

# *in edition*

APRIL 6, 1994

VOL.11 NO.14

## Wesmen Receive Province's Highest Honour

The Wesmen women's basketball team was inducted into the Order of the Buffalo Hunt for establishing a new North American record for consecutive wins by a women's basketball team.

"The Order of the Buffalo Hunt is the province's highest honour," said Premier Gary Filmon at the induction ceremony on March 29 at the Legislative Building. "It recognizes the exceptional accomplishments of these athletes and coaches, and demonstrates the pride all Manitobans have in this team."

As members of the Order of the Buffalo Hunt, the Wesmen join an elite group of people from a wide variety of fields. Inductees include humanitarian Mother Teresa, Pope John Paul II, former U.S. President Jimmy Carter, and – in the sports world – the Winnipeg Fury soccer team, Winnipeg Jets star Teemu Selanne and world-class cyclist Tanya Dubnicoff. Premier Filmon noted:

"They all possess great self-determination and have proven that they could be the best – just as the Wesmen have."

Over two seasons, the Wesmen posted 73 straight victories, surpassing the previous North American record of 69 consecutive wins by a women's basketball team. This year the Wesmen also captured their second straight CIAU (Canadian Interuniversity Athletic Union) championship. In addition to being named the 1993 Manitoba team of the year, several players have won individual awards and four were recognized for academic achievement. Tom Kendall was named Coach of the Year.

At the ceremony, Kendall described his players not only as excellent athletes, but also as dedicated students and citizens. "It's nice to see good things happen to good people. Their parents should be very proud and we all should feel more secure with them as our future leaders."



Coach Tom Kendall signs the book to induct the Wesmen women's basketball team into the Order of the Buffalo Hunt. Sports Minister Jim Ernst (centre) and Premier Gary Filmon (right) conducted the ceremony.

## Board Responds to Roblin Report

The Board of Regents has responded to the Report of the Roblin Commission through a letter to the Minister of Education and Training, Clayton Manness. The content of the letter was based on the review and discussion of the report undertaken by each board committee in recent weeks, and was approved by the Regents at their March meeting. A copy of the complete letter is inserted in this *in edition*.

According to Board Chair Margaret McPherson, the Regents felt that a number of the recommendations in the report needed comment. The Board also wished to emphasize their concurrence with the suggestion that consideration should be given to the individual financial requirements of Manitoba's liberal arts and science institutions. The minister is expected to make public comment on the report sometime in the next few weeks.

  
The UNIVERSITY  
of WINNIPEG

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## Students Helping Students

The University of Winnipeg recognizes the valuable contributions of Peer Support Program volunteers during National Volunteer Week, Apr. 17-23.

Peer support volunteers give their time to help their fellow students with both academic and personal problems.

"Some of the reasons these students volunteer include a desire to help others on campus, an opportunity to check out a possible career choice, or a chance to improve their communication skills," says Leslie Kepron from The University of Winnipeg Counselling Services.

Kepron says the program is just starting to gain a higher profile on campus, but she has already led about 50 volunteers through the mandatory 27-hour training session.

The students believe they've developed many valuable skills through this training. "We've learned life-skills that everyone should have because they improve your interactions with friends and family and serve in your own process of self-awareness," says student Katy Dann. Adds another volunteer, Mike Labun: "I've learned how to really listen to people and to get them to express themselves."

Ron Sigurdson says he can apply his peer support experience to all areas of life. "The great thing about this type of education is that it eventually becomes a part of who you are and you don't even have to make a conscious effort to apply the skills any more."

Radha Govinda likes the idea of helping her peers and exploring a career choice in counselling at the same time. Others enjoy the sense of belonging that the Peer Support Program offers. "Getting involved in this program made me

feel I was part of an important group on campus," says Shelly Langan.

In addition to volunteering for the Peer Support Program, many of these students give their time to other areas of campus as well. Health education programs, the Records Office, Dean's Office and the special needs area all benefit from student volunteers.

Their dedication is inspirational, especially to those in the University's Counselling Office. "It is extremely rewarding to work with the students and to find so many people enthusiastic about helping others," says Kepron.

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## Have You Noticed?

Eckhardt-Gramatté Hall is fast becoming the most frequently misspelled word at The University of Winnipeg. One way to solve the problem is to add the word to the WordPerfect Speller on your computer.

Simply type the word correctly on your computer screen (thereby creating a document) and use the Speller to check the word. When the Speller highlights the word, use the Add option (#3) to add the correct spelling to the dictionary.

**P.S.** To produce the correctly accented "e," hold down the **Alt** key while you enter 130 on the number pad.

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## Campus Notebook

• University of Winnipeg alumnus **Arash Abizadeh**, BA (Honours)'92, has been accepted by Harvard University to pursue a PhD. in political science. Harvard University has given him a scholarship and will pay his tuition. Abizadeh received a Rhodes Scholarship to study at Oxford University in England, where he is now completing a M Phil in political science. When Abizadeh graduated from The University of Winnipeg he was awarded the Governor General's Silver Medal for the highest standing in Arts (Honours course), the University Gold Medal in Economics (Honours course), the University Gold Medal in Political Science (Honours course) and the O.T. Anderson Award for distinguished academic and extra-curricular performance. He was also a Stephenson Scholarship winner.

• **The University of Winnipeg Wesmen** continue to garner accolades. Wesmen men's basketball player **Jeff Foreman** has been named Canadian Interuniversity Athletic Union (CIAU) Player of the Year; it is the first time a Wesmen men's basketball player has won the honour.

• The following Wesmen players were named CIAU All-Canadians: **Sandy News-ham**, **Raeanne Mitchell** and **Natalie Reimer**, women's volleyball, **Sandra Carroll** and **Andrea Hutchens**, women's basketball, **Jon Labun**, men's volleyball, and **Jeff Foreman**, men's basketball. In addition, two of the CIAU All-Canadians, **Sandra Carroll** and **Andrea Hutchens**, have been named Academic All-Canadians. Besides being outstanding basketball players, they've also managed to maintain a scholastic average of 80 per cent or higher.

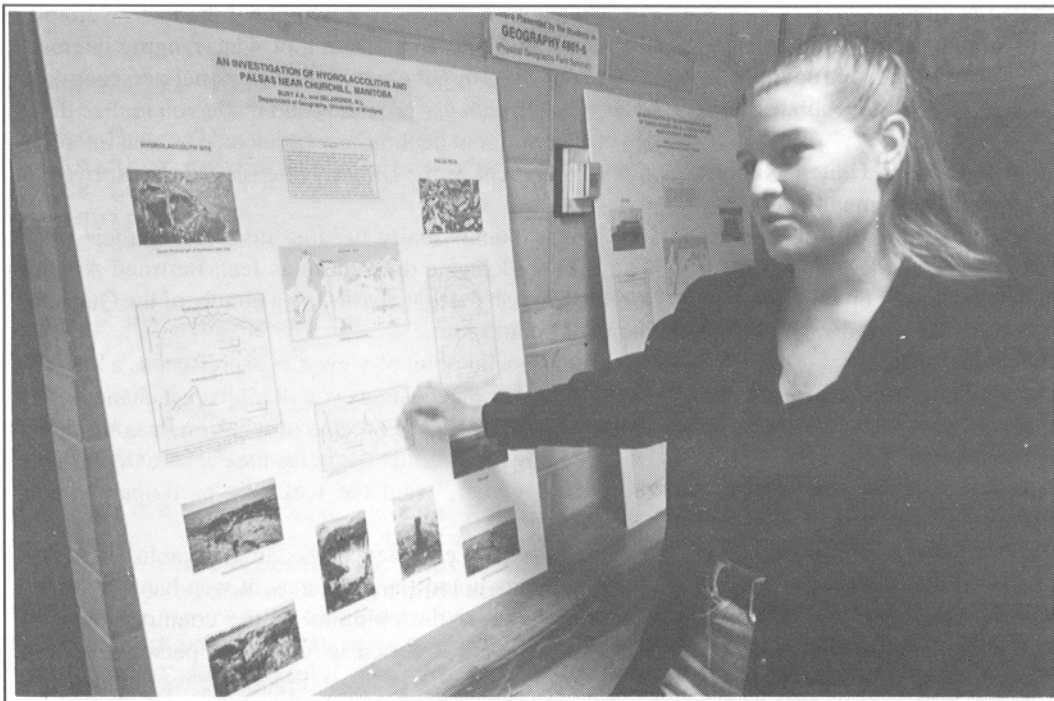
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Comments, suggestions and submissions are welcome. (All material is subject to editing.) The copy deadline for the the next issue is April 11.

*in edition* is printed on recycled paper. After you have finished with this issue, please put it in your Paper Grower tin.

## Students Travel North for Field Seminar



*Students in the Physical Geography Field Seminar presented posters based on their work in Churchill, Manitoba.*

Last August, 22 University of Winnipeg geography students spent a week in Churchill, Manitoba. The group went north to participate in the honours course, "Physical Geography Field Seminar."

Accompanied by instructors Mark Krawetz and Geri Sweet, with Professors Geoffrey Scott and Brian McGregor as resource personnel, the group settled into the Churchill Northern Studies Centre. This facility is ideal for university field courses as it offers reasonably priced accommodations along with special labs, equipment and vehicles to the students and staff.

Students Tasha MacLellan and Michelle DeLaronde said the first three days of the trip were spent travelling around the Churchill area and deciding on a particular site/project to explore in depth.

The students inspected the Churchill River, the coastline and the "drunken forest" — so called because of the tipsy trees. "The trees are rooted into the ice and as it expands upwards, the trees tip over," explains DeLaronde.

Both students were fascinated by the diversity of the environment. "We saw the coastline, forest and fen (bog) and also belugas and caribou," states MacLellan. "We were disappointed we didn't see any polar bears but the tundra was beautiful. While we were there everything turned from green to red. The bearberries, crowberries and willows were all a deep red."

For their projects, students selected a variety of topics. For example, some students examined the coastline to determine the wave energy level and the effects of ice on the beach. Others looked at forest cover or specific land features. Two students calculated the impact of tourist vehicles, such as tundra buggies, on the land. The results of this particular study showed that these vehicles can be devastating to the environment, as the wheels cut through the ground.

On their return to Winnipeg, all the students were required to complete two assignments: a poster display graded on appearance and their ability to answer questions, and an individual paper on their work project. In addition, each student submitted a field notebook of his/her observations and activities in Churchill.

Sweet describes the course as labour intensive for the faculty as well: "We work on a one-to-one basis with the students, so assistance from technical staff is important. It's what makes the course possible." She adds, "Lab technician Kim Monson and cartographer Weldon Hiebert were great about helping the students after they returned from Churchill."

Sweet is impressed with the enthusiasm and dedication of the students. "The students paid on the average of \$700 to \$800 in addition to the course tuition and gave up a week of work besides. I find their level of commitment for their work and the program overwhelming," she says proudly.

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## Budding Diplomats

On Feb. 25 - 26, The University of Winnipeg played host to a meeting of the United Nations.

Political science students organized and implemented the UN role-playing exercise as part of the "Introduction to International Relations" course taught by Deborah Stienstra.

The two-day event simulated a real United Nations meeting, with each student representing a member country of his/her choice. The first evening consisted of opening speeches during which delegates put forward their general positions. On Saturday, the delegates split up into committees to debate resolutions, and the day ended with closing speeches and voting on the resolutions.

Stienstra decided to incorporate this mock meeting into her course for the first time because she feels it's important to use a variety of teaching methods. "Students all have different ways of learning and expressing themselves," she said. "Role-playing in the area of international relations allows them to apply their knowledge and to transcend their intellectual understanding of the theory learned in class."

Another part of the educational experience was that students were fully responsible for planning the weekend. The process started in October, 1993, with every student choosing to work on at least one of six organizational committees. These groups dealt with everything from developing rules for the event to booking the rooms.

Students also prepared for the role-playing exercise by writing a paper exploring the positions that the country they were representing would take on various issues - from the

global refugee crisis to nuclear arms testing.

The event in February highlighted the many variables that come into play in a meeting of wide-ranging interests. "The activity brought a new, more personal perspective to relations between governments and made you realize that a lot of international dealings are based on personal interest," reported student Steve Brown, who played the Norwegian delegate.

Some students really became involved in their roles. The Haitian delegate dressed up as Jean Bertrand Aristide and the English delegate pasted up a picture of the Queen on the wall behind him.

From a social point of view, the exercise was a bonding experience. "In most classes you don't have a chance to get to know your peers. The process of working on committees and spending a weekend together at the event really brought the class together," said the Icelandic participant, Louie Odorico.

For most, the experience was an enjoyable challenge. Some students noted that, at times, it was hard to stay in character because the opinions of the country you were representing were opposed to your own personal beliefs. Sometimes, having to be very diplomatic was difficult.

The event was an empowering experience because non-traditional learning requires students to access and trust their creative capacity. "This can be scary at times because it is so different from the traditional note-taking style of learning," reported the Indian delegate, Radha Govinda.

Students expressed much appreciation towards Stienstra for the tremendous amount of encouragement and energy she brought to the experience. "There is more effort necessary in non-traditional teaching, both on the part of the teacher and the students, but the benefits attained make it worthwhile," said Govinda.



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*Bailey Forsyth is a big fan of the Wesmen women's basketball team. She flew to Calgary to cheer her team to victory at the recent Canadian Interuniversity Athletic Union championships.*

## Sponsors Help Make Campus Events a Success

Anyone familiar with our campus knows The University of Winnipeg academic program is enriched by a wide range of special lectures, cultural and sports events and art exhibitions. What's not always apparent, however, is that many of these events rely on the generosity of sponsors who donate money and/or products that help ensure the success of the event.

Both the art and music programs at The University of Winnipeg have benefitted from the financial support of the Manitoba Arts Council. The music committee alone was awarded a \$6,000 concert productions grant for 1993-94 (up 20 per cent over last season). Both the Centennial Library and the Downtown BIZ have financially supported the Skywalk Lecture and Concert Series.

According to Harry Strub, music coordinator, several businesses have lent their support, financial and otherwise, to the Virtuosi Concert Series, which is co-presented by CBC Stereo. These include Perth's, Music City, MTS, Assiniboine Travel, The University of Winnipeg Bookstore Computer Department and Days Inn.

"Perth's bought 50 tickets for each of the eight Virtuosi concerts, which established the success of the series," he says. Days Inn has provided assistance with musician's accommodations.

Strub is especially pleased with a recent gift. "Robinson Lighting generously donated an excellent piano lamp to complement the Steinway grand piano in Eckhardt-Gramat  Hall," he says.

In addition to Manitoba Arts Council grants, Gallery 1C03 receives assistance from a variety of outside sources for individual shows. For example, at the recent exhibition of art by the late Ernest Wilson, full-colour posters were provided by Pollard Banknote Ltd., and the reception was hosted by Ducks Unlimited.

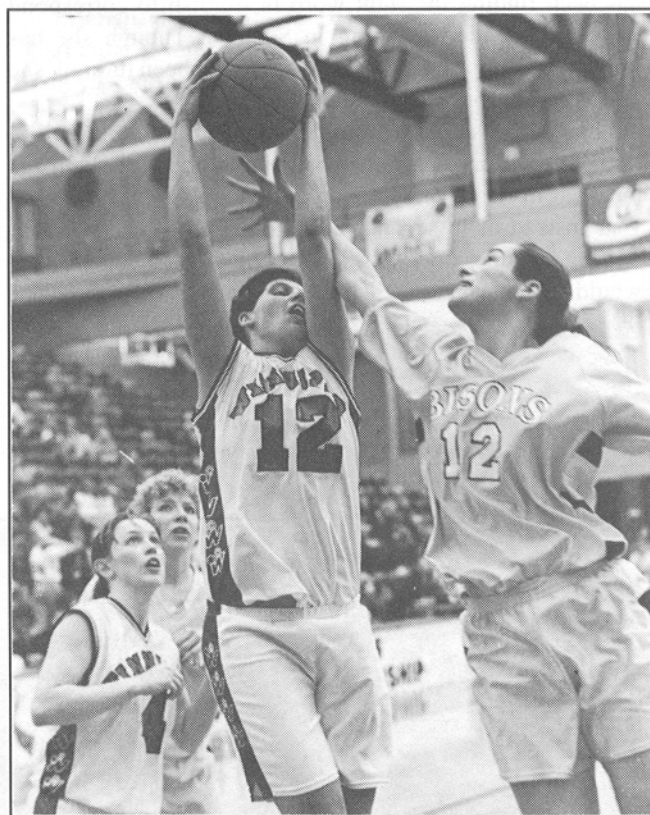
"We're also very appreciative of the tireless efforts of SWAG (Seniors' Winnipeg Arts Group)," says Sarah McKin-

non, University art curator. "They raise money through lectures and bake sales to allow the University, each year, to purchase an art work for its permanent collection."

The Department of Athletics benefits from joint marketing agreements with its corporate sponsors. According to Mike Reed, marketing/facility manager, becoming a Wesmen sponsor makes good business sense.

"Our sponsors receive value for their money in that we provide promotional opportunities that allow the organization to target several markets," he explains. Wesmen sponsors include Labatt's, Converse, Videon, K-Swiss, Pepsi, Air Canada, New York Life, Relax Hotels, Portage Place and the Manitoba Sports Federation.

"Everyone appreciates the interest our sponsors have shown in the University," says Joan Anderson, director of university relations. "Sponsors' contributions to campus events make the University experience a much richer one for our students."



*They "thrive on chaos," but they play with intense concentration. Wesmen women's basketball team players Sandra Carroll, #4 (left) and Andrea Pales, #12 (centre) show the other team how it's done.*

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## The Light at the End of the Tunnel

*The following article was written by Marci Davis, former tutor and administrative intern at the Writing Centre.*

The Writing Centre has come to signify different things to different people. As a tutor, I saw the centre as a place where I could help people who were having problems with their writing. As an administrator in the centre, I see myself as someone who can offer experience to tutors who are now working with the students. However, the Writing Centre is much more than a place for tutors and administrators. It has become a blessing to the many who, as second language students, must struggle daily with comprehending and expressing themselves in English.

To gain a better understanding of what the Writing Centre may mean to second language students, I interviewed one student who arrived two years ago from El Salvador. As an ESL student, she found the Writing Centre to be very helpful to her, as her tutor was able to explain grammatical concepts to her that she would not have been able to learn on her own. Her biggest problem when writing has been finding the right word in English to correspond with her intended meaning in Spanish. Though she has improved in this area as a result of having been tutored, she still is often troubled by diction.

I began to see how important a contribution a facility like ours can make. She believes that without the help she received in the Writing Centre, she would now be in first year instead of in second. Despite the fact that she loves writing and does not like science courses, she feels that she would have been compelled to take them in order to escape the writing components of all her arts courses. If she had not been referred to the centre for mandatory tutoring, she is convinced that she could have easily failed her courses. Her tutoring experience was so helpful, that if she had not been recommended for tutoring again this year, she would have

suggested to her teacher that she be referred voluntarily. As well, she added that she would suggest the program to all ESL students in her situation.

The personal relationship she was able to develop as a result of the availability and commitment of her tutor was invaluable. The Writing Centre, she states, is a place where "you can make a friend." Her tutor not only helped her with her written English, but because of the friendship they developed, she was also given an opportunity to practice her oral skills. The experience of being tutored has impacted on her life academically and has given her "a lot of confidence." She now tries to write creatively in English and she is proud to see herself progressing as a writer. Attending Canadian university has forced her and her siblings to use English more frequently than it has her parents. She said that being placed in an English environment with English-speaking people has helped her to practice the language.

When asked what improvements she feels might be made to the Writing Centre, she stated that one hour is not an adequate period of time to accomplish much in a session with a tutor. In order to improve the quality of the program, she feels that tutors should take two students, instead of the present three, and spend two hours a week with each student.

Her biggest fear before being tutored was that she would not be able to express herself clearly enough and that she would fail as a result of her professors' inability to understand her essays. "Thank God," she stated, "my professor sent me to the Writing Centre."

Tutors and administrators are often the miracle workers behind the answered prayers of students like this one who need support not only in an academic sense, but in an emotional sense as well. The Writing Centre is undeniably an essential glimmer of hope for confused writers.



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*The University of Winnipeg inter-club squash team celebrates a second place finish in the provincial inter-club league.*

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## Tips To Help You Understand An MSDS

So far in this column, we have talked about the first three sections of a Material Safety Data Sheet (MSDS). We've now reached Section IV which is the part of the MSDS that gives information about a product's fire or explosion hazard.

If products include flammables, solvents, oxidizers, explosives, or metal dusts for example, this section is very important. If a product is not flammable, that must be stated. The following are terms often used in this section.

**Means of Extinction** - the type of fire extinguisher to use: A, B or C, water or foam. It should mention any other measures that might be necessary to fight a fire or explosion involving the product. Special procedures for controlling the consequences, if any, should be stated here.

**Flash Point and Method of Determination** - this number in degrees C, tells you the lowest temperature at which a liquid gives off enough vapor to ignite in air upon contact with a flame or spark. The flash point is determined by certain methods and the method must be stated. One common method is a "closed cup," in other words, inside its container, or "open cup," that is, near the surface of the liquid. The lower the flash point, the higher the risk of fire.

**Upper and Lower Flammable or Explosive Limit** - these are the minimum (lower) and maximum (upper) levels of vapours of the product in the air that are flammable or explosive in the presence of flame or spark. The number will be the percentage of the amount of vapour in the air. For example, Ethylene has a lower explosive limit of 2.7% and an upper limit of 36%. If the amount of vapour is less than 2.7% or more than 36%, there is no risk of explosion. But as

soon as it reaches any concentration between those two limits, there could be an explosion. It is necessary to keep the concentration of a product below its lower limit, by using proper ventilation for example.

**Auto-Ignition Temperature** - the lowest temperature at which combustion of a product begins, without any flame or spark. The closer this temperature is to the surrounding temperature, the greater the risk of fire. For example, turpentine has an auto-ignition temperature of 253 degrees C. It would not ignite by itself at normal surrounding temperatures.

**Hazardous Combustion Products** - these would be substances likely to form from the original product when it is exposed to the heat of a fire or explosion. This information is especially useful to fire fighters in order that adequate protection may be worn when fighting a fire.

**Explosion Data-Sensitivity to Impact** - this will provide useful handling and storage information. Some products are quite stable under most circumstances but will explode if bumped or banged. For example, perchloric acid can explode on impact or with friction.

**Sensitivity to Static Discharge** - some products are particularly sensitive to "static" and the spark created may quickly cause a fire or explosion. You may be familiar with the "grounding" of containers with highly flammable substances such as gasoline. This "grounding" will allow the charge to pass through the substance to a neutral spot, thus eliminating the potential risk.

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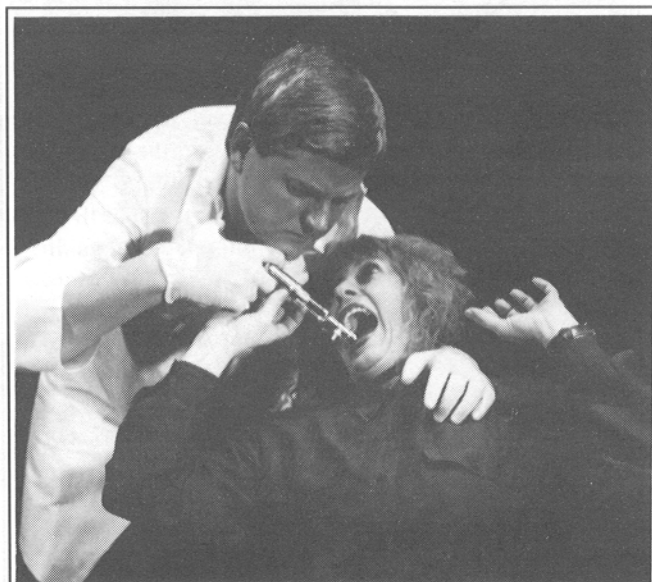
## Noon Hour Theatre Offers Comedy

Noon Hour Theatre presents two short comedies, *Teeth* by Tina Howe, and *Sure Thing* by David Ives, April 6 to 15 at Venue VIII, atop Mother Tucker's restaurant. The plays star University of Winnipeg alumnus Wayne Nicklas and are directed by Blake Taylor, associate professor of theatre.

*Teeth* tells the tale of Amy, tongue-tied in more ways than one when she has to coax her eccentric dentist out of having a nervous breakdown in the middle of a filling operation. In *Sure Thing*, Bill becomes a perfect Casanova through the magic of instant pick-up line replay.

As an added bonus, you can enjoy *10 Minute Opera* by Kim Thompson, the fastest, funniest opera film ever.

Noon Hour Theatre is supported by The University of Winnipeg and the Manitoba Arts Council. See *Coming Events* for show times.



*Ouch! Amy's in trouble unless she coaxes her dentist out of a nervous breakdown during her dental surgery. Noon Hour Theatre's production of **Teeth** runs April 6 to 15 at Venue VIII.*

# COMING EVENTS

"Coming Events" is compiled by University Relations. If you are planning a campus event, please let us know. Send the information (in writing) to Lois Cherney, University Relations, Room 4W17. Basic details about your event are required: what, when, where, sponsor, and the name of a contact person. Submissions must be received at least 10 working days before the event.

CONTINUING UNTIL  
FRI., APR. 15

- Noon Hour Theatre presents two short comedies, **Teeth** by Tina Howe and **Sure Thing** by David Ives, along with **10 Minute Opera**, the fastest, funniest opera film ever. Showtimes are Wed., Thurs., Fri. at 12:10 p.m. and Fri., at 5:30 p.m. at Venue VIII atop Mother Tuckers, Donald and Ellice. Tickets are available by calling 942-8948, 943-5538, or at the door.

WED., APR. 13

- Skywalk Series—John

McDermott, Department of History, will speak on "**Bosnia-Herzegovina and the Problem of Civil War.**"

THURS., APR. 14

- Skywalk Series—The Serenade Chamber Players will perform "**A Couple of Mel-low Cellos.**"

THURS., APR. 14 - WED.,  
APR. 27

- **Final Examination** period for the Faculty of Arts and Science Winter Session.

FRI., APR. 15

- The **Virtuosi Concert Series**, co-presented by CBC

Stereo and University of Winnipeg Concerts, features **Shauna Rolston, cello, Gwen Hoebig, violin, and David Moroz, piano** at 8 p.m. at Holy Trinity Church, Donald and Graham. Rush seat tickets are available at the University Info Booth and Ticketmaster, 780-3333.

MON., APR. 18

- The University **Senate** meeting will be held at 2 p.m. in Room 1L11.

- The University of Winnipeg Women's Association's **pot-luck supper and annual general meeting** will be held at 7:30 p.m. at President Hanen's home, 49 Oak St. R.S.V.P. to Gail Loadman, 786-9385.

WED., APR. 20

- Skywalk Series—Daniel Stone, Department of History, will speak on "**Transformation of Eastern Europe.**"

THURS., APR. 21

- Skywalk Series—The Winnipeg Baroque Concerte presents "**Two Violins, a Cello and a Harpsichord.**"

MON., APR. 25

- The **Virtuosi Concert Series**, co-presented by CBC Stereo and University of Winnipeg Concerts, features **Michael Hope, baritone, Douglas Bairstow, oboe, Vincent Ellin, bassoon and David Moroz, piano** at 8 p.m. at Holy Trinity Church,

## Skywalk Series Continues

*The Skywalk Series continues with lectures and concerts every Wednesday and Thursday, 12:15 to 12:45 p.m., at the Winnipeg Centennial Library (2nd floor Auditorium, off the Skywalk). Check "Coming Events" for details.*

Donald and Graham. Rush seat tickets are available at the University Info Booth and Ticketmaster, 780-3333. - The **Board of Regents** will meet at 5:30 p.m. in the Faculty and Staff Club.

WED., APR. 27

- Skywalk Series—Evelyn Schaefer, Department of Psychology, will speak on "**The Art and the Science of Memory.**"

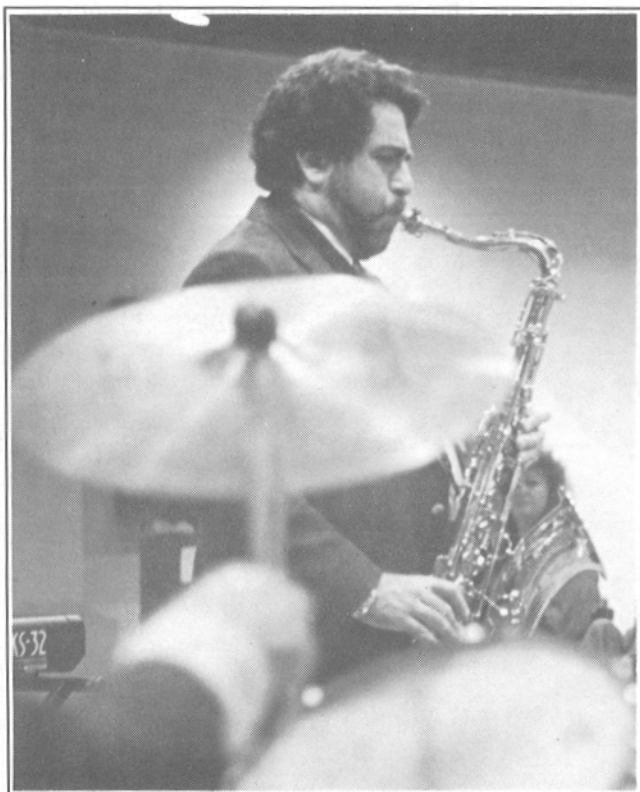
- **Spring Evening Session** lectures begin.

THURS., APR. 28

- Skywalk Series—The University of Manitoba Thursday Jazz Band, directed by Tom Dowden, will perform "**Pre-Modernist Jazz for Post-Modernist Souls.**"

FRI., APR. 29

- Psychology colloquium: Allan Paivio, University of Western Ontario, will speak on "**Imagery and Memory: What's New?**" at 3:30 p.m. in Eckardt-Gramatté



*A concert by the Bernie Rose Quartet on March 24 was the 150th program in the popular Skywalk Concert and Lecture Series.*





THE UNIVERSITY OF WINNIPEG  
BOARD OF REGENTS

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PHONE: (204) 786-9123

March 29, 1994

The Hon. Clayton Manness  
Minister of Education and Training  
168 Legislative Building  
Winnipeg, Manitoba  
R3C 0V8

Dear Mr. Manness:

I am writing on behalf of the Board of Regents of The University of Winnipeg concerning *Doing Things Differently*, the Report of the University Education Review Commission.

There is much said in the Report with which we are in agreement. We agree that it is essential to take into account the separate individual requirements of the post-secondary institutions, and urge you to recognize the consequences which prolonged underfunding has had on The University of Winnipeg. We support unreservedly the need for quality teaching in the post-secondary institutions; The University of Winnipeg has a well-deserved reputation for superior teaching, and we continue to seek ways of assessing and improving our teaching quality. We agree with the proposition that post-secondary education should be available to all Manitobans; we have undertaken a number of initiatives in the last decade to increase our accessibility—a Task Force on Accessibility whose recommendations are being implemented, and a major focus on students' writing skills through our Writing Program, to mention only two. We understand the desire to have universities more "transparent" and, in fact, have been working hard to develop new vehicles for communicating to the public the role of universities and what actually goes on on our campus.

We understand that the Report deals with the system of university education in Manitoba. Perhaps because The University of Manitoba constitutes such a large part of the system, a great deal of what the Report says is descriptive specifically of the situation there. We wish to emphasize that, consequently, much of what is said in the Report is not accurate if read in reference to The University of Winnipeg. The financial section is especially problematic, as I shall indicate below.

I will now focus our remarks under several key headings. These headings reflect areas which are of particular concern to the Board of Regents. We do not mean to suggest by omission that other areas are unimportant; indeed, they are not. Our purpose here is to provide some comments in a timely fashion on a set of selected issues.

We have engaged in detailed deliberation in developing our comments. All of our Board committees have reviewed the Report and its recommendations carefully, and have prepared written comments. The Board's Executive Committee has synthesized these comments and has advised me in the drafting of this letter; and the full Board has approved the general contents of the letter. Our deliberations have involved primarily members of the Board, who have volunteered over 100 person-hours on this matter alone.

Finances

The University of Winnipeg has, throughout its existence, had a cautious

attitude to its operating budget. It is well-known both to the Government and to the Universities Grants Commission that we have been systematically underfunded vis-a-vis the other universities since our establishment in 1967. The underfunding and its systemic nature has been acknowledged by Ministers and by the Commission over that time, but has been addressed in a small way only once. Despite this long-term problem, the cautious approach of our Board and our administration has ensured that we have maintained the core of our operations, but that we have a lean organization, with very little room remaining for reduction.

Governing Boards are accountable for the fiscal well-being of the institutions which they govern. We are particularly responsible for the University's budget—both its revenue and expenditure sides. It is essential, therefore, that we retain autonomy to set fees. This is the major area in which we have any flexibility in controlling the revenue side of our operating budget.

Should the government wish to establish the principle that fees shall constitute, say, 25% of the operating budget, we would anticipate a parallel decision that government will fund 71%-72% of the budget through grants, and that we would continue to find about 3%-4% in other revenues. Only in such circumstances would we find it possible to contemplate a loss of autonomy in fee-setting.

Whatever decisions the Government takes with respect to the financing of universities must be taken with due regard to the individual financial circumstances of the institutions. At the present time, our students cover about 36% of our operating budget through fees, the Government provides about 60% through grants, and other revenues account for the remainder.

We have already acceded to the Government's desire to impose a fee surcharge of 75% on visa students. While we have some discomfort concerning the overall fairness of a surcharge, we have no further concern about the Report's recommendation that the surcharge be raised from 75% to 100%.

We believe very strongly that the system of student aid must be redesigned in order to ensure that it is targeted to the students with the greatest need. Because of the particular nature of our student body, over half of our students require student aid to remain in university.

#### Technology and Distance Education

The Report refers to technology issues in the context of new systems for delivering education. We are supportive of technological developments in support of remote learning, and have been doing some innovative work in this area in our Biology, English and Psychology teaching programs. We intend to continue this work, and to expand the subject areas.

Telecommunications and its related technologies are likely to be one of Manitoba's economic engines over the next ten to twenty years. For this reason alone, the Universities must continue to stay abreast or ahead of these technologies.

We must, however, raise several cautions regarding these. First, the loss of face-to-face contact between student and instructor may be deleterious to spontaneity and fullness of communication between the two. Moreover, the interaction of an instructor with a group of students is an important aspect of education—many students may misunderstand an issue in the same way, but only one may be able to articulate his or her misunderstanding; when all the students are present, all can benefit from discussion around the misunderstanding.

Outside the class setting, students present at the University can interact in

a number of additional ways, both social and educational, which are essential components of their personal growth. This interaction is virtually impossible under remote learning. Remote students have, also, extremely limited access to the student support services which we offer, and which are accessible to students in site.

We are not opposed to distance education by any means—it will likely become a significant component of our future delivery systems. The cautions we have raised will be solvable as communications technologies improve and become more widely available. However, the solutions are not now available, or are not yet affordable. Were we to move too quickly in this area, we would find the costs too high. A cautious and deliberate approach is appropriate; such an approach must recognize that the costs will be high. We agree with the Report's finding that new funds will be required in this area.

#### Community Colleges

Traditionally, the role of Universities has been to educate, and of Colleges to train. The Province needs both citizens who are educated and citizens who are trained. We know that a University education adds significant value to the citizen who receives it—value which is paid back to the Province in the citizen's increased productivity, contribution to the provincial GDP, and direct taxation. While it is perfectly appropriate for the province to strengthen the Colleges, this must not be done at the expense of the Universities.

The distinction between education and training, formerly quite sharp, has become somewhat blurred in recent years. The Universities try not to intrude directly into areas covered by the Colleges. We recognize, however, that there are many areas in which both education and training add value to the citizen; in such areas, it is essential that the Universities and Colleges cooperate. We have cooperative agreements with the Colleges in a number of areas: Biochemical Technology, Bioengineering-Chemical Technology, Biological Technology, Business Administration, Chemical Technology, Child Care Services, and Environmental Studies. In addition, we have a fully-developed proposal for a baccalaureate degree in Nursing which has been with the government for approval for a number of years.

We are committed to continuing cooperation with the Colleges in areas where our individual strengths can be fruitfully combined, provided that we can ensure preservation of appropriate standards for baccalaureate degrees.

We view with some alarm the Report's proposal that Keewatin Community College should "redefine its mandate to include the offering of a basic general studies university degree...". This recommendation appears to be premature; if it is to be credible, it should arise from appropriate consultation with the existing degree-granting institutions. Such consultation would have to include consideration of the academic quality of the proposed new degrees, as well as the issue of duplication of programs. It should also include careful consideration of the role of Inter-Universities North and other existing programs.

Moreover, should such a decision be taken, it will be necessary for the Government to commit significant amounts of new money to support the degree programs, in order to assure their academic soundness.

#### University Governance and Accountability

We are already doing much of what the Report recommends with respect to governance and accountability, and have done so through most of our existence as a University. We continue to improve the ways in which we govern ourselves.

We have, for example, established an Audit Committee of highly-skilled Regents who review in great detail the annual report of the Provincial Auditor and the various reports provided by our Internal Operations Auditor as well.

The Board has restructured itself recently so as to have five major committees, composed of Regents, with oversight and guidance responsibilities for five major areas of the University: Finance, Property, Human Resources, External Relations, and University Affairs. Each of our 36 Regents serves on at least one Committee, and a number serve on two or more.

We have been able, with the cooperation of the Government and of the United Church, to recruit a Board of Regents whose members have great dedication to the citizens of Manitoba and to the University. Our Regents bring deep and highly-developed skills to all of the Board's areas of responsibility, and have served the University well over the years.

The payback for these fine skills is a University which has been well-managed, whose financial condition is adequate (barring present circumstances), and one with a well-developed set of policies on personnel and other matters, which ensure a fair and decent quality of life for both students and employees. The Board is committed to continuing and improving in all of its areas of operation.

We wish to encourage the government, in the strongest possible terms, not to alter the present composition of the Board of Regents, except as provided in the next section.

Moreover, we continually examine and refine our mandate. We are very focussed, and are not attempting to do everything. Nonetheless, we accept the need for an ongoing review of the services we provide and regular re-examination of our priorities. This is part of effectiveness and responsible management, to which we are committed. We must point out, however, that, in our experience, the university system in Manitoba is unbalanced, and this places restrictions on our effectiveness which could be ameliorated by increasing the scope available to the smaller institutions.

#### The University of Winnipeg Act

The Report recommends that Winnipeg and Brandon each have their own Act, rather than being constituted by Regulation. The Government has had before it a draft *University of Winnipeg Act* since the mid-1970's. Successive Governments have indicated no opposition or, indeed, modest support for the draft Act. However, no Government has found this matter to be a legislative priority. We desire most strongly that the Government proceed with the Act.

The current Regulation provides for a Board of Regents consisting of 32 voting members. The draft Act would increase the Board to 36 members, by adding two Support Staff, one Academic Administrator, and one more *Alumnus* or *Alumna*. We continue to wish this increase to our Board.

The draft Act touches on many aspects of the University's life. When the Government begins to deal with this matter, we would wish to discuss the Act with you in depth.

#### Quality of Teaching

We are justly proud of our faculty, who have a nation-wide reputation for the quality of their teaching. We have in place a number of checks and balances to ensure that our faculty remain accountable for retaining and improving their classroom skills; these include annual reviews by colleagues, department chairs and Deans, annual Course-Instructor Evaluations, and teaching development programs.

There is a wide-spread public misperception concerning the light workloads "enjoyed" by university faculty. The 9 hours of weekly classroom time mentioned in the Report represents less than one-third of the time which our faculty members typically spend in direct contact with students, in the classroom, in office consultation, and in class preparation. This contact time does not include assignment, test and examination grading, service on University committees, or service to the community; neither does it include time spent on scholarly research.

We are, as a Board and as an institution, highly committed to good teaching and good service, and we agree that these concepts should be quantified. We intend that the necessary measures shall be developed and used in future, and we are participating in regional and national efforts in this direction.

We are, then, very pleased with the productivity of our employees. We ensure that personnel issues, such as promotion and tenure, are carried out via a process which is both adequate and fair; this is done as we exercise our responsibility for overseeing the bargaining process, through our continued development and review of university policies, and through our monitoring of much of the personnel process.

#### External Relations

We support the Report's proposal to create a *Council on Post-Secondary Education*. The Council should have university representation, and must work closely with the universities and colleges. It is essential that the government and the post-secondary institutions work together for the good of the Province.

We believe that the proposed Council can be very beneficial to the universities in helping us develop performance measures which will increase public understanding of the work we do, in teaching, research and service. We are concerned with the Report's findings that the work of universities is less well understood than it should be, and we wish to help in whatever way we can to improve this understanding. We are committed to enhancing the quality of our institution in all ways, and to ensuring that we are appropriately accountable to all of our publics.

Thank you very much for considering our comments. I hope that you find them helpful when you consider the recommendations in the Report. If you would like elaboration on any of the points which we have raised, I would be delighted to hear from you, and to assist you in any way I can.

Yours sincerely



Margaret McPherson  
Chair, Board of Regents

MEM/rak

cc. The Hon. Gary Filmon, Premier  
The Hon. Eric Stefanson, Minister of Finance  
Dr. Leo Letourneau, Executive Director, Universities Grants Commission

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