as practitioners, educators and researchers with the Bachelor Degrees in Dental Hygiene.
2. The committee noted that the profession has recently become self-regulated with the proclamation of the *Dental Hygienists Act* in April 2008 which allows licensed practitioners to work without supervision in any health care agency designated by the Minister of Health. There is a great need and potential for these graduates to address critical community health needs. However designated agencies typically look for degree graduates. Currently, students have to go elsewhere to get a degree; this Dental Hygiene Degree Completion Program would assist in addressing this need.
3. The proposal provided strong evidence of the need for the program and it included many strong letters of support for the program from the salient professional organizations in the field of Dentistry and Oral Health including: the College of Dental Hygienists of Manitoba, Dental Hygienist Educators of Canada, Manitoba Dental Hygienists Association, the Canadian Dental Hygienist Association, the Manitoba Dental Association and others.
4. The committee noted that the proposal indicated that this program does not require financial support as the requirements for the program, such as additional support staff and expanded office space, have already been provided by the Faculty of Dentistry. In addition, the status of two current faculty members has been changed from contingent to continuing and the requirement for one additional full-time faculty member would be covered on a cost recovery basis. Also, the proposal contains no new courses and the committee noted that it was indicated that the Office of the Dean of Dentistry would cover any shortfall in cost recovery.

5. The committee observed that the proposal provided documentation which indicated that the University of Manitoba Libraries staff located at the Neil John MacLean Library had reviewed the library resource needs for the proposed degree completion program and have indicated that the libraries current collections could support the proposed program.
6. Finally, the committee noted that the existing lecture/seminar rooms, laboratories and clinical facilities were identified as adequate for the implementation of the program as no additional clinical hours have been added to the program.

**Recommendations:**

The SPPC recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the introduction of a Bachelor of Science (Dental Hygiene) Degree Completion Program, in the Faculty of Dentistry, School of Dental Hygiene.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

**Proposal for a Bachelor of Science in Dental Hygiene  
Degree Completion Program**



**FACULTY OF  
DENTISTRY**

---

**SCHOOL OF  
DENTAL HYGIENE**

*Traditions of Excellence, Horizons of Change*

**Prepared for the Council on Post-Secondary Education  
October 2008**

## TABLE OF CONTENTS

<b>INTRODUCTION/HISTORY</b> .....	<b>3</b>
<b>RATIONALE</b> .....	<b>4</b>
<b>SECTION I: PROGRAM DESCRIPTION</b> .....	<b>6</b>
MISSION AND GOALS.....	6
<i>University of Manitoba Mission</i> .....	6
<i>Faculty of Dentistry Mission</i> .....	6
<i>School of Dental Hygiene Mission</i> .....	6
<i>School of Dental Hygiene Goals</i> .....	7
ADMISSIONS POLICIES.....	8
<i>Summary of Admissions Requirements for Degree Completion Applicants</i> ...8	
CURRICULUM OVERVIEW .....	8
<i>General Calendar Additions</i> .....	11
COURSE DESCRIPTIONS .....	11
<i>Specific School of Dental Hygiene Courses</i> .....	12
<i>Potential Elective Courses</i> .....	13
<b>SECTION II: MARKET NEED AND MARKET DEMAND FOR THE PROGRAM</b> .....	<b>14</b>
<b>SECTION III: STUDENT DEMAND FOR THE PROGRAM</b> .....	<b>16</b>
<b>SECTION IV: FACULTY REQUIREMENTS</b> .....	<b>17</b>
<i>Faculty Rank Expertise</i> .....	17
<b>SECTION V: COOPERATIVE ARRANGEMENTS</b> .....	<b>20</b>
<b>SECTION VI: LEARNING TECHNOLOGIES</b> .....	<b>20</b>
<b>SECTION VII: RESOURCE REQUIREMENTS</b> .....	<b>22</b>
<b>SECTION VIII: FINANCIAL CONSIDERATIONS</b> .....	<b>23</b>
<b>SECTION IX: PROGRAM CONSULTATIONS AND EVALUATIONS</b> .....	<b>23</b>
<b>APPENDICES</b> .....	<b>24</b>
A. BACCALAUREATE DEGREE INTEREST SURVEY RESULTS – 1985 .....	25
B. BACCALAUREATE DEGREE INTEREST SURVEY RESULTS – 1988 .....	26
C. BACCALAUREATE DEGREE INTEREST SURVEY RESULTS – 1999.....	28
D. COPIES OF COOPERATIVE AGREEMENTS .....	29
E. LETTER OF SUPPORT FOR LIBRARY SERVICES.....	30
F. PROPOSED BUDGET .....	31
G. PROGRAM CONSULTATIONS AND EVALUATIONS.....	32
<b>REFERENCES</b> .....	<b>33</b>

## Introduction/History

The University of Manitoba, School of Dental Hygiene has a long-standing history in its attempts to establish baccalaureate-level education for dental hygienists. The School of Dental Hygiene first developed *A Curriculum Proposal for the Degree: Bachelor of Dental Hygiene* in 1976. In the proposal, the School documented support for baccalaureate dental hygiene education by the Federal Government Ad Hoc Committee on Dental Auxiliaries as early as 1970. Support for baccalaureate education by the Canadian Dental Hygienists' Association dates back to the late 1960s. The Association strongly supported the potential establishment of a degree program at the University of Manitoba in 1976.<sup>1</sup>

The School again submitted a proposal for a Bachelor in Dental Hygiene degree-completion program during the academic year 1990 - 1991. In a letter dated March 7, 1991 T. P. Hogan, associate vice president notified R. Jordan, Dean, Faculty of Dentistry that the Universities Grants Commission had approved the Bachelor of Dental Hygiene Degree Program. Funding, however, was not included in the approval; thus, the program was never launched.<sup>2</sup>

The Commission on Dental Accreditation of Canada (and its predecessor, the Canadian Dental Association Council on Education and Accreditation) has repeatedly supported the creation of a baccalaureate program in dental hygiene at the University of Manitoba. In 1986, the Commission recommended that the School continue to pursue the implementation of a baccalaureate program.<sup>3</sup> In 1993, it recommended that the School resubmit the request for financial support for the degree-completion program.<sup>4</sup> At its February 2001 site visit, the Commission again supported in its report, efforts to establish a baccalaureate program.<sup>5</sup>

In June of 2002, the University of Manitoba Senate and Board of Governors approved the replacement of the diploma program with a bachelor of science in dental hygiene degree program. The current proposal presented here for a degree completion program was originally housed within that larger proposal and approved along with it. However, upon submission to COPSE the proposal as a whole was not approved. Several re-submissions followed taking on several forms. This current proposal is strictly for a degree completion program not requiring any financial support from COPSE.

The School of Dental Hygiene proposes to establish a Bachelor of Science in Dental Hygiene degree completion program. At present, despite heavy academic workloads of faculty members, the School of Dental Hygiene has established a significant record of community service and excellence in teaching. The School is developing the research capabilities and scholarly activities of its faculty members. The implementation of a baccalaureate degree program will enhance the overall development of the School. Enhanced development will

include increased research efforts by faculty and an increase in their ability to develop their own areas of expertise, as well as fostering the development of interdisciplinary linkages within the university and the community at large.

## **Rationale**

The School of Dental Hygiene at the University of Manitoba has offered a Diploma in Dental Hygiene since 1963 that has provided sound educational preparation for the clinical practice of dental hygiene. The intent is to continue that practice in order to address current market needs for dental hygienists.

Several changes have occurred over the last few years, the most significant being that the profession of dental hygiene in Manitoba has become self-regulated. The Transitional Council of *The College of Dental Hygienists of Manitoba* licensed all dental hygienists for the first time in January of 2008. The regulations have now been completed and the *Dental Hygienists Act* was proclaimed April 15<sup>th</sup> 2008. There are new expectations of dental hygienists to address some of the critical community health needs in institutionalized settings as the new regulations enable dental hygienists to work without supervision in any health care agency designated by the Minister of Health. Despite the fact that the University of Manitoba's Dental Hygiene program has an extensive community health component, community health agencies typically look for degree prepared primary health care providers.

Additionally, the increasing demand for dental hygiene graduates in the labour force, has placed pressure on educational institutions to increase their class sizes and for new programs to be developed. That, along with the impending retirement of the baby boom population, has created a demand for more dental hygiene educators in both Canada and the United States who have credentials beyond the diploma.

Another major change has been the growing body of knowledge linking oral diseases such as periodontal disease, with major systemic diseases such as diabetes, cardiovascular disease, stroke, adverse pregnancy outcomes and aspiration pneumonia. Vulnerable population groups at highest risk for these adverse outcomes are primarily those who reside in chronic care facilities and personal care homes. These are the target populations that dental hygienists will now be able to reach through the newly expanded legislation.

Additionally, Health Canada has launched a new Interprofessional Education Collaborative Practice initiative which has been operational at the University of Manitoba for the past two years with key players from the Schools of Dental Hygiene and Medical Rehabilitation as well as the Faculties of Dentistry, Medicine, Nursing, and Pharmacy. As an extension of this interprofessional education initiative, the Faculty of Dentistry/School of Dental Hygiene has launched a new "Centre for Oral-Systemic Health" that is totally interdisciplinary

in nature, involving all of the previously mentioned disciplines as well as others. This centre will address the needs associated with the proposed oral-systemic links and will be research and education based, offering graduate educational opportunities at both the Masters and PhD levels for these multiple disciplines, enabling them to work together in interdisciplinary teams. Dental hygienists are front line in this project as they are key players in oral health promotion, disease prevention and the delivery of therapeutic periodontal care.

It is anticipated that dental hygienists will be able to access these graduate programs. However, opportunities for degree completion in the province of Manitoba for those dental hygienists who desire it, are virtually non-existent whereas all of the other undergraduate university based dental hygiene programs across Canada have active degree completion programs in place for licensed dental hygienists. Dental hygienists in the province of Manitoba who wish to pursue graduate studies are currently road-blocked without the opportunity to complete a baccalaureate degree required for entry into any graduate program.

The current dental hygiene diploma program comprised of 101 credit hours (99 from 1993 – 2006) already surpasses the credit hour requirements for a three-year degree (90 cr.hrs) offered by the University of Manitoba and subsequently this proposal requires only 21 additional credit hours of coursework for the most recent graduates to complete the equivalent of a 4 year degree or 120 credit hours. This program will give preference to those dental hygienists who have clinical practice experience and who have career goals to pursue community employment, research or academic employment.

This proposal does not require financial support as requirements for the program such as an additional support staff member and expanded office space have already been provided by the Faculty of Dentistry. The only remaining program requirement is the addition of one additional full-time faculty member, however it is the intent of the Faculty of Dentistry/School of Dental Hygiene to meet this need through offering the program on a cost-recovery basis and as such will not require COPSE funding. Please refer to Appendix A for the budget submission.

Now is prime time to make this degree completion program available for a select number of dental hygienists who will be key players in interdisciplinary care for the underserved and vulnerable populations of Manitoba. Approval of this degree will enable the collection of important research data to document the impact of dental hygienists working in alternate practice settings. Lastly, it will serve to remove the existing barriers for dental hygienists to pursue important careers in research and education. We ask that you provide us with the opportunity to advance not only the education of dental hygienists but to improve the oral and general health of Manitobans.

## **Section I: Program Description**

### **Mission and Goals**

#### **University of Manitoba Mission**

The mission of the University of Manitoba is to create, preserve, and communicate knowledge and, thereby, contribute to the cultural, social, and economic well being of the people of Manitoba, Canada, and the world.

The proposed program supports the mission of the University by enhancing opportunities for student success and the personal and professional growth of its graduates in their chosen career. The program will contribute to the distinctive role of the University by offering the only baccalaureate in dental hygiene in the province and one of four in Canada.

#### **Faculty of Dentistry Mission**

The mission of the Faculty of Dentistry is to educate dental, dental hygiene, and graduate students in a progressive learning environment, conduct research in oral health, and serve oral health professions and the community as a source of knowledge and expertise.

Dental hygiene is a health service profession concerned primarily with the prevention of oral disease and the promotion of optimum oral health. Possession of the baccalaureate degree will enable students to meet more effectively the demands of contemporary dental hygiene practice. It will also prepare the students for roles in teaching, administration, research and industry. Additionally, the possession of a baccalaureate degree will enable access to graduate education for those who desire it.

As a licensed health profession, provincial legislation regulates the dental hygienist's scope of practice. Current practice settings across the country include private dental offices, community health centers, institutions such as hospitals and long-term care facilities, higher educational institutions, the military, research centers, and private industry. The proposed program will build on the current diploma program in dental hygiene.

#### **School of Dental Hygiene Mission**

In a dynamic Environment of excellence and progressive learning, the University of Manitoba, School of Dental Hygiene prepares futures dental hygienists to

enhance the health and well being of the public through oral health promotion, disease prevention and therapeutic means; and promotes opportunities for dental hygienists to professionally evolve.

### **School of Dental Hygiene Goals**

The educational environment within the program will

- Provide a progressive program built on a strong theoretical base in the humanities, psychological sciences, basic sciences, and dental hygiene sciences
- Reflect sound principles of higher education and the needs of adult learners through the provision of an authentic learning environment
- Utilize state-of-the-art educational systems that foster student learning.

The program will develop future dental hygienists who

- Provide comprehensive dental hygiene care in the form of health promotion, disease prevention, and therapeutic interventions applying the principles of ethical behavior and professionalism
- Develop life-long skills in critical thinking and problem solving
- Are committed to being an advocate of oral health and well being for the public
- Are able and willing to provide care in a culturally sensitive and competent manner to those with special oral health needs or in diverse or vulnerable populations
- Collaborate with other health professionals in a variety of health care settings
- Support the advancement of the profession
- Pursue lifelong learning through professional development and advanced degrees.

The service obligations of the program will

- Ensure accessibility to oral disease prevention and oral health promotion for all people
- Establish community partnerships with underserved populations to facilitate oral disease prevention and oral health promotion
- Educate the corporate citizen to the role of the dental hygienist in health promotion and disease prevention
- Promote partnerships within the health care community
- Encourage inter- and intra-faculty and University collaborations.

The scholarly obligations of the program will

- Encourage faculty to develop and pursue cutting-edge educational methodology
- Contribute to the dental hygiene body of knowledge required for evidence-based practice
- Promote the mentorship of students in dental hygiene research.

## **Admissions Policies**

### **Summary of Admissions Requirements for Degree Completion Applicants**

The program will be available to dental hygiene diploma graduates of the University of Manitoba or other accredited dental hygiene educational institutions wishing to complete requirements for the baccalaureate degree on a full-time or part-time basis. Transfer of credit for courses completed at other institutions will be possible through appropriate University procedures. The School will evaluate credits from other institutions on an individual basis.

Admission to the degree completion program requires of students that:

- They must possess a Diploma in Dental Hygiene from either a university or community college program accredited by either the Commission on Dental Accreditation of Canada or the American Dental Association's Commission on Dental Accreditation.
- They must possess the National Dental Hygiene Certification Board (NDHCB) Certificate
- They must hold current licensure to practice dental hygiene in Canada and be eligible for licensure in Manitoba.
- They must be interested in the pursuit of a career in education, research or community health
- In the event of a surplus of qualified applicants, GPA's, interviews, letters of reference and/or other selection strategies to be determined by a BSc DH degree completion Committee on Selection, will be employed to select the class.

## **Curriculum Overview**

### **Degree Completion Program**

Accredited dental hygiene programs in Canada and the U.S. have been traditionally offered as either stand-alone two year programs with direct entry from high school, or as two-year programs requiring a pre-professional year of studies prior to admission into the professional program. In order to provide access to a broad range of potential degree completion students, two options have been developed.

**Option A.** This option is for those graduates of accredited dental hygiene programs who have completed a pre-professional year prior to entry into their dental hygiene program.

- Dental hygienists from the University of Manitoba who graduated between 1993 and 2007 must complete 21 credit hours
- Dental hygienists from the University of Manitoba who graduated after 2007 must complete 19 credit hours

- Graduates of other (non-University of Manitoba) dental hygiene programs who completed a pre-professional year prior to entry into their dental hygiene program, may be granted up to 15 credit hours from the pre-professional year and 75 credit hours from the 2-year dental hygiene program towards their degree. These graduates will be required to complete 30 hours of University of Manitoba credits in order to complete the degree and satisfy the residency requirement.

**Option B.** Dental hygienists who are graduates of accredited two year programs without the pre-professional year, must complete the 21 credit hours as described below plus 24 credit hours of free-choice electives. This requirement applies to graduates from the University of Manitoba (prior to 1993) as well as other accredited two-year dental hygiene programs in North America with no pre-professional year. As in Option A, the residency requirement of 30 credit hours for those non-University of Manitoba graduates will be upheld.

### **University of Manitoba Graduates**

Students with diplomas in dental hygiene from the University of Manitoba will complete 19 credit hours if they graduated after 2007 and 21 credit hours if they graduated between 1993 and 2007. Dental hygienists who graduated from the University before 1993 will complete 24 credit hours of electives in addition to 21 dental hygiene baccalaureate credit hours (total 45).

<b>Dental Hygienist Designation (U of M)</b>	<b>Pre-Professional Year</b>	<b>Total Dental Hygiene Program Credit Hours Granted</b>	<b>Option</b>	<b>Credit Hours for BScDH Completion</b>	<b>Total BScDH Credit Hours</b>
After 2007	Yes	1 + 2 years (30 + 71 = 101 Credit Hours)	<b>Option A</b>	(19 Credit Hours)	120 credits hours
Between 1993 and 2007	Yes	1 + 2 Years (30 + 69 = 99 Credit Hours)	<b>Option A</b>	(21 credit hours)	120 credit hours
Before 1993	No	2 Years 75 Credit Hours	<b>Option B</b>	(45 credit hours)	120 credit hours

**Graduates of Other Accredited North American Dental Hygiene Programs**

***\* Residency Requirement***

<b>Pre – Professional Year of study required prior to entry into the DH Program</b>	<b>Total Dental Hygiene Program Credit Hours Transferable</b>	<b>Option</b>	<b>Credit Hours for BScDH Completion</b>	<b>Total BScDH Credit Hours</b>
Yes	Pre-Prof. Year (Maximum Transfer Cr = 15 credit hours) + 2 years DH (75 Credit Hours) = 90 Cr. Hrs.	<b>Option A</b>	*(30 credit hours)	120 credits hours
No	2 Years 75 Credit Hours	<b>Option B</b>	*(45 credit hours)	120 credit hours

**Degree Completion Curriculum**

**Prerequisite courses**

**Mandatory (6)**

- STAT 1000 Basic Statistical Analysis (3)
- REHB 2450 Research Methods (or equivalent) (3)

**Electives (up to 21 Cr. Hrs)**

- HYGN 4500 Advanced Oral Pathology (UBC) (3)
- HYGN 4510 Microbiology & Immunology (3)
- HYGN 4470 Assessment & Treatment Planning for Advanced Periodontal Disease (3)
- NURS 1260 Human Growth & Development (3)
- PHIL 1290 Critical Thinking (3)
- SOC 2490 Sociology of Health & Illness (3)
- SOC 3540 Sociology of Health Care Systems (3)
- HNSC 1210 Nutrition for Health & Changing Lifestyles (3)
- PHIL 2740 Ethics & Biomedicine (3)
- XXX.3XX Other free choice Electives (3-9)

**Dental Hygiene Core (Minimum 12)**

**Mandatory Courses (2)**

- HYGN 2380 Pain Management (2)

**Elective Courses**

- HYGN 4520 Advanced Independent Study (3)
- HYGN 4550 Advanced Independent Study II (3)

HYGN 4530 Teaching Practicum (3)  
HYGN 4540 Advanced Teaching Practicum (3)  
HYGN 4450 Community Health Practicum (2)  
HYGN 4480 Professional Practice Management & Leadership (2)

### **General Calendar Additions**

- **Writing Skills** - Once in the program, students who do not exhibit ability to communicate in writing may be required to seek remediation in writing skills.
- **Transfer of Credit** - The School may consider University credits earned **outside** of dental hygiene diploma programs or earned as part of an **incomplete** degree for transfer credit. If a student earned credit for a required course in the baccalaureate program as part of a diploma in dental hygiene or as part of another degree, an alternative course must be submitted for consideration.
- **Residence Requirements** - Baccalaureate Degree-Completion Program students are required to complete at least 30 credit hours of University of Manitoba courses of the total 120 credits for the degree, with the minimum grade of "C" in each course.

### **Course Descriptions - Degree Completion Program**

**Please Note: All of the following courses are either existing courses or courses that were previously approved by the University Senate and Board of Governors in 2002 as part of the original baccalaureate proposal and were assigned course numbers and thus still exist within the system. Therefore, no drop/add forms have been submitted as part of this new proposal.**

### **Required Courses**

**STAT 1000 Basic Statistical Analysis I (3)** An introduction to the basic principles of statistics and procedures used for data analysis. Topics to be covered include: gathering data, displaying and summarizing data, examining relationships between variables, sampling distributions, estimation and significance tests, inference for means.

***May substitute with an equivalent course.***

**REHB 2450 Research Methodology (3)** A theory and practical course designed to provide a basic understanding of research principles and their application in Medical Rehabilitation. Lecture/45 Hrs

***May substitute with an equivalent course.***

**HYGN 2380 Pain Management (2) (Prerequisite: Pharmacology HYGN 2280)**

This course is designed to enhance the dental hygiene student's knowledge of the mechanisms of pain control through the administration of topical and local anesthetic agents. The course emphasizes the pharmacology of dental anesthetic agents and their interaction with the clients' current conditions and medications First Term, Lecture 20/Lab12/32 Hrs

**Dental Hygiene Core Courses (Minimum 12 Hrs required from this list)**

**HYGN 4520 Advanced Independent Study (3)** This course will enable the degree-completion student to explore issues or areas of interest in dental hygiene with the mentorship of a dental hygiene faculty member. Dependent upon the extent of the project, students may enroll in either three or six hours of study. Both terms, 45 Hrs

**HYGN 4550 Advanced Independent Study II (3)** This course is a continuation of HYGN 4520 (Advanced Independent Study) and provides the opportunity for the student to pursue a more complex project which cannot be completed within the first course. Students will have selected their project topic in HYGN 4520 and will continue their exploration and write-up of this topic with the guidance of a dental hygiene faculty mentor. Both Terms, 45 Hrs

**HYGN 4530 Teaching Practicum (3)** This course provides students with a seminar course in clinical teaching methodologies and the opportunity to practice teach within an undergraduate dental hygiene program under the supervision and mentorship of dental hygiene faculty members. Both terms, Seminars 15-30/Lab/Clinic 90-180 Hrs

**HYGN 4540 Advanced Teaching Practicum (3)** This course is a continuation of HYGN 4530 (Teaching Practicum) and provides the opportunity to extend the practice teaching experience into a second term, thus strengthening the individual's skills as a dental hygiene educator. This experience will occur under the supervision and mentorship of dental hygiene faculty members. Both Terms, Seminars 15-30/Lab/Clinic 90-180 Hrs.

**HYGN 4450 Community Health Practicum (2)** This course is a practicum focusing on the *implementation* and *evaluation* of the health promotion program planning process in the field. Students will host an oral health awareness raising event for the public, provide community-based oral health promotion at selected sites, and develop a small-scale oral health promotion program for a teen or adult population. Both Terms, Fieldwork/90 Hrs

**HYGN 4480 Professional Practice Management & Leadership (2)** This course is designed to provide the student with the necessary knowledge and

skills to facilitate a smooth transition to the work environment. Workplace dynamics, time management, insurance codes, team building strategies, and leadership will be the focus of this course. Oral healthcare management in a variety of organizations such as private dental practices, community health agencies, research, and industry will be discussed. Both Terms, Lecture/30 Hrs

## **Potential Elective Courses**

**HYGN 4500 Advanced Oral Pathology (3)** A Web-based CD-ROM distance education course designed to present the clinical and pathobiologic aspects of diseases that affect oral and maxillofacial tissues or present with significant oral manifestations of systemic diseases. This course is presented in conjunction with the University of Manitoba and the University of British Columbia. Term TBA, 45 on-line Hrs

**HYGN 4510 Microbiology and Immunology (3)** This Web CT course is offered in conjunction with the University of British Columbia. Microbiological and immunological concepts that are the scientific basis for understanding human response in health and disease will be explored. This course builds on knowledge acquired from dental hygiene entry-to-practice level education and dental hygiene practice. Term TBA, 45 on-line Hrs

**HYGN 4470 Assessment & Treatment Planning for Advanced Periodontal Diseases (3)** (*Prerequisites: Periodontology I & II, Clinical Dental Hygiene I & II*) This Web CT Course is offered in collaboration with the University of British Columbia (UBC) and is designed to build on knowledge acquired in Periodontics I and II. This course will facilitate integration of expanded theoretical knowledge into the provision of oral health services utilizing an evidence-based, case-based approach. Lecture/45 total Hrs

**NURS 1260 Human Growth & Development (3)** Study of the normal growth and development across the lifespan, with consideration of current physiological and psychological knowledge.

**PHIL 1290 Critical Thinking (3)** A course that helps students to think clearly and critically, and to present, defend, and evaluate arguments. The instructor will discuss good and bad reasoning, everyday fallacies, some specific argument forms such as the categorical syllogism, and ways and means of defining words. Students may not hold credit for both 015.129 and 015.132.

**SOC 2490 Sociology of Health & Illness (3)** A general introduction to health sociology. The course examines health and illness as social concepts by exploring the personal and structural determinants of health status and everyday health care practices in which people engage to maintain their health and to manage illness. Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or

SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)].

**SOC 3540 Sociology of Health Care Systems (3) (Prerequisite: 077.249 Sociology of Health & Illness is recommended)** An analysis of the social organization of formal and informal health care, including topics such as professionalism and health care, the nature of therapeutic relationships, institutional vs. community-based care, social reform and health care policy, medicine and the state, and emerging patterns of health care. Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)]. SOC 2490 (077.249) is recommended.

**HNSC 1210 Nutrition for Health & Changing Lifestyles (3)** This course addresses the relationship between nutrition and health. The focus is on healthy eating and on strategies for modifying food patterns within the context of lifestyle and culture. Not to be held with 030.117 or 030.323.

**PHIL 2740 Ethics & Biomedicine (Prerequisite: 30 hours of University credit)** An examination of some important ethical issues arising out of recent developments in biology and medicine. Examples of topics to be covered include the allocation of scarce medical resources, genetic engineering, euthanasia vs. the prolongation of life; abortion and infanticide; and experimentation on human subjects. Students may not hold credit for PHIL 2740 (015.274) and any of: PHIL 2290 (015.229) or PHIL 2531 (015.253). Prerequisite: successful completion of 30 hours of university credit. \*Course not regularly offered.

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

In response to an anecdotally growing need for dental hygienists nationally, several new privatized educational programs at the diploma level have been established in Ontario, B.C. and the maritimes increasing the number of accredited programs from 29 to 36 over the past 8 years with at least 16 others awaiting accreditation. This growth has in turn created a need for qualified dental hygiene educators both immediately and for the future. In a recent study by Mitchell and Lavigne, a significant shortage of qualified faculty in dental education institutions in Canada was identified with anticipation that the need will reach a crisis within the next five years<sup>6</sup> One of the primary goals of the proposed baccalaureate program is to develop future dental hygiene educators. The University of Manitoba can serve as an incubator for dental hygiene educators throughout Canada.

Currently, there is high demand for dental hygienists in Manitoba, particularly in rural areas of the province. With the recent legislative changes, it is anticipated that many new positions in community health agencies will appear in order to address the shortcomings for oral health care within these institutions. With the

passing of the Dental Hygienists Act April 15, 2008, the expectation of the Minister of Health at that time was for dental hygienists to seek employment in community health agencies as soon as possible. As previously indicated, primary health care providers in community health agencies typically possess a minimum of a baccalaureate degree. If we are to encourage our graduates to seek employment in settings other than the private dental practice, further education may be the key to the provision of additional tools resulting in the confidence and skill to undertake these non-traditional challenges. Since its inception in 1963, the University of Manitoba, School of Dental Hygiene has been the primary source of dental hygienists for the Province. The School has adequately met the needs of private practitioners within the City of Winnipeg in the past. The Manitoba Dental Association has recently reported a shortage of dental hygienists in urban areas outside of Winnipeg and in rural and northern Manitoba.

There will be a continuing need for dental hygienists in private practice in urban and rural areas throughout the Province. The School of Dental Hygiene will develop strategies to encourage future placements in areas of critical need such as in northern communities and community health agencies throughout the province. Changing demographics and oral health disease patterns suggest there will be employment for highly skilled oral health professionals to meet the health care needs of aging and special populations. Additionally, with the mounting evidence suggesting a link between oral and systemic health, dental hygienists with their background in health promotion and prevention will play a key role in the community to help address this critical issue. There are also developing opportunities for placement of baccalaureate prepared dental hygienists in dental industry.

Dental hygiene is a traditionally female occupation. It remains so, although the student profile is beginning to change with currently 19% of the first year dental hygiene class being male. The development of the baccalaureate degree completion program will enhance educational opportunities for dental hygienists in the province providing more dental hygienists with advanced qualifications to assume non-traditional employment. Additionally, it will foster professional growth and support retaining graduates as productive citizens in Manitoba.

This program has the potential to raise opportunities for employment of dental hygienists in community health agencies; industry and educational institutions. It will also serve to remove existing barriers by providing better access to graduate degree programs which dental hygienists are not currently eligible for with the Diploma in Dental Hygiene.

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

Students enrolled in the current dental hygiene program (since 2007) complete 101 credit hours including University 1 and receive a diploma as their academic credential. This educational outcome presents graduates with significant problems if they wish to further their studies because there are no other dental hygiene programs in the province. Students have no easy options for completing a baccalaureate degree. Those choosing to continue their education at the bachelor's level must change majors in order to do so. The creation of the baccalaureate degree completion option, will allow students to overcome these barriers and pursue careers with appropriate credentials and opportunities for future advancement.

The baccalaureate program in dental hygiene will attract excellent traditional and non-traditional students who are interested in a progressive learning environment and an expanded career in this dynamic, growing health profession. Students will remain part of the oral health care team, practicing while they study if they choose and will explore career options in, not only private dental practice, but community health, higher education, research and industry. Students will be skilled communicators who are committed to providing the highest standards of clinical care and working collaboratively with dentists and other health professionals.

The program will provide an opportunity for prior diploma graduates to continue their education. Previous graduates will be able to return to their alma mater to attain their baccalaureate while infusing their life experience and allegiance back into the University. The baccalaureate will prepare students to pursue graduate education without having to leave their home province. The University may also attract students from other provinces and abroad. These potential students may well take advantage of another opportunity for baccalaureate education in dental hygiene in Canada.

Regional surveys of dental hygienists conducted by the School of Dental Hygiene in 1985 (**Appendix A**), 1988 (**Appendix B**), and 1999 (**Appendix C**) documented a strong interest in baccalaureate education. The overwhelming majority of respondents to these surveys in 1985 and 1988 were currently employed, primarily in private dental practices. Among these respondents, approximately 40 percent expressed a moderate to strong interest in seeking a baccalaureate degree at some point in time.

The School of Dental Hygiene conducted a survey of graduates of the classes of 1994 through 1998, as well as the enrolled classes of 1999 and 2000. The purpose of the survey was to determine whether these individuals would have preferred to have entered a four-year versus a three-year educational track and been awarded a baccalaureate degree in dental hygiene versus a Diploma in Dental Hygiene. The Class of 1994 was the first class in this cohort of students

to take University 1 as a full year of pre-professional studies before entering the dental hygiene core program. Among respondents, 96% of graduates and 98% of enrolled students preferred the opportunity to acquire a baccalaureate degree. Results of this survey clearly demonstrated a strong preference among recent graduates and students for the option to obtain a baccalaureate degree from School of Dental Hygiene and the University.

The School projects an approximate enrolment of 12 - 15 degree completion students per year or 60 - 75 over five years. The degree completion program is designed to accommodate part-time learners. Post-diploma students will not need additional physical facilities so that enrolment will not be subject to any clinical space restrictions. All of the enrolled students will have completed a diploma in dental hygiene and as such will be program majors in dental hygiene.

#### **Section IV: Faculty Requirements**

The Faculty of Dentistry has been extremely supportive of the School of Dental Hygiene and in preparation for the additional number of students the degree completion program will bring in, the cohort of full-time faculty has recently increased from 4 to 6 currently accommodating 52 diploma students. Additionally, cross-appointments from within the Faculty of Dentistry and part-time dental hygiene faculty serve to meet existing faculty needs for the diploma program. Because of this recent increase in dental hygiene full-time faculty, only one additional full-time faculty member will be required to plan and coordinate the curriculum choices for the baccalaureate degree completion students and to teach in the program. In addition, a second support staff person has been hired for the School. This eliminates the need for additional support staff to assist with the increased number of students that the degree completion program will bring. Full-time faculty members, their academic rank, and areas of expertise follow along with those Faculty of Dentistry faculty members who have cross-appointments with the School of Dental Hygiene and any part-time School of Dental Hygiene Instructors who may be involved in the degree completion program. It is anticipated that only a few part-time faculty currently within the School of Dental Hygiene will participate in the degree completion program as the primary focus of part-time faculty is on diploma-based clinical education.

<b>Faculty</b>	<b>Rank</b>	<b>Courses Taught</b>
<b><u>Full Time Faculty, School of Dental Hygiene</u></b>		
Lavigne, Salme E.	Professor & Director School of DH	Pain Management, Periodontics I & II
MacDonald, Laura L.	Associate Professor	Theory & Practice II & IV Community Health I

Asadoorian, Joanna	Associate Professor	Dental Hygiene Theory & Practice I & II
Glassford, Lorraine	Instructor II	Pathology Preclinical & Clinical Practice Radiology
Wener, Mickey E.	Senior Instructor	Oral & Dental Anatomy Community Health II Communications
Yakiwchuk, Carol	Instructor I	Clinical Practice Externship Coordinator

### **Part-Time School of Dental Hygiene Faculty**

Girardin, Diane (Part-time)	Instructor	Dental Hygiene, Local Anesthesia, Preclinical Restorative
Hildebrandt, Kellie	Instructor	Practice Management

### **Faculty of Dentistry and Medicine Faculty with Cross-appointments**

Ahing, Stephen	Associate Professor	Oral Radiology
Karim, Algernon C.	Professor	Anatomy & Histology
Gillmartin, Tana	Assistant Professor	Preclinical Restorative Dentistry
McNicol, Archie	Professor	Pharmacology
Perry, John B.	Associate Professor	Oral Radiology, Oral Diagnosis
Birek, Catalina	Professor	Oral Pathology Oral Biology Histology
Bonstein, Tammy	Assistant Professor	Dental Materials
Brar, Jaswinder	Assistant Professor	Periodontics II

### **Faculty of Medicine Faculty with Cross-Appointments**

Lo, Evelyn	Assistant Professor	Microbiology
------------	---------------------	--------------

## Section V: Cooperative Arrangements

The School of Dental Hygiene has in place multiple longstanding cooperative agreements with community-based agencies enabling students to participate in community service activities, including the Community Health Practicum in the degree completion program. The agreements are with the

- Winnipeg Regional Health Authority, including numerous long-term care facilities and hospitals such as:
  - Deer Lodge Centre
  - Mount Carmel Clinic
  - Health Action Center
- Siloam Mission
- Riverview Health Centre (under development)

The length of the agreements with these institutions precludes appending them to this proposal. They are, however, available upon request through the School of Dental Hygiene.

The Community Health Practicum is one of the electives within the core dental hygiene courses. Students will be prepared to pursue this course because Community Health I and II, which occur in the diploma curriculum are prerequisites for this course. This practicum course will include a theoretical component and a major report requirement upon course completion.

Additionally, the School of Dental Hygiene has a preliminary arrangement with the University of British Columbia to offer the UBC WebCT courses through the University of Manitoba. Attached as **Appendix D** is a copy of the preliminary letter from UBC granting the U of M permission to use its WebCT courses.

The arts and sciences credits for this program will be transferable to other institutions in Manitoba and other provinces in Canada. All general arts and sciences courses have allocated credits, which will transfer elsewhere.

International cooperation agreements have been developed between several European Universities housing dental hygiene programs. Degree completion students will have the option of pursuing some of their studies abroad as part of either their Independent Study I or Independent Study II courses.

The current dental hygiene program allows students the opportunity to challenge courses within the curriculum, which they feel they have received through prior learning. This practice will continue in the baccalaureate program. In the degree completion program, all diploma graduates from accredited dental hygiene programs in either Canada or the United States will receive credit for two years of core dental hygiene education. They will fit into either Option A or Option B of

the degree completion Program. Residency requirements will be set at 30 credit hours.

## **Section VI: Learning Technologies**

The School of Dental Hygiene uses a wide selection of teaching methods and learning activities in its programs tailored to meet the needs of adult learners. It has access to superior technological resources through the University. A description of some of the methods and technologies that supplement traditional lectures, student presentations, and self-instruction follows.

Small Group Discussion – Students share personal thoughts and arrive at scientifically grounded conclusions that are relevant to their new base of knowledge and skills.

Self-Reflection and Self-Assessment – On a clinic-by-clinic basis, students reflect on clinical experiences and assess their performances compared against the clinical competencies of the Program and the practice standards for dental hygienists in Canada. Students keep daily records and journals of these experiences.

Competency-based Clinical Evaluation – The School teaches toward clinical competencies and national practice standards and uses a competency-based evaluation system. Students progress along a continuum of learning according to their abilities. They receive feedback and evaluation that is not punitive. Students achieve competency when they are able to perform at an acceptable level all aspects of dental hygiene care for entry into practice.

Self-directed Learning, Critical Thinking, and Problem-solving Skills – In order to encourage the development of life-long learning skills, students must apply evidence-based approaches in learning and problem solving. They apply these methods in appropriate situations by using inquiry learning, case studies, collaborative learning, and contract learning. For the latter, students have the freedom to create, implement, and evaluate their projects.

Investigative Learning and Reporting – Students gain first-hand knowledge and experience by participating in outreach selective courses which expose them to mental health issues, youth issues, and community oral health.

Technologies - The School of Dental Hygiene has developed a partnership with the University of British Columbia, Faculty of Dentistry, Dental Hygiene Degree Program to develop distance learning courses. Three courses, Oral Pathology; Microbiology & Immunology and Assessment and Treatment Planning for Advanced Periodontal Diseases have been developed. Both institutions will use these distance courses in their respective programs.

Electronic Curriculum – The School of Dental Hygiene has adopted an electronic curriculum and plans on doing this as well for the degree completion program.

## **Section VII: Resource Requirements**

The Neil John MacLean librarian assigned to the Faculty of Dentistry conducted a thorough quantitative and qualitative assessment of library holdings for the proposed baccalaureate program. Results of this assessment revealed no necessary additional demands on the library. The library materials and supporting equipment required for the degree program are adequate and available in the Health Sciences Library, Learning Resource Centre, and Faculty of Dentistry. Attached as **Appendix E** is a letter of support from Library Services.

The University subscribes to electronic journals and offers extensive training to students and staff. The School has access to the University of Manitoba Libraries' BISON online catalogue and E-Library collection. The latter provides access to a number of bibliographic, statistical, and full-text databases such as Medline, CINAHL, PsycLIT, Biological Abstracts, Cochrane Library, and MD-Consult. E-Library also provides access to education, management, sociology, statistical, and similar databases and full-text resources. The library complements these resources with collections of books, journals, slides and videocassettes and related equipment. The library provides approximately 70 workstations and two supplemental Learning Resource Centres, each with 15 workstations. The Brodie Centre houses a facility with 23 computers and the Faculty of Dentistry houses a computer laboratory with 13 computers.

Existing lecture/seminar rooms, laboratories, and clinical facilities are adequate for program implementation, as no additional clinical hours have been added to the program. The School will accommodate the locker needs of students. Additional office space for one faculty member will be required.

There will be nominal costs to students for books, approximately \$500 - \$1,000 for the additional year.

No additional facilities, facility modifications, or equipment will be required for the proposed program.

## **Section VIII: Financial Considerations**

No direct financial resources are required for this program as the addition of full-time faculty and support staff has already been expedited. There will be revenue procured from student tuition that can be used to offset the addition of another full-time faculty member as well as unforeseen program related expenses. A comparison of tuition fees in similar institutions was conducted. Attached as **Appendix F** is a detailed budget of all direct and indirect costs associated with the program and supporting documentation. .

## **Section IX: Program Consultations and Evaluations**

The program has sought the opinions of the Canadian Dental Hygienists' Association, Manitoba Dental Hygienists' Association, Dental Hygiene Educators Canada, the National Dental Hygiene Certification Board, the Commission on Dental Accreditation of Canada and the College of Dental Hygienists of Manitoba. Attached as **Appendix G** are comments from these solicitations

The School of Dental Hygiene measures program outcomes in a number of ways. The diploma dental hygiene program at the University of Manitoba is fully accredited by the Commission on Dental Accreditation of Canada and will continue to seek this status with the implementation of the new program.

The School annually requests assessments of all courses, which the curriculum committee then reviews against the desired program outcomes. Additionally, the School annually surveys its previous graduates employed for one year. The survey queries graduates on the School's success in achieving its program outcomes

###



**AGENDA ITEM:** *Conflict of Interest Policy and Procedures*

**RECOMMENDED RESOLUTION:**

*That the Board of Governors*

- 1) approve the attached Policy: Conflict of Interest*
- 2) receive for information the attached Procedure: Conflict of Interest*

**Action Requested:**       Approval     Discussion/Advice     Information

**CONTEXT AND BACKGROUND:**

*The University has three foci: teaching, researching, and providing public service. All areas have the potential for conflict of interest to occur, but as collaborative research continues to grow, there is even more potential. Collaborations with government agencies, private and not-for-profit organizations benefit the University and the Public. The University wants to ensure that the public has confidence in all the University activities. This includes any activities that a person participates in, both internal and external to the University.*

*This policy will assist in the identification of areas of conflict of interest and will establish process and principles to ensure disclosure and management of any conflict of interest.*

**RESOURCE REQUIREMENTS:**

*No additional resources required.*

**IMPLICATIONS:**

*The revised Policy and Procedures provides clearer and more inclusive definitions related to the Policy. As well, procedures are put forth for disclosing, assessing, and managing of conflicts of interest.*

*The revised Policy and Procedures are required under the memo of understanding (MOU) with the Tri-Council. Without these changes, the University will not be following the MOU.*

**ALTERNATIVES:**

*N/A*

**CONSULTATION:** *[delete if not applicable]*

This Policy and Procedures document was reviewed by the Vice-President (Research) and Associates, the Vice-President (Administration), Legal Counsel as well as the Policy Specialist. These documents were also reviewed by the President's Executive Team and were sent for consultation with UMFA.



### Board of Governors Submission

**Routing to the Board of Governors:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>[Signature]</i>	<u>June 5/2009</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>[Signature]</i>	<u>June 5/2009</u>
<input type="checkbox"/>	<input type="checkbox"/>	<i>[Signature]</i>	<u>June 9, 2009</u>
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

**Dr. Digvir Jayas, Vice-President (Research)**

**Submission prepared by:**

**Submission approved by:**

*This must be the President, a Vice-President, or the University Secretary.*

**Attachments**

*Policy: Conflict of Interest  
Procedures: Conflict of Interest*

# UNIVERSITY OF MANITOBA POLICY

<b>No.</b> _____	<b>Effective Date:</b> _____
<b>Title:</b> <u>Conflict of Interest</u>	<b>Review Date:</b> _____
<b>Approving Body:</b> <input checked="" type="checkbox"/> Board of Governors <input type="checkbox"/> Senate <input type="checkbox"/> Administration (specify): _____	
<b>Authority</b>	
<input type="checkbox"/> <i>University of Manitoba Act</i> Section # _____	
<input type="checkbox"/> Other Legislation [name and section #] _____	
<input type="checkbox"/> Bylaw [name and section #] _____	
<input type="checkbox"/> Regulation _____	
<b>Implementation:</b> <u>President delegated to Vice-President (Administration)</u>	
<b>Contact:</b> <u>Vice-President (Administration)</u>	
<b>Applies to:</b>	
<input type="checkbox"/> Board of Governors members	<input checked="" type="checkbox"/> External Parties
<input checked="" type="checkbox"/> Senate members	<u>Individuals with adjunct appointments, nil-salaried appointments and/or on University Committees</u>
Faculty/School Councils	
<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Employees
	<u>All employee groups</u>

## 1.0 Reason for Policy

- 1.1 To acknowledge that Conflicts of Interest arise.
- 1.2 To assist Persons in recognizing Conflicts of Interest and to establish principles to ensure that Conflicts of Interest are properly disclosed, and consistently assessed and managed.

## 2.0 Policy Statement

### 2.1 Introduction

The University has a mandate to teach, to do research and to engage in public service. As a leading public institution, the University strives to carry out this mandate in accordance with the highest ethical standards and in a manner that promotes public confidence in its activities.

Conflicts of Interest may arise naturally from a Person's engagement inside the University and a Person's activities outside the University.

In order to ensure the maintenance of the public trust in the University and to protect the integrity of its Persons, the University has created this Policy to address Conflicts of Interest.

## 2.2 Definitions

- 2.2.1 "Committee" means the Conflict of Interest Committee established under the Procedures.
- 2.2.2 "Conflict of Interest" means a situation in which the private interests (Financial Interests or Personal Interests) of a Person or Related Party compromise or have the appearance of compromising the Person's independence and objectivity of judgment in the performance of his or her obligations to the University, including teaching, Research and service activities. Conflicts of Interest can be potential, actual or perceived.
- 2.2.3 "Executive Position" means any position responsible for the operation or management of a business or organization.
- 2.2.4 "External Activities" means any activity outside a Person's scope of work with the University.
- 2.2.5 "Financial Interest" means the receipt or expectation of receipt of anything of monetary value, including pay or salary or other payments for services (for example, consulting fees or honoraria), equity (for example, shares or options), security or other ownership interests, and intellectual property rights (for example, patents, copyrights, royalties or options related to such rights).

2.2.6 "Initial Reviewer" means the individual responsible for initially reviewing a Person's disclosures of Conflicts of Interest, and is normally the person to whom the Person reports (e.g. head of department/administrative unit).

2.2.7 "Person" means:

- (a) an individual who falls into one of the categories defined in the University's Procedure entitled "Employee Organizations and Employment Groups"; or,
- (b) a post-doctoral fellow, a full time or a part time student, a graduate or undergraduate student, a visiting student, or a visiting scientist; or,
- (c) any other individual involved in any activity under the auspices, that is, under the control of the University.

2.2.8 "Personal Interest" means the receipt or expectation of receipt of any personal benefit (workplace or otherwise) of a non-monetary value.

2.2.9 "Related Party" means a Person's family member (e.g. spouse, child, parent, sibling, grandparent, aunt or uncle), or other person living in the same household, or any other person with whom the Person shares a financial interest or personal interest, either directly or indirectly.

2.2.10 "Research" means funded or self-funded research, including scholarly and other creative activities, conducted under the auspices, that is, under the authority or control of the University.

2.2.11 "Secondary Reviewer" means the individual responsible for making a decision based on the Initial Reviewer's recommendation, and is normally the person to whom the Initial Reviewer reports (e.g. Dean/Director).

2.2.12 "University" means the University of Manitoba and any corporation, partnership or other legal entity owned, controlled or subject to the direction of the University of Manitoba.

### **2.3 Examples of Conflicts of Interest**

As each situation depends on its specific facts, the University has not developed an exhaustive list of Conflicts of Interest. However, Conflicts of Interest will arise in the following situations:

- 2.3.1 Where a Person's responsibility to instruct and evaluate students in a fair, unbiased and effective manner is or appears to be impeded or compromised.
- 2.3.2 Where a Person has influence over a decision about a proposed relationship between the University and a business in which the Person or his or her Related Party has a Financial Interest, Personal Interest or holds an Executive Position.
- 2.3.3 Where a Person or his or her Related Party obtains a Financial Interest, Personal Interest or an Executive Position in a business with which the University has an existing relationship and the business is related to the Person's scope of work at the University.
- 2.3.4 Where a Person uses his or her position with the University to solicit students, fellow Persons, government agencies, private companies, or members of the public for External Activities.
- 2.3.5 Where a Person uses information that is acquired as a result of his or her relationship with the University and not in the public domain for External Activities unless the Person has proprietary rights to that information.
- 2.3.6 Where a Person's obligations to a board of directors, advisory board, or the like of an outside organization interfere with or compromise the Person's obligations to the University.
- 2.3.7 Where a Person accepts gifts or gratuities in violation of the University's governing document entitled "Gifts and Gratuities Offered to University Employees" .
- 2.3.8 In the area of Research, particular vigilance is required to preserve the public confidence in the outcomes of Research. The following is a non-exhaustive list of some examples of Conflicts of Interest in Research:
  - a) where a Person, or a Related Party has a Financial Interest or Personal Interest in the outcome of his or her Research;
  - b) where a Person conducts Research for a business or organization in which the Person or Related Party has a Financial Interest, Personal Interest or holds an Executive Position;

- c) where a Person undertakes Research to evaluate a drug or device when the Person or Related Party has a Financial Interest, Personal Interest or holds an Executive Position in the business or organization producing the drug or device under evaluation;
- d) where a Person directs Research to serve the needs of a business or organization in which the Person has a Financial Interest, Personal Interest or holds an Executive Position;
- e) where a Person uses research trainees (i.e. students, post-doctoral fellows) or support staff of the University to perform services, for a business or organization in which the Person has a Financial Interest, Personal Interest or holds an Executive Position; and,
- f) where a Person influences the purchase of equipment or services from a business or organization in which the Person or Related Party has a Financial Interest, Personal Interest or holds an Executive Position.

## 2.4 Principles

The University's Policy for addressing Conflicts of Interest is based on the principles of Recognition, Disclosure and Management:

- 2.4.1 Recognition: Conflicts of Interest must be defined and identified to permit appropriate disclosure and management. Conflicts of Interest reflect the situation, not the character of the Person.
- 2.4.2 Disclosure: Persons must take initiative in disclosing Conflicts of Interest to their Initial Reviewer. Full and complete disclosure of Conflicts of Interest is a key element in protecting the integrity and reputation of the Person and the University.
- 2.4.3 Management: Only Conflicts of Interest that can be managed in a manner that considers, protects and serves the interests, integrity and reputation of the Persons and of the University, and that will withstand the test of reasonable and independent scrutiny will be allowed. Without limiting the generality of the foregoing, in order to allow such management, the following conditions or restrictions may be imposed (as further described in the Procedures to this Policy):
  - (a) public disclosure of the Financial Interest, Personal Interest or Executive Position;

- (b) monitoring of the University activity by an independent reviewer(s);
- (c) disqualification from, or modification to, participation in all or a portion of the University activity or, in certain cases, the External Activities;
- (d) divestiture of the Financial Interest, Personal Interest or resignation from the Executive Position; and,
- (e) appointing an impartial person to monitor the use of research trainees or support staff.

Conflicts of Interest that cannot be managed will not be allowed.

### 3.0 **Accountability**

- 3.1 The University Secretary is responsible for advising the President that a formal review of the Policy is required.
- 3.2 The Vice-President (Administration) is responsible for the communication, administration and interpretation of this Policy.

### 4.0 **Secondary Documents**

- 4.1 The Approving Body may approve Procedures which are secondary to and comply with this Policy.

### 5.0 **Review**

- 5.1 Formal Policy reviews will be conducted every ten (10) years. The next scheduled review date for this Policy is \_\_\_\_\_.
- 5.2 In the interim, this Policy may be revised or rescinded if the Approving Body deems necessary.
- 5.3 If this Policy is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
  - (a) comply with the revised Policy; or,
  - (b) are in turn rescinded.

## 6.0 Effect on Previous Statements

6.1 This Policy supersedes the following:

- (a) all previous Board/Senate Policies, Procedures, and resolutions on the subject matter contained herein;
- (b) all previous Administration Policies, Procedures, and directives on the subject matter contained herein;
- (c) the Conflict of Interest Procedures; and,
- (d) Responsibilities of Academic Staff with Regard to Students – to the extent that that Policy deals with Conflicts of Interest.

6.2 (a) For Persons who are part of a certified bargaining unit, and where any portion of this Policy or the Procedures conflicts with a clause of the appropriate collective agreement, the collective agreement will govern. Where the collective agreement is silent on, or makes reference to a University Policy or Procedures, the University Policy or Procedures shall govern; and,

- (b) For Persons who are members of appeals or admissions committees, and where any portion of this Policy or Procedures conflicts with a clause of the terms of reference, the terms of reference will govern. Where there are no terms of reference, or the terms do not address conflicts of interest, the Chair shall make a decision on a case by case basis based on this Policy or Procedures.

## 7.0 Cross References

<b>Cross References</b>	
Cross referenced to:	(1) Conflict of Interest Procedures
	(2) Research Agreements
	(3) Guidelines on the Responsibilities of Research Ethics
	(4) Nepotism Policy
	(5) Gift and Gratuities Offered to University Employees
	(6) Responsibilities of Academic Staff with Regard to Students

# UNIVERSITY OF MANITOBA PROCEDURES

No. _____	Effective Date: _____
Title: <u>Conflict of Interest</u>	Review Date: _____
<b>Approving Body:</b> <input type="checkbox"/> Board of Governors <input type="checkbox"/> Senate <input checked="" type="checkbox"/> Administration (specify): <u>President</u>	
<b>Authority:</b> <input type="checkbox"/> Bylaw [name and section #] _____ <input type="checkbox"/> Regulation [name and section #] _____ <input checked="" type="checkbox"/> Policy <u>Conflict of Interest, Section 4.1</u>	
<b>Implementation:</b> <u>President delegated to the Vice-President (Administration)</u>	
<b>Contact:</b> <u>Vice-President (Administration)</u>	
<b>Applies to:</b> <input type="checkbox"/> Board of Governors members <input checked="" type="checkbox"/> <u>Individuals with adjunct appointments, nil-salaried appointments and/or on University Committees</u> <input checked="" type="checkbox"/> Senate members <input type="checkbox"/> Faculty/School Councils <input checked="" type="checkbox"/> Employees <u>All employee groups</u> <input type="checkbox"/> Department Councils <input checked="" type="checkbox"/> Students	

## 1.0 Reason for Procedures

To support the Conflict of Interest Policy by establishing procedures for the disclosure, assessment and management of Conflicts of Interest.

## 2.0 Procedures

### 2.1 **Definitions**

2.1.1 All terms used as definitions in these Procedures shall have the meaning given to them in the Policy.

### 2.2 **Disclosure of Conflicts of Interest**

2.2.1 As soon as a Person is aware that a Conflict of Interest exists, the Person must disclose the Conflict of Interest to the Initial Reviewer in writing. For Conflicts of Interest involving a graduate student, a copy of the disclosure must also be sent to the Dean of the Faculty of Graduate Studies.

2.2.2 If the Initial Reviewer also has a Conflict of Interest in the matter to be discussed, disclosure shall be made to the Secondary Reviewer who will then assume the role of Initial Reviewer.

## **2.3 Procedure Upon Disclosure to the Initial Reviewer**

2.3.1 When a Conflict of Interest is disclosed to the Initial Reviewer, he or she will assess the situation, in consultation with the Person. The Initial Reviewer shall, in consultation with the Person, either:

- (a) recommend that no action is required to address the Conflict of Interest;
- (b) recommend that some action ought to be taken to address the Conflict of Interest; or,
- (c) recommend that the proposed Research or other University activity is not permissible given the Conflict of Interest.

2.3.2 The Initial Reviewer, having firstly consulted with the Person, shall submit a written recommendation based on 2.3.1 (a), (b) or (c) above, together with reasons, to the Secondary Reviewer. In the case of a recommendation under 2.3.1 (b), the Initial Reviewer's recommendation shall include a plan to manage the Conflict of Interest.

## **2.4 Role of Secondary Reviewer in Assessing and Managing the Conflict of Interest**

2.4.1 Upon receipt of the Initial Reviewer's written recommendation under 2.3.2, the Secondary Reviewer shall consider the Initial Reviewer's recommendation and either:

- (a) determine that the proposed Research or other University activity is permissible as disclosed with no further action;
- (b) implement the Initial Reviewer's plan submitted under 2.3.1 (b), with such modifications as the Secondary Reviewer may reasonably determine and the Person may then proceed with the proposed Research or other University activity provided that he or she complies with the plan; or,
- (c) where the Conflict of Interest cannot be managed, determine that the Person must not proceed with the proposed Research or other University activity, or require that the Person's participation in the External Activity be modified or terminated.

2.4.2 The Secondary Reviewer will record all determinations under 2.4.1 in writing and provide a copy to the Person.

2.4.3 Once annually, the Secondary Reviewer shall submit a report to the Vice-President (Administration) and, when cases involve Research, the Vice-President (Research), and to the members of the Committee, summarizing each of the cases referred to him/her and the disposition of the cases.

## **2.5 Review Process for Conflicts of Interest at the Faculty/Unit Level**

2.5.1 Each Dean/Director shall, in consultation with the University's Legal Office, establish an internal process within his/her faculty/unit for the assessment of Conflicts of Interest as appropriate for his/her faculty/unit. The internal process shall be consistent with these Procedures.

## **2.6 Role of the Committee**

2.6.1 There shall be a standing Committee established by the Vice-President (Administration) as follows:

- (a) the Vice-President (Administration) or designated Associate Vice-President (Administration) as Chair;
- (b) the Vice-President (Research) or designated Associate Vice-President (Research);
- (c) a Dean or Director;
- (d) a member of support staff;
- (e) two (2) faculty members; and,
- (f) one independent member from the larger community.

2.6.2 The role of the Committee shall be to assess and manage Conflicts of Interests in accordance with these Procedures.

2.6.3 A quorum shall be three (3) members, not including the Chair. The Chair shall only vote in the event of a tie.

2.6.4 The term of office shall be five (5) years. A member whose term of office has expired shall continue until a successor has been appointed and shall be eligible for reappointment.

2.6.5 Where a Committee member has a Conflict of Interest in hearing a particular case, that member shall disqualify himself/herself from

hearing the matter. The Chair shall appoint a replacement member for that particular matter representing the same category of appointment from which the original Committee member was appointed.

2.6.6 Matters shall be referred to the Committee in the following situations:

- (a) by the Person, where he/she is unsatisfied with the decision of the Secondary Reviewer; or,
- (b) by the Secondary Reviewer, where the Secondary Reviewer is involved in the Conflict of Interest;

provided that, in both cases, the referral to the Committee shall be in writing and shall include reasons for the referral.

2.6.7 If the Committee determines that the proposed Research or other University activity can be managed, the Committee will develop and implement a plan to manage the Conflict of Interest. The Person may then proceed with the proposed Research or other University activity provided he or she complies with the plan.

2.6.8 If the Committee determines that the Conflict of Interest cannot be managed, the Person must not proceed with the proposed Research or other University activity, or in certain cases, with the External Activity.

2.6.9 The Committee will record all determinations in writing and provide a copy to the Person and appropriate Secondary Reviewer, and for disclosures involving a graduate student, also to the Dean of the Faculty of Graduate Studies.

2.6.10 Once annually, the Committee shall prepare a report summarizing the number of matters referred to it and a summary of the disposition of the matters.

2.6.11 The Committee's decisions shall be final.

## 2.7 **Privacy**

Any records created by the University or its designates under these Procedures shall be deemed to be confidential and privileged documents and shall not be disclosed or released other than at the University's discretion, or as required or allowed by law.

### 3.0 **Accountability**

- 3.1 The University Secretary is responsible for advising the President that a formal review of this Procedure is required.
- 3.2 Vice-President (Administration) is responsible for the communication, administration and interpretation of this Procedure.

### 4.0 **Review**

- 4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for this/these Procedure(s) is/are \_\_\_\_\_.
- 4.2 In the interim, this/these Procedure(s) may be revised or rescinded if:
  - (a) the Approving Body deems necessary; or,
  - (b) the relevant Bylaw, Regulation(s) or Policy is revised or rescinded.

### 5.0 **Effect on Previous Statements**

- 5.1 This Procedure supersede(s) the following:
  - (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and,
  - (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and,
  - (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

### 6.0 **Cross References**

<b>Cross References</b>	
Cross referenced to:	
(1)	Conflict of Interest Policy
(2)	Research Agreements
(3)	Guidelines on the Responsibilities of Research Ethics

# FOR INFORMATION ONLY



UNIVERSITY  
OF MANITOBA

## Board of Governors Submission

**AGENDA ITEM:** Statement of Intent RE: Ph.D. in Environment and Geography

**RECOMMENDED RESOLUTION:**

*For information only.*

**Action Requested:**       Approval       Discussion/Advice       Information

**CONTEXT AND BACKGROUND:**

The Clayton H. Riddell Faculty of Environment, Earth, and Resources has submitted a Statement of Intent for a Ph.D. program in Environment and Geography which will encompass the academic disciplines of Geography, Environmental Science and Environmental Studies. . This program will replace and mark an evolution of the existing Ph.D. in Geography and provide opportunity for students wishing to pursue doctoral level research in the realm of Environmental Science and Studies in addition to the geographical sciences.

COPSE has authorized the development of a full proposal, which will be considered in due course.

**RESOURCE REQUIREMENTS:**

Details will be provided in the full program proposal.

**IMPLICATIONS:**

The proposed degree will complement that of Natural Resource Institute (NRI) as it will focus on focus on Earth and human systems while NRI's program focuses on the ecological, economical, and social dimensions of management of natural resources and environment. Each program stands on its own but will collectively provide comprehensive coverage within the faculty.

The proposed Ph.D. would fit into Manitoba's economic and social priorities by providing both locally trained experts and the research based knowledge and understanding essential for decision making in the Province's initiatives in environmental issues.

**ALTERNATIVES:**

N/A

**CONSULTATION:** *[delete if not applicable]*

Departments of Geological Sciences, Biological Sciences, Chemistry, Native Studies, University of Manitoba; Natural Resource Institute, University of Manitoba,; Landscape Architecture program, University of Manitoba., Department of Fisheries and Oceans, Winnipeg (Freshwater Institute), Environment Canada, Manitoba Environmental Industry Association.



## Board of Governors Submission

### Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
x	<input type="checkbox"/>	Faculty of Graduate Studies	April 1, 2009
x	<input type="checkbox"/>	Senate Executive	April 29, 2008
x	<input type="checkbox"/>	Senate	May 13, 2008
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
		<b>Senate</b>	

Submission prepared by:

Submission approved by: University Secretary.

### Attachments

- Statement of Intent

## STATEMENT OF INTENT

### Institution

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

### Program Overview

③ Program Name: Ph.D. in Environment and Geography

#### Program Overview:

The Clayton H. Riddell Faculty of Environment, Earth, and Resources wishes to develop and implement a Ph.D. that encompasses the academic disciplines of Geography, Environmental Science and Environmental Studies. This degree will replace and mark an evolution to the existing Ph.D. in Geography program. In 2003, the Department of Geography and the Environmental Sciences/Studies Program were merged and renamed the Department of Environment and Geography. This Department then became one of the three founding units of the new Faculty of Environment (renamed the Clayton H. Riddell Faculty of Environment, Earth, and Resources in 2005). The Department initially offered a Bachelor of Arts in Geography, Bachelor of Environmental Studies, Bachelor of Environmental Science, Master of Arts in Geography, and a Ph.D. in Geography. New programs have since developed including: Bachelor of Science in Physical Geography, Master of Environment (MEnv), and Master of Science in Environment and Geography. These new programs were developed to reflect the expanded scope of academic and research activity in the new Department. Currently, much graduate research at the Ph.D. conducted within the merged department is environmental and interdisciplinary in nature. This reflects the emergence of Earth System Science in addition to the realization that the Earth is both the source of essential resources and the site of resulting negative environmental impacts. The broadened range of interdisciplinary research activities, as well as the enhanced supervisory capacity available within the new Department, provides for many new opportunities for interdisciplinary research in Environmental Science and Environmental Studies. Our problem is that much of this research may not lie within the domain of geographic enquiry. The expectation that doctoral level research will be exclusively geographical in orientation is no longer realistic, nor is it necessarily reflective of the evolution of environment-oriented scholarship. This proposed program (Ph.D. in Environment and Geography) would replace the Department's existing degree of Ph.D. in Geography to provide opportunity for those students wishing to pursue doctoral level research in the realm of Environmental Science and Studies in addition to the geographical sciences.

③ Credential to be offered: Degree

③ Does the program require accreditation from a licensing group?  YES  NO  
 If yes, name group

③ Length of the program: four  Years  Months  Semesters

③ Proposed program start date: 01/09/2010  
 Day/Month/Year

③ Which department(s) within the institution will have responsibility for the program?

Department of Environment and Geography

④ As compared to other programs your institution will be proposing, the priority of this program is:

- High
- Medium
- Low

⑤ Is this a new program?  YES  NO

⑥ Is this a revision of an existing program:  YES  NO

If YES, name program

Ph.D. in Geography

What are the impacts of changing this program?

⑦ Will the program be available to part-time students?  YES  NO

⑧ Will this program have a cooperative education component?  YES  NO

If YES, how long with the field placement be?

⑨ Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present?  YES  NO

Provide Details

⑩ Will there be distance delivery options?  YES  NO

Provide Details

⑪ Will this program be delivered jointly with another institution?  YES  NO

If YES, name the institution

⑫ Are similar programs offered in Manitoba or other jurisdictions?  YES  NO

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

The Ph.D. in the Department of Environment and Geography complements that of NRI. Environment and Geography's program focuses on Earth and human systems. NRI's program focuses on the ecological, economical, and social dimensions of management of natural resources and environment. Each stands on its own but they collectively provide comprehensive coverage within the Faculty.

The Natural Resource Institute (NRI) at the University of Manitoba offers a Ph.D. in Natural Resources and Environmental Management (NREM). The NRI's academic activities are linked to the strength and expertise of faculty members, which cut across a number of resource and environmental fields including: human dimensions of environmental and natural resources management, natural and environmental resource policy, institutions, decision-making processes, risk assessment, environmental hazards mitigation and management, community based resource management, traditional ecological knowledge, habitat management and multi-stakeholder processes/public involvement. The Ph.D. research in NREM reflects these foci. In addition to conducting and reporting on their research, Ph.D. students at NRI must

"be able to demonstrate a contribution to the logic and practice of natural resource and environmental management" (NRI, 1998). A letter of support for this SOI has been received from the NRI.

The Ph.D. in Environment and Geography would embrace research within the realms of geographic science (human and physical), environmental sciences, and environmental studies. The Department's academic activities are linked to the strengths and expertise of faculty members. Research interests span a wide range of fields including: Human Geography (cultural, economic, urban, social, political, transportation as well as emerging fields related to health, feminism, Marxism, behavioral); Geomatics (remote sensing, Geographic Information Systems); Physical Geography (climatology, bioclimatology, meteorology, hydrology, geomorphology, biogeography); the natural environment and associated change (landscape ecology, environmental chemistry and interrelationships among humans, organisms and their environment with focal points being ecotoxicology, conservation ecology, environmental health and policy). Foci relate to the interface of Earth's physical environment (atmosphere, biosphere, lithosphere, hydrosphere and cryosphere) and relations to human systems.

⑥ What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

None

## Specific Program Information

### 1. Program Description

⑥ Describe the program and its objectives:

The Ph.D. in Environment and Geography will focus on advanced theoretical and applied research dealing with complex relationships in environmental and geographic systems including the Earth, the environment, and society at large.

Specific objectives of this program are to:

- i) Provide a program that is both disciplinary and interdisciplinary for theoretical doctoral study regarding the environmental and geographic sciences and studies;
- ii) Provide research options related to environment that are not explicitly management related;
- iii) Provide in-province options for students wanting to conduct advanced Ph.D. level research relating to the environment and geography especially the graduates of the MEnv MSc (Environment and Geography) and MA (Geography) programs; and
- iv) Provide an opportunity for faculty members with specialties in the environment and geographic sciences and studies to further develop their graduate research programs.

Areas of specialization include: the traditional and emerging fields of Human and Physical Geography, Geomatics; studies of the natural environment (landscape ecology, environmental chemistry, including fields whose focus is the interrelationship among humans, organisms and their environment (ecotoxicology, conservation ecology, environmental health and policy).

⑥ Provide an overview of the content to be taught in this program:

The Proposed program will house doctoral enquiry associated with Geography (Human and Physical), Environmental Science and Environmental Studies. Geography is an integrative discipline, bringing together a large variety of phenomena and processes in a spatial context that other disciplines treat in isolation. Human geographers draw upon other disciplines in the

humanities and social sciences to examine spatial patterns and the organization of human behavior in order to comprehend the social, cultural, economic and historical processes that have created the landscape. Physical geographers seek to understand the Earth's surface, atmosphere, and near the surface environment, and their linkages through an integrated view of these features. It is an integrative geoscience that involves the analysis, in time and space, of physical elements and processes that make up the environment, including: energy, air, water, weather, climate, landforms, soils, animals, plants and microorganisms. Environmental Science and Environmental Studies relate to the interdisciplinary study of interrelationships among humans, organisms and their environment with the goal of developing a scientific and/or social understanding of the environment, and the negative and positive feedbacks of natural and anthropogenic processes on the environment. This will involve a variety of important issues centred on environmental quality, including but not limited to, the biological, ecological, biogeographical, and human health effects of pollution, habitat loss, climate change, and other natural and society-related stresses.

## 2. Enrollment

### ① What is the program's initial projected enrollment?

The established environmental and geographic research centres and labs in the Department have an international profile (e.g. the Centre for Earth Observation Science, the Environmental Conservation Lab and the Ultra-Clean Trace Element Lab) which would continue attracting students from around the world. The core faculty within CEOS and the Department of Environment and Geography raise on order of \$10 million dollars annually in research funds providing tremendous opportunity for graduate-level research. Conversely, these students are critical to the continued success of the ambitious research programs developed by our faculty members.

We have conservatively estimated that there are approximately 150 Masters students graduating annually in related programs in the Faculties of Science, Agriculture, Architecture, Arts and Engineering at the University of Manitoba. Currently the only option for those students wishing to pursue research related to the environment is the aforementioned PhD in Natural Resource and Environmental Management.

There are currently ten similar PhD programs offered in Canada that have an explicit environmental focus. These are being offered at Universities located across the country. Currently Manitoba is the lone Prairie province without such a program.

There are currently 30 students enrolled in the PhD in Geography program. Two-thirds of these students research in the areas of Physical Geography and Environment Science (roughly a 50:50 split). The remaining 10 students work in the area of Environmental Studies and Human Geography. Many of these projects would be better served by a PhD in Environment and Geography.

### ② What is the projected enrollment for the 2<sup>nd</sup> and 3<sup>rd</sup> years?

There are currently 60 Masters students enrolled in the MA, MEnv, and MSc programs offered by the Department. It is anticipated that some of the graduates from these programs will enroll in the PhD in Environment and Geography. The Natural Resources Institute has approximately 10-15 Masters graduates annually, some of whom would also be eligible for admission to the proposed PhD. We have conservatively estimated that approximately 150 students are currently enrolled in Masters programs in related disciplines (e.g. Agriculture, Architecture, Engineering, and Science) within the University of Manitoba who would also be eligible for this program. It is anticipated that the PhD in Environment and Geography would attract students with a similar background from outside Manitoba. Moreover, there are a number of established environmental research centres and labs in the department which have an international profile (e.g. the Centre

for Earth Observation Science, the Environmental Conservation Lab and the Ultra-Clean Trace Element Lab) which would continue attracting students from around the world. The core faculty within CEOS and the Department of Environment and Geography raise on order of \$10 million dollars annually in research funds providing significant opportunity for graduate-level research. There has been an annual enrollment of five students in the PhD in Geography. Given the expanded scope of research in this new program we would expect at least this level of interest in the PhD in Environment and Geography. As such, given our current resources, we believe that the Department could support an intake of about five to ten Ph.D. students per year.

⑥ Describe the expected student profile?

A number of students are expected to enter the PhD in Environment and Geography directly from the MEnv, MA (Geography) and the MSc (Environment and Geography) programs offered by the Department of Environment and Geography. It is also anticipated that some graduates from Natural Resources Institute with the Master of Natural Resource Management will enter this program. Students with a variety of backgrounds and professional experience in other disciplines (for example, but not limited to marine sciences, agricultural sciences, urban planning, sociology, areas of the biological and physical sciences, Native Studies, Economics, Business, Law, and Health, etc.) relevant to the environment will also be interested in the program. Students with diverse backgrounds are required to support the diverse research programs of our faculty members.

3. **Labour Market Information**

⑥ What labour market need is the program expected to meet?

The environment and environmental issues are a high priority for governments, non-profit agencies, industry, and the general public, all of which has resulted in a tremendous growth in the environmental sector. A 2003 study by Western Economic Diversification Canada found that the environmental industry in Manitoba consists of more than 350 establishments earning revenues of CDN\$360 million. The major activities were environmental consulting and service providing, and the manufacture and distribution of environmental products. Research and development was found to be the area of highest priority for the future development of the industry. Difficulties in attracting and retaining qualified staff as well as a lack of environmental knowledge and skills were cited as significant impediments to the industry. One of the most significant findings of the Environmental Labour Market (ELM) Report produced in 2004 by the Canadian Council for Human Resources in the Environment Industry was that environmental employers are having difficulty filling senior-level environmental practitioner positions, while junior and entry level positions are not as great a concern. It is apparent that there is a need for more highly trained and skilled people in the environment industry. The PhD in Environment and Geography would serve to help fill this gap with locally trained professionals familiar with the environmental concerns facing Manitoba and the Prairies. Other possible careers include private sector meteorology firms (forensic meteorology, weather products), Environment Canada and the Department of Defence.

⑥ Are there currently jobs in Manitoba in this field?  
If yes, where (geographic location and industry)?

YES  NO

There is a current shortage of trained professionals in the environmental industry. As already mentioned the ELM Report found that employers expressed great concern over difficulties with recruiting for senior positions with advanced levels of training. This report also found that the Prairie/Northern Region of which Manitoba is a part, has the highest employment vacancy rate for trained environmental practitioners (31% vacancy) in Canada. This coincides with concerns expressed in the previously cited Western Economic Diversification study where companies

reported difficulties in attracting qualified knowledgeable employees. The Western Economic Diversification Canada study reported that the Manitoban environmental industry employs some 5370 people with most being employed in the manufacturing of environmental products (35%), environmental consulting (24%), and in government related agencies (19%). The top 3 sectors in the industry were found to be: soil and water remediation, agricultural environmental technologies, and green building and manufacturing technologies. As previously mentioned, the need for research and development was cited as the highest priority for industry development. Many of these jobs are located within the city of Winnipeg with some requiring travel to other areas of the province. There is a definite need for highly trained people in rural areas, particularly with expertise in sustainable agriculture. Northern Manitoba is also experiencing a shortage of trained researchers. There are many environmental concerns in the North, particularly those related to the impacts of climate change. The Department of Environment and Geography at the University of Manitoba has a great deal of expertise in this area and is uniquely suited to the study of these issues and the training of needed experts.

⑥ What is the future job forecast for individuals with this education/training/credential?

The ELM Report found that the environment sector is experiencing tremendous growth with an increase in both the number of people employed in the environmental workforce and in the number of organizations engaging in environmental activities. The need for trained environmental practitioners is increasing dramatically as the number of environmental practitioners working in the private and public sectors increased by 64% from 1999 to 2003. While the report found that most organizations had little difficulty filling junior level vacancies, senior positions requiring advanced levels of training were much more difficult to fill. Approximately one-half of environmental employers reported that a shortage of qualified individuals for senior level positions had a moderate to large effect on their organization. It is apparent that educational institutions are training an adequate number of individuals for lower level positions in the environment industry, however there are no adequate programs available, particularly on the Prairies, providing advanced training. The PhD in Environment and Geography would help to fill this void.

⑥ How does this program fit with Manitoba's stated economic, social and other priorities?

Manitoba has been at the forefront in its commitment to environmental issues for a number of years. In 1990 the Province of Manitoba was a core funder for the founding of the Winnipeg based International Institute for Sustainable Development and continues to provide funding for the operation of the Institute. In 1991 the City of Winnipeg Act was amended to require Plan Winnipeg to include consideration of the sustainable use of land and other resources. The Manitoba Sustainable Development Act, proclaimed in 1998, requires that environmental issues be considered in all economic decision making. Through Manitoba Conservation, the Sustainable Development Innovations Fund "...provides grants in support of innovative projects, activities, research and developments that further the sustainability of Manitoba's economy, environment, human health and social well being and support environmentally sustainable economic growth". In 2001 the province adopted new principles and guidelines that ensure sustainable development objectives are considered in all government initiatives. The associated code of practice is a tool for government departments to guard against actions that could harm water quality, affect climate change, impeded sustainability of local communities or negatively impact the health and well-being of citizens. There is no doubt that this emphasis on the environment will continue. The proposed PhD would fit into Manitoba's economic and social priorities by providing both locally trained experts and the research based knowledge and understanding essential for decision making.

⑥ What agencies, groups, institutions will be consulted regarding development of the program?

Department of Geological Sciences - University of Manitoba  
Department of Biological Sciences - University of Manitoba  
Department of Chemistry - University of Manitoba  
Natural Resource Institute - University of Manitoba  
Landscape Architecture Programme - University of Manitoba  
Department of Native Studies - University of Manitoba  
Department of Fisheries and Oceans, Winnipeg (Freshwater Institute)  
Environment Canada  
Manitoba Environmental Industry Association

⑥ Is there any other information relevant to this program?

NO

#### 4. Financial Information

Details to follow in the full program proposal.

⑥ Projected Program Costs:            Salary  
  Operating  
  Capital  
  **Total cost**

⑥ Projected Program Revenue:        Tuition  
  Other\_  
  **Total revenue**

---

#### Submitted by:

John (Jay) Deoring, PhD  
Name (print)

Dean, Faculty of Graduate Studies  
Position

  
Signature

April 1, 2009  
Date