

Senate  
Senate Chamber  
Room 245 Engineering Building  
WEDNESDAY, September 4, 2002  
1:30 p.m.

## AGENDA

### I MATTERS TO BE CONSIDERED IN CLOSED SESSION

### II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

### III MATTERS FORWARDED FOR INFORMATION

1. *In Memoriam - Professor Emeritus Carl R. Nelson, Jr.* Page 17
2. Student Advocacy 2002 Annual Report Page 18
3. Correspondence from the Vice-President (Academic)  
and Provost re: SEEQ Page 29

### IV REPORT OF THE PRESIDENT

### V QUESTION PERIOD

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

### VI CONSIDERATION OF THE MINUTES OF THE MEETING OF AUGUST 14, 2002

### VII BUSINESS ARISING FROM THE MINUTES

### VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

1. Report of the Senate Executive Committee Page 40
2. Report of the Senate  
Planning and Priorities Committee

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

### IX REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

### X ADDITIONAL BUSINESS

### XI ADJOURNMENT

/jml



*In Memoriam*

Professor Emeritus Carl R. Nelson, Jr.

Carl R. Nelson Jr., born October 6, 1932 in Duluth, Minnesota, U.S.A.

Carl graduated with distinction from the University of Minnesota (B.Arch ) in 1955, and MIT (M.Arch.) in 1956, before winning the prestigious Fulbright Scholarship to Italy in 1957. Carl began his career in teaching at the University of Illinois and soon thereafter at the University of Notre Dame. Together with his wife Colleen and four children, Carl moved north to Winnipeg where they added three more children to their family. He joined the Faculty of Architecture at the University of Manitoba, in 1963.

Carl's academic and professional career spanned thirty-eight years at the University of Manitoba. His contributions to the Faculty, the University, the professional associations and the community in various contexts stand as a testament to human potential. His contribution to the lives of literally hundreds, indeed thousands, of students and colleagues as a teacher, mentor, confidant and friend is a legacy in itself. Many of today's leading academics and practitioners, both in Canada and abroad, credit Carl as a major influence in their professional development.

Carl's work in the Faculty was instrumental to advancing a vital design curriculum in the Departments of Environmental Studies from 1966 to 1976, and Landscape Architecture from 1977 to 1998. The Department of Architecture benefited from his presence for the entire period of Carl's teaching career. His intuitive and rational capacity to engage most any issue in an open and erudite manner set him apart from many of his colleagues and earned him the respect of the entire Faculty, students and staff alike. His teaching philosophy was characterized by an ongoing process of discovery - of oneself, of society, and of nature which he venerated - through the discipline of architecture.

Carl distinguished himself in academic and professional settings alike. Among his accomplishments, he was recipient of: two major teaching awards including the Saunderson Award for excellence in teaching; numerous grants to pursue scholarship including Canada Council and CMHC grants; professional and governmental awards including being made a Fellow of the RAIC for his service to the profession and a Premier's Award for design excellence for the Fort Whyte Centre for Environmental Education. In 2001, Carl was elected to the position of Professor Emeritus - a position he ably filled until his untimely death.

Carl's views on architecture's mediating role in society, and in the environment, helped to shape design culture in the prairie region and beyond. Indeed, his legacy will live on.

**Annual Report  
of the office of  
Student Advocacy  
University of Manitoba  
September 1, 2000 to August 31, 2001**

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The Student Advocacy Annual Report summarizes the activity of the office staff from September 1, 2000 to August 31, 2001 and comprises the official record submitted to the Board of Governors and Senate.

This year there was a substantial increase in the number of informal inquiries made by both students and staff at the University of Manitoba and an increase in the number of case files opened on behalf of students. Academic concerns, especially authorized withdrawals and grade appeals, continue to be the most frequently presented category of concern or complaint, followed by Administrative cases, specifically those related to fees. The number of plagiarism and inappropriate collaboration cases remained unchanged from the previous year but the number of inappropriate behaviour cases more than doubled. Overall the issues presented by students are similar to previous years.

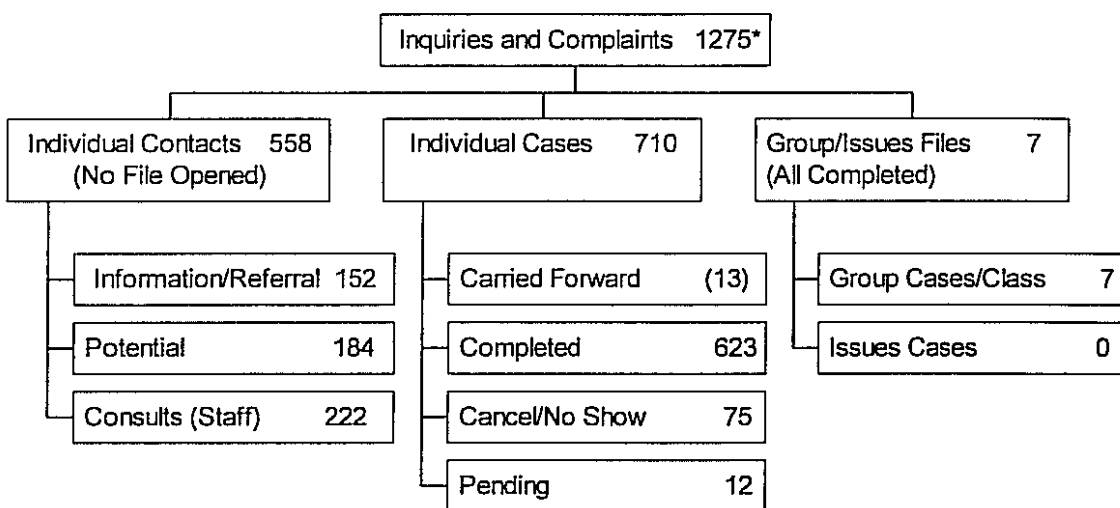
The Student Advocacy staff continue to assist students with concerns related to various facets of their academic careers at the University of Manitoba. The staff are dedicated to providing students with a very high quality of service, while working to develop positive relationships with the University community. The Student Advocacy office's Mission Statement is presented below and the revised Terms of Reference (March 2002) are included in Appendix A. The Terms of Reference contain modest edits which reflect the current practices of the office of Student Advocacy and were the outcome of consultations with the Ombudsman. The changes were designed to clarify, particularly for students, the respective roles of the two offices and to include reference to the Ombudsman, Equity Services and the Freedom of Information and Protection of Privacy Act (FIPPA).

*The mission of the office of Student Advocacy is to ensure that students are treated fairly in their dealings with the University. The office of Student Advocacy is dedicated to educating the University community concerning student rights and responsibilities and assisting students in the resolution of conflicts arising from actions or decisions taken by the University. While serving the University, Student Advocates maintain a student focus by providing information, investigating complaints, resolving conflict through alternative and formal systems, representing students at hearings, and reviewing policies and recommending change.*

The primary activity in the Student Advocacy office is meeting with students with a particular issue or grievance. The following section offers a detailed overview of the caseload for 2000-2001. The figures and tables below reveal specific information regarding the number and types of issues presented by students or others seeking advice or assistance. The kinds of informal and formal resolutions that were sought throughout the year are presented as well, showing the scope of the work done through the office.

Figure 1 organizes the volume of inquiries and complaints into distinct groups and subgroups. The information is formatted in an organizational chart to show the breakdown according to the type of contact.

**Figure 1      Contacts and Caseload 2000-2001**



\*21,593 Undergraduate and Graduate Students; Institutional Statistics (IS) Book 2000-2001, pp 12-13.

There are three distinct types of contacts that the office receives each year: (1) Individual contacts, (2) Individual cases, (3) Group cases. The individual contacts are those wherein a student or faculty member is seeking some general information or advice and no case file is opened. The individual cases are generated when a student has formally contacted the office seeking assistance with a particular issue that they believe requires support. The group cases are classified as such only when several students present together or serially regarding the same or similar issue or grievance.

There was an overall increase in the number of informal contacts at all levels. For example, consultations with staff increased by 78 contacts to 222 over last year's total of 144. The increase in staff consultations indicates to us that Student Advocacy is well received as a valuable confidential resource that is available to assist professors, administrators, and other staff as they work through a number of student related matters. We find that working closely with students and staff at the very preliminary

stages of most issues can help matters be resolved fairly and/or before they require formal processes.

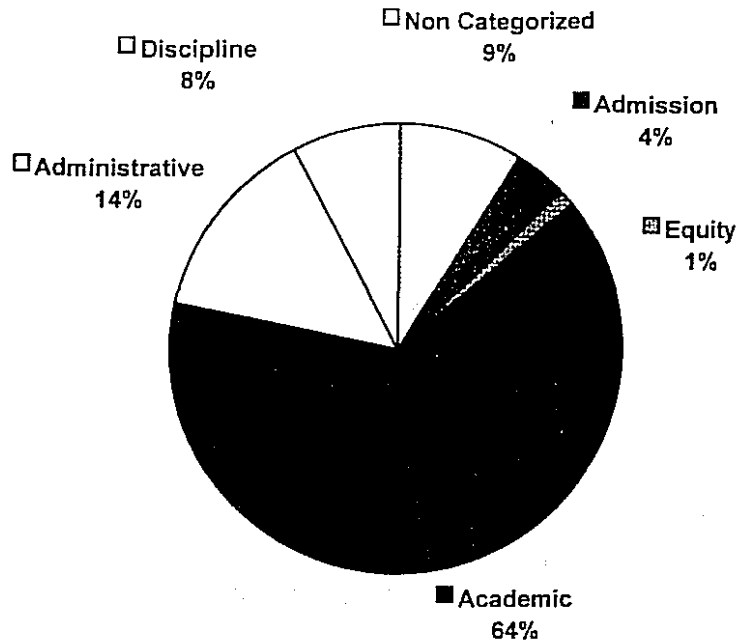
The number of case files opened on behalf of students increased again this year: from 684 cases last year to 710 this year. We believe it is a positive sign that students seek information from a reliable source when facing difficult situations or making important decisions. With part of our mandate being student development, we believe each situation is an opportunity for students to learn about themselves and their rights and responsibilities within this community. The workload is consistently intense but very rewarding.

Of the 13 cases which were 'carried forward' into the new reporting year, only two cases remain pending. The other eleven cases were resolved this year either through formal (n=9) or informal (n=2) processes. The successful completion of the pending cases underscores the work we do with students over time. It further highlights the dedication of the Student Advocacy staff to support students throughout the entire process, especially if the case is complex and requires additional time to bring the issues to resolution.

Student concerns are classified under one of the five major categories: Academic, Administrative, Admissions, Discipline or Equity. In last year's report we introduced the term 'multicategory' to capture those cases which have more than one presenting issue. This year we reconsidered this method and instead chose to separately report each presenting issue within one student's case rather than grouping them collectively under the multicategory classification. We feel this is more accurate reporting of our caseload because for each presented issue there is a corresponding resolution. However, we were still interested in determining how many our cases are of a multicategory nature and for the current year there were 69 multicategory cases which is an increase over the 44 from last year.

Another change to our reporting classification was to re-title "other" to "non categorized". This change was made to eliminate any confusion with the "other" academic category. All of the cases we placed in the "non-categorized" group are unidentified because the student either cancelled or did not follow through with the initial intake appointment. Figure 2 shows the categorization of the caseload.

**Figure 2** Categories of concerns and complaints



The overall percentage of cases falling within each category is consistent with previous years. There was a slight decrease in academic cases when compared to last year: 64% from 70%. There was a corresponding increase in the administrative category which rose to 14% from 8% last year. Another increase was in the non-categorized, formally called 'other' category which was a result of an increase of cancellation/no show appointments. This increase can be partly attributed to the information initially provided to students when they contact the office. The front desk staff are equipped to answer a number of questions students may have pertaining to their issue. Students may initially book an appointment but after reflecting upon or implementing the advice they received no longer feel a formal appointment is warranted. We are reluctant to follow-up with a no-show because we are a confidential office and we may be in breach of a confidence if we were to contact the student at home or work without their express permission.

Table 1 shows the number of cases within each of the major categories of concern. The discipline and administrative categories are broken out further by the presenting issue.

**Table 1**      **Types of Concerns and Complaints**

<b>Concern/Complaint</b>	<b># of cases/ issues 2000-2001</b>	<b># of cases/ issues 1999-2000</b>
<b>Academic</b>	<b>509</b>	<b>483</b>
<b>Discipline</b>	<b>52</b>	<b>55</b>
<i>Academic Misconduct</i>		
Plagiarism	19	19
Inappropriate Collaboration	5	5
False Admissions Inform'n	1	2
False Documents	1	-
Cheating	8	13
Academic Fraud	2	3
<i>Non-Academic Misconduct</i>		
Inappropriate Behaviour	11	4
Residence Issues	5	9
<b>Administrative</b>	<b>108</b>	<b>53</b>
Academic Fees/Cancellation	68	29
Registration	5	5
Complaints re staff/service	16	8
Transcript Notation Removal	5	1
Parking/Hold	4	1
Library/Hold	2	1
Graduation/Convocation	4	3
Other	4	5
<b>Admissions</b>	<b>30</b>	<b>18</b>
<b>Equity</b>	<b>9</b>	<b>7</b>
<b>Non Categorized</b>	<b>75</b>	<b>24</b>
<b>Total</b>	<b>783</b>	<b>640</b>

Similar to previous years, the largest number of cases center on academic issues. There was a general decrease in the number of disciplinary issues presented to the office, however the number of plagiarism and inappropriate collaboration cases

remained constant. It is notable that the relative stability in the plagiarism cases is not confirmed by current events and debates in academic circles. One of the current issues involves universities using technological tools and assistive devices to aid in the detection of plagiarism. Computer programs are now available that can be employed to screen papers for plagiarism and several larger Canadian universities have elected to purchase technological assistance to detect plagiarism. While the Student Advocacy staff has concerns about this type of approach, particularly with regard to the need for educating students how to avoid plagiarism, it is our recommendation that this matter be reviewed by Senate.

The increase of cases in the inappropriate behaviour category is a concern. Whether the increase is due to an actual increase in problematic behaviour or due to professors and administrators invoking disciplinary processes more frequently than before is uncertain. Another area of concern is the increased number of students presenting their concerns about staff, professors, and advisors when they feel they have been poorly or inequitably treated. Moreover, our consultations with faculty and other staff indicate that they too are grappling with how to respond to difficult students/student situations. As a result we are witnessing a real shift toward the disclosure of and confronting problems rather than just hoping the problems will resolve themselves. We are increasingly hearing from students who want to know their rights and responsibilities and are determined to request action be taken to enforce their rights. This translates into students presenting to Student Advocacy with questions about whether there is action they can and should be taking to ensure they are treated fairly and with respect. Again, this is also reflected in the number of professors and other staff who are seeking the same kind of information, which signals to us that this is more than just a change in student behaviours.

A topic of interest to Student Advocacy and some administrators appears to be the matching of an appropriate sanction or penalty to a particular discipline matter. It is also evident that many decision-makers are interested in providing some form of educational sanction, for example in a plagiarism case a student may be requested to complete writing tasks along with receiving the traditional penalty. In non-academic discipline matters, forms of restorative justice have also been discussed as possible conditions attached to a sanction. Although the current version of the Student Discipline By-Law does include as a penalty 1.4.21 "Attaching conditions to any of the above prescribing future conduct", the Student Advocacy office staff recommends a more direct reference to educational sanctions and restorative justice concepts.

The academic concerns presented by students are quite varied. Table 2 identifies the types of academic issues that collectively form the academic category.



**Table 2**      **Types of Academic Concerns and Complaints**

Concern/Complaint	# of cases/ issues	# of cases/ issues
	2000-2001	1999-2000
Authorized Withdrawal	134	157
Grade Appeal	126	132
Professor/Student Conflict	42	29
General Information/Advising	27	32
Transfer of Credit	20	14
Deferred Exam	19	19
Reinstatement	18	26
Academic Suspension	12	14
Practicum Issues	11	3
Time Extension (Incomplete/CO)	9	13
Program Change/ Waive Requirement	8	11
Voluntary Withdrawal (Retroactive)	7	15
Advisor/Student Conflict	6	9
Debarment	6	-
Requirement to Withdraw	5	10
Graduation	4	4
Letter of Permission	3	4
Professional Unsuitability	3	1
Leave of Absence	3	1
Attempt Hours	3	-
Ineligible to Proceed	2	9
Theses/Comprehensives	1	4
Exam Schedule Changes	1	2
Fresh Start	1	2
Fellowship	1	1
Syllabus Changes	-	10
Other	37	48
<b>Total</b>	<b>509</b>	<b>570</b>

We draw your attention to the practicum issues and debarment categories. This latter category was added to delineate the differences between these two issues. In professional faculties, practicum issues are more often related to academic concerns identified by the student or the supervising staff, whereas debarment has a component of inappropriate behaviour. The number of debarment cases might relate to our previous comments that these types of issues are increasing, or that faculty members and administrators are more often implementing policies regarding inappropriate student behaviour.

Table 3 provides a summary of the resolutions for the caseload. As is our working philosophy, the Student Advocacy staff strive to resolve student issues at the earliest opportunity or the lowest possible level. For several years in a row the number of formal appeals and hearings has declined which has several cost saving benefits in terms of the use of staff and other university resources. In total, student advocates attended 85 meetings and 52 hearings. Further, by avoiding a formal process that may seem adversarial, the student-university relationship may be less susceptible to negative outcomes.

**Table 3 Outcome of Cases/Issues by December, 2001**

<b>Process/Outcome</b>	<b>2000-2001 Cases/Issues</b>	<b>1999-2000 Cases/Issues</b>
<b>Completed Outside of formal process</b>	Subtotal 537	
Information /Advice	375	359
Request/Mediation	70	49
Referrals	8	9
Appeal not pursued	9	23
Cancellation	17	13
No show	58	36
<b>Completed within formal process</b>	Subtotal 246	
Upheld	160	169
Modified outcome	20	18
Denied	54	79
Other		
Incomplete 12/2001	12	
<b>Other</b>	Subtotal 0	
Student withdrew appeal		1
Student retained a lawyer		2
Advocate withdrew		
<b>Individual cases</b>	<b>Total</b>	<b>783</b>
<b>Group &amp; Issues Cases</b>	<b>Completed</b>	<b>7</b>

## Summary

The preceding report captures only one aspect of the work Student Advocacy staff undertake, notably assisting students and faculty with academic and disciplinary matters. While the activity of the office has diversified and become more challenging, due to the increased caseload and the changing needs of the university environment, the central issues have remained relatively similar to previous reporting periods. A complete account of additional office activities, such as our education and research initiatives is found in the 2000-2001 Student Affairs Annual report.

Academic integrity receives constant, if not increasing prominence as an educational issue facing the university community. Although the student discipline cases presented to our office this year are similar to last year, we recognize that there continues to be a need for increased education, and adherence to existing University policies regarding academic integrity. Although educating students about plagiarism, an issue of growing concern, remains a major objective of this office other institutions have responded by increasing the deterrent factor through purchase of technology or licenses. This has led to the recommendation on page 6 that the University of Manitoba Senate review the topic of plagiarism detection. The Student Advocacy office would be pleased to play a role in this review.

In all of our work on behalf of students Student Advocacy staff are sincerely appreciative of the positive responses received from all sectors of the University of Manitoba community.

**STUDENT ADVOCACY OFFICE**  
**TERMS OF REFERENCE**

The Student Advocacy office (the "Office") shall:

1. be under the general charge of a Director who shall report to the Board of Governors and Senate at least annually on the activities of the Office and to the Vice-Provost (Student Affairs) for routine financial, logistic and administrative matters;
2. serve as a general information unit for students, former students, or those who have applied to become students, and provide them with information on their rights, responsibilities, and the procedures to follow to resolve problems or concerns resulting from actions or decisions, arising from University of Manitoba rules and regulations, as taken by officers of the University that may be unfair, unjust, discriminatory or create undue hardship; and,
  - 2.1 in carrying out its information function, the Student Advocacy office will receive student complaints and refer complainants, as appropriate, to other University officers or staff, including, without limitation, Equity Services; the Ombudsman; faculty members and academic or support service administrators;
3. investigate or facilitate the investigation of any concern or complaint presented by a student or former student or applicant;
4. review policies, procedures, regulations, rules and criteria and recommend any changes thereto that are necessary to ensure prompt decision making, appropriate procedures and protection of the rights of students;
5. subject to clause 5.2 hereof, provide assistance or representation to students who are appealing an academic or disciplinary action and are appearing before a residence, faculty, Senate or University committee; and,
  - 5.1 in discharging its representational function, be responsible for the recruitment, selection, training and assigning of 'student advocates' recruited from the student body;
  - 5.2 withhold or withdraw representation if, in the opinion of the Director of the Office, the case has no merit; the student is not co-operative; the student has retained legal counsel; and/or the circumstances indicate that such involvement would be counterproductive;
6. have access to such information as is appropriate having regard to the representational functions of the Office, while at all times respecting confidentiality and only releasing confidential information after written permission is given by the affected parties for such release;
7. keep suitable records of complaints, findings and recommendations as may be necessary; such records shall be accessible only to members of the Office, as per FIPPA legislation.

March 18, 2002

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## STUDENT ADVOCACY OFFICE

### TERMS OF REFERENCE

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2. serve as a general information unit for students, former students, or those who have applied to become students, and will provide them with information on their rights, responsibilities, and the procedures to follow to resolve problems or concerns resulting from actions or decisions, arising from University of Manitoba rules and regulations, as taken by officers of the University ~~taken by the University~~ that may be unfair, unjust, discriminatory or create undue hardship; and,
  - 2.1 in carrying out its information function, the Student Advocacy office shall ~~establish and be responsible for a Special Student Services Referral Centre~~ which will receive student complaints and refer complainants, as appropriate, to other University officers or staff, including, without limitation, the Director, Office of Student Advocacy; Equity Services; Ombudsman; the Sexual Harassment Officer; the Human Rights Officer; Mediation Services; faculty members and academic or support service administrators;
3. investigate or facilitate the investigation of any concern or complaint or grievance brought presented by a student or former student or applicant; ~~against the University or against anyone in the University exercising authority;~~
4. review policies, procedures, regulations, rules and criteria and recommend any changes thereto that are necessary ~~or desire~~ to ensure prompt decision making, appropriate procedures and protection of the rights of students;
5. subject to clause 5.2 hereof, provide assistance or representation to students who are appealing an academic or disciplinary action and are appearing before a residence, faculty, Senate or University committee; and,
  - 5.1 in discharging its representational function, be responsible for the recruitment, selection, training and assigning of 'student advocates' recruited from the student body; ~~or from the members of the academic or support staff to assist and work with students who are appealing an action;~~
  - 5.2 withhold or withdraw representation if, in the opinion of the Director of the Office, the case has no merit; the student is not co-operative; the student has retained legal counsel; and/or the circumstances indicate that such involvement would be counterproductive;
6. have access to such information as is appropriate having regard to the representational functions of the Office, while at all times respecting confidentiality and only releasing confidential information after written permission is given by the affected parties for such release;
7. keep suitable records of complaints, findings and recommendations as may be necessary; such records shall be ~~and such records shall be to keep and~~ accessible only to members of the Office, (as per FIPPA legislation).



UNIVERSITY  
OF MANITOBA

Office of the President

July 11, 2002

**TO:** Ms. Beverly Sawicki, University Secretary  
**FROM:** Dr. Robert Kerr, Vice-President (Academic) and Provost  
**SUBJECT:** SEEQ Report

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Please ensure that the enclosed report is included in the information section of the August Senate Agenda.

Thank you in advance.

cc. Professor Karen Ogden  
Dr. Wendy Dahlgren  
Mr. James Kusie



UNIVERSITY  
OF MANITOBA

Office of the President

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

July 11, 2002

**To:** Dr. Robert Kerr, Vice-President (Academic) and Provost

**From:** Karen C. Ogden, Vice-Provost (Academic Affairs) KCO

**Re:** Submission to Senate - SEEQ Results on Website

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Attached please find a report and accompanying documents from the Senate Committee on Instruction and Evaluation regarding posting the SEEQ results on the University's website. The report came to me as Acting Vice-President (Academic) and Provost. I have been advised by the Secretariat that it should be submitted to Senate for information. I would like to have it on the agenda for the August meeting of Senate which means that it has to be in the Secretariat no later than July 18. Since the person charged by Senate to monitor the SEEQ is the Vice-President (Academic) and Provost, you, not I, should be the person to submit the report.

KCO/dg

att.

cc. Dr. Wendy Dahlgren  
Mr. James Kusie



UNIVERSITY  
OF MANITOBA

Office of the University Secretary

312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9593  
Fax (204) 474-7511

**DATE:** April 18, 2002

**TO:** Professor Karen C. Ogden, Acting Vice-President (Academic) and Provost

**FROM:** Dr. Wendy Dahlgren, Acting Chair, Senate Committee on Instruction and Evaluation *Wendy*

**SUBJECT:** Report of the SCIE Sub-Committee to Consider the Electronic Release of SEEQ Data

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At its meeting yesterday the Senate Committee on Instruction and Evaluation unanimously approved the report of the SCIE Sub-Committee to Consider the Electronic Release of SEEQ Data. I have enclosed a copy of the report for your examination.

As the report's recommendations involve action by the Office of Vice-President (Academic) and Provost, I would like to arrange a meeting between you, Mr. James Kusie, Chair of the sub-committee, Mr. Adrian Ashcroft from IST and myself at your convenience to discuss the report, its recommendations and to develop a course of actions to facilitate the committee's recommendations.

Should you have any questions, feel free to contact me at your convenience.

/jml

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OFFICE OF THE PRESIDENT

APR 18 2002

UNIVERSITY OF MANITOBA



March 1, 2002

Report of the Senate Committee on Instruction and Evaluation Sub-Committee  
to Consider issues relating to the Electronic Release of SEEQ Data

Preamble

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found in Section 8.26 of the *Senate Handbook*.
2. On December 10, 2001, SCIE agreed in principle to a request from UMSU to make SEEQ data available electronically, and established a sub-committee to examine the issues relating to the electronic release of SEEQ Data and make recommendations back to SCIE.
3. The sub-committee was chaired by Mr J. Kusie (UMSU) and consisted of Mr A. Ashcroft (IST), Mr C. Kozier (Student), Prof J. Long (Education), Prof L. Smith (Student Advocacy), Ms S. Sweeney (FIPPA Co-ordinator), and Ms B.M.M. Sawicki (University Secretary). The sub-committee met on January 23, February 8 and February 25, 2002.

Observations

1. On November 7, 1996, Senate approved the recommendations of the then Senate Committee on Instruction with regard to SEEQ.

1.1. Recommendation Seven states as follows:

"7. THAT Senate authorize the publication of data obtained from the SEEQ evaluation (Questions 1-41) or from similar core questions in other approved evaluation instruments. The office of the Vice-President (Academic) and Provost shall be responsible for compiling data from Faculties and Schools, and, in prior consultation with the University of Manitoba Students' Union, arranging for the publication of the data. The Vice-President (Academic) and Provost shall ensure the confidentiality of the data obtained from supplemental and machine-scored questions or open ended comments added by units or instructors for their specific interests or concerns. **Copies of published data shall be available in such convenient locations as the Libraries on both the Fort Garry and Bannatyne campuses, and the University of Manitoba Students' Union Office in University Centre.**" [Emphasis added]

It is the opinion of the sub-committee that the web with restricted access is a "such convenient location".

1.2 Recommendation Seven also states THAT "in addition, the Office of the Vice-President (Academic) and Provost shall be responsible for monitoring the process and reporting to Senate from time to time."

Report of the SCIE Sub-committee to Consider the Electronic Release of SEEQ Data  
March 1, 2002

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2. The existing practice of making the SEEQ data available in the libraries and in the UMSU offices complies with the Freedom of Information and Protection of Privacy Act (FIPPA), because it was an existing practice before the proclamation of the Act.
3. As the web publication of SEEQ data would be a new practice, it would be compliant with FIPPA only if instructors gave their informed consent to having their results released in this format.
4. The sub-committee considered the technological and security issues regarding the web publication of SEEQ data at great length. It has been established that the technology and resources exist to publish SEEQ data, and upon the go ahead from administration, could be implemented within approximately 4 months. [Please see Appendix A the attached technological considerations regarding *Web Access, Security and Instructor Consent*, prepared by Adrian Ashcroft, IST Administrative Systems, dated February 15, 2002]
5. The sub-committee recognizes that the electronic publication of SEEQ data will make the data more accessible and therefore more useful to students as a part of their decision making process with regard to course selection. It also noted that the information will still not be easily available to prospective students, since they do not yet have student numbers and passwords.
6. The sub-committee recognized that any attempts to download or otherwise manipulate the SEEQ data was extremely difficult but not impossible. The sub-committee feels that any web based publication of SEEQ data include a copyright statement and a warning to users that the data is for personal use only and not to be shared with others.

### Recommendations

1. That SCIE advise the Vice-President (Academic) and Provost that the publication of SEEQ data on the web is arguably a "such convenient location" as indicated in recommendation seven of the report of the Senate Committee on Instruction dated October 3, 1996, [and approved by Senate on November, 1996], subject to observation three above.
2. That SCIE recommends that the Vice-President (Academic) and Provost proceed to make SEEQ data available on the web, with the following recommendations for the implementation:
  - (a) That SEEQ data be available on the Web to only authorized users under the following conditions:
    - (i) With regard to students: all students would access the SEEQ data with a password sign-in, using both a valid student number

Report of the SCIE Sub-committee to Consider the Electronic Release of SEEQ Data  
March 1, 2002

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and valid PIN number. This would allow all students access to the data while the sign-in would encourage responsible use.

- (ii) With regard to other authorized users: the Vice-President (Academic) and Provost would provide authorization for those persons deemed to need web access to the results. Such authorized users could then be issued an id name and password to access the SEEQ data.
- (b) That all instructors be presented with the opportunity to provide informed consent authorizing the University to publish their SEEQ results on the web and that only those instructors who provide consent would have their results posted.
- (c) That the informed consent form be constructed with the advice of both the University Legal Counsel and the FIPPA Co-ordinator.
- (d) That the informed consent be obtained by the Deans/Directors offices, possibly by adding a field to the Course Sectioning File for each section.
- (e) That an information page be included on the web outlining the various reasons why an instructor's evaluation might not be present (not enough students, chose not to participate, technical difficulties, more than one instructor for the section, etc.)
- (f) That a copyright notice be included on every page of data. Further that a statement be drafted advising users that :
  - (i) the SEEQ data is made available for their personal use only; and
  - (ii) any unauthorized use, sharing, distribution or manipulation of the data may result in disciplinary action as outlined in the Student Discipline By-law or other action as deemed appropriate by the University.

Report of the SCIE Sub-committee to Consider the Electronic Release of SEEQ Data  
March 1, 2002

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- (g) That the SEEQ data for the two most recent academic years be made available. (That is, so that at all times, the two most current results for each of the fall, spring and summer/intersession terms are available.)
3. That SCIE advise the Vice-President (Academic) and Provost that this matter should be reported to Senate for information as stipulated in observation 1.2 above.

Respectfully submitted,

Mr J Kusie  
Chair, SCIE Sub-Committee to Consider  
the Electronic Release of SEEQ Data

/jml

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Office of the President

June 27, 2002

**To: Karen C. Ogden, A/Vice-President (Academic) and Provost****From: Wendy Dahlgren, A/Vice-Provost (Academic Affairs)****Re: SEEQ data available electronically**

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Please find attached two documents relating to the recommendation of the Senate Committee on Instruction and Evaluation to make SEEQ data available electronically. The Committee has recommended that this be taken to Senate for information. You may want to include the observations and recommendations as well.

The first document is simply an informed consent form so that individual course instructors can give permission that the SEEQ data related to their courses can be posted on the web.

The second document is the information that will be posted to ensure that:

- It is clear that there are many reasons why data for a particular course may not be posted; and
- The on-line data is available only to authorized users (i.e. is "firewall protected").

Individuals who will not automatically have access to the data, that is, non-students, can seek access permission from the Vice-Provost (Academic Affairs). I should point out that access to SEEQ data is more widely available in the hard-copy format than it will be electronically.

Please let me know if you require any additional information.

WD/dg

att.(2)

cc: Ms. B.M.M. Sawicki  
Mr. James Kuzie

(USE DEPARTMENT LETTERHEAD)

**CONSENT FOR POSTING OF STUDENTS' EVALUATION OF EDUCATIONAL  
QUALITY (SEEQ) INFORMATION ON THE WEB**

I, \_\_\_\_\_, hereby authorize The University of Manitoba to post the following SEEQ information on the University of Manitoba website:

Course Number	Course Name

I declare that this consent has been given voluntarily and with full knowledge as to its consequences.

The foregoing consent shall continue in full force to reflect until expressly terminated by me in writing and submitted to the attention of the Vice-Provost (Academic Affairs).

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature of Witness: \_\_\_\_\_

This personal information is being collected under the authority of *the University of Manitoba Act*. It will be used to obtain the Professor's written consent for posting of personal information on the University's website. It is protected by the Protection of Privacy provisions of *The Freedom of Information and Protection of Privacy Act*. If you have any questions about the collection contact the FIPPA coordinator's Office, (204) 474-8339, University of Manitoba Archives & Special Collections, 331 Elizabeth Dafoe Library, Winnipeg, MB, R3T 2N2.

## Student Evaluation of Education Quality (SEEQ) Information Page

Welcome to the SEEQ on-line evaluation reports. This site holds a two-page evaluation for each course-section that is eligible for on-line display. An evaluation may not be available for every course-section you are looking for.

Some reasons for which an evaluation may not be displayed:

- Fewer than six students responded.
- A course has been exempted from evaluation.  
e.g. some Distance Education courses.
- Responses have not been turned in on time for publication.
- The instructor has chosen to opt out of Web publication. \*
- At least one instructor in a multi-instructor course opted out of Web publication. \*
- The department omitted some course information on the Student Records database.
- There is a confidentiality issue.

\* Courses which have been evaluated, but do not appear on the Web, may be viewed on paper. Copies are kept at the UMSU office and at each of the campus libraries.

### *Privacy policy (to appear only on the information page)*

The SEEQ on-line data is made available for personal use only. Anyone accessing this data must be the owner of an authorized number and password (PIN). Any unauthorized use, sharing, distribution or manipulation of the data may result in disciplinary action as outlined in the Student Discipline By-law or other action as deemed necessary by the University.

### *Copyright Statements (to appear at the bottom of each course report)*

Based on Student Evaluation of Educational Quality (SEEQ), permission granted © 1976, 1991, 1993 Herbert W. Marsh

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Adrian Ashcroft, July 9, 2002

**Comments of the Senate Executive Committee:**

The Senate Executive Committee reviewed the materials provided by the Vice-President (Academic) and Provost regarding the electronic release of SEEQ data. The committee expressed concern with the draft informed consent form and has requested that the Vice-Provost (Academic Affairs), who is responsible for the administration of the SEEQ process, revise the draft consent form to take the following concerns into account:

- In order for the form to be "informed" consent, the form must clearly state what the instructors are consenting to, and the conditions and security provisions thereto appertaining;
- On the current form paragraph beginning with "The foregoing consent..." does not appear to be a full sentence; and
- The form must be completed each year by each instructor, currently the form is not worded accordingly.

Notwithstanding these concerns, the Senate Executive Committee wishes that this item be presented for information at the September 4, 2002 Senate meeting.

/jml



12 August, 2002

**Report of the Senate Executive Committee**

**Preamble**

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

**Observations**

1. **Speaker for the Executive Committee of Senate**

Professor Bob Bright will be the Speaker for the Executive Committee for the August meeting of Senate.

2. **Comments of the Executive Committee**

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

Respectfully submitted,

Dr. R. Kerr, Acting Chair  
Senate Executive Committee  
Terms of Reference: *Senate Handbook* (Revised 1992), Section 9.

/jml

# THE PRESIDENT'S STRATEGIC PLANNING COMMITTEE

## **Preamble**

*Building on Strengths*, the last strategic plan for the University of Manitoba was released in February, 1998. The plan provided a vision for the University, articulated its values and principles, and made 94 recommendations for investment in the quality of its people, its products, its partnerships and its processes. Almost all of the recommendations have been fulfilled, and time has come for a new strategic plan, one that is rooted in *Building on Strengths*, but focuses attention on the academic directions of the University of Manitoba in the first decade of the 21<sup>st</sup> century.

## **Terms of Reference**

1. To identify the academic priorities that would enhance the quality of learning, research, scholarship and creative work undertaken by the University of Manitoba in the context of its mission, the cultural, social and economic needs of its province, and an increasingly competitive national and international environment.
2. To articulate the initiatives that would strengthen the University's academic focus, and are consistent with its mission, vision and principles. These include initiatives regarding enrolment planning; the recruitment and retention of graduate students, and of aboriginal and international undergraduate and graduate students; recruitment and retention of faculty and staff; innovation in undergraduate and graduate programming; enhancement of research, scholarship and creative work; increasing research and scholarly collaboration at local, national and international levels; improvement in the infrastructure that enhances learning and research, including physical facilities, technology and library resources.
3. To invite commentary from internal and external constituencies and hold public hearings. A draft report will be released by the end of January, 2003 and public hearings will be held during February, 2003. The final report will be submitted to the Senate by May, 2003 and will then go to the Board of Governors for decision.

## **Composition**

### *Chair*

Emőke J. E. Szathmáry, President and Vice-Chancellor

### *Co Vice-Chairs*

Robert Kerr, Vice-President (Academic) and Provost  
Joanne C. Keselman, Vice-President (Research)

### *From the Board of Governors*

Wayne Anderson, Chair, Board of Governors  
Terry Sargeant, Vice-Chair, Board of Governors  
Joanna Plater, Member, Board of Governors  
Nicholas Louizos, President, University of Manitoba Students' Union (also a member of Senate)

### *From the Senate*

Arlene Young, Department of English, Faculty of Arts  
Brian Stimpson, Department of Civil Engineering, Faculty of Engineering  
Juliette Cooper, School of Medical Rehabilitation, Faculty of Medicine  
Anthony S. Secco, Department of Chemistry, Faculty of Science (Senate-elected member of the Board)  
Suzanne Ronald, President, Graduate Students' Association

### *From Faculty at Large*

Murray Ballance, Department of Plant Science, Faculty of Agricultural and Food Sciences  
Jane Evans, Department of Biochemistry and Medical Genetics, Faculty of Medicine  
Malcolm Smith, Department of Marketing, IH Asper School of Business  
Dennis Bracken, Faculty of Social Work  
Richard Burlison, School of Music

### *From Administrative and Support Staff*

Linda Chartier, Business Manager, Faculty of Dentistry (also an assessor on the Board)  
Michael W. McAdam, Vice-President (Administration)

### *Resource (non-voting)*

Thelma Lussier, Director, Institutional Analysis  
Elaine Goldie, Vice-President (External)

### *Communications (non-voting)*

Ed Unrau, Manager, Publications and Special Projects, Public Affairs