

Senate
via Zoom audio conference
WEDNESDAY, March 3, 2021
1:30 p.m.

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

- | | | |
|----|--|--------|
| 1. | Report of the Faculty of Graduate Studies Executive Committee on Course and Curriculum Changes
<u>RE: Department of Community Health Sciences</u> | Page 3 |
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III MATTERS FORWARDED FOR INFORMATION

- | | | |
|----|---|---------|
| 1. | Report of the Senate Committee on Awards
<u>[January 14, 2021]</u> | Page 4 |
| 2. | <u>In Memoriam: Dr. Jesse Vorst</u> | Page 13 |
| 3. | <u>In Memoriam: Dr. Doug Ruth, Dean Emeritus</u> | Page 16 |
| 4. | Items Approved by the Board of Governors
<u>[January 26, 2021]</u> | Page 17 |

IV REPORT OF THE PRESIDENT

- | | | |
|----|---|---------|
| 1. | <u>Report of the President</u> | |
| 2. | <u>Presentation and Discussion:</u> | |
| a) | <u>Correspondence from the President</u> | Page 18 |
| b) | Report of the President's Task Force on Equity,
<u>Diversity and Inclusion</u> | Page 19 |

[The full Report, including appendices, is available on the University Governance website.](#)

V QUESTION PERIOD

Senators are reminded that questions related to matters not on the agenda shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the Monday preceding the meeting.

Senators are reminded that questions pertaining to items on the agenda can be asked during the Senate meeting and do not require submission in advance.

- VI **CONSIDERATION OF THE MINUTES
OF THE MEETING OF FEBRUARY 3, 2021**
- VII **BUSINESS ARISING FROM THE MINUTES** - none
- VIII **REPORTS OF THE SENATE EXECUTIVE COMMITTEE
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**
1. **Report of the Senate Executive Committee** Page 48
- Comments of the Senate Executive Committee will accompany the report on which they are made.
2. **Report of the Senate
Planning and Priorities Committee**
- The Chair will make an oral report of the Committee's activities.
- IX **REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**
1. **Report of the Faculty Council of the Faculty of Arts
RE: Proposal for Bachelor of Arts (Honours) in Linguistics** Page 49
- a) **Report of Senate Committee on Curriculum and
Course Changes** Page 93
- b) **Report of Senate Planning and Priorities Committee** Page 95
2. **Undergraduate Course Changes Beyond Nine Credit Hours
RE: School of Art**
- a) **Report of the Senate Committee on Curriculum
and Course Changes** Page 97
- b) **Report of the Senate Planning and Priorities Committee** Page 98
3. **Report of the Senate Committee on Admissions
RE: Revised Admission Requirements, Bachelor of
Respiratory Therapy, College of Rehabilitation Sciences** Page 104
4. **Report of the Senate Committee on University Research
RE: Proposal to Establish a Professorship in
Lab-on-Chip Technology** Page 107
- X **ADDITIONAL BUSINESS** - none
- XI **ADJOURNMENT**

Please send to shannon.coyston@umanitoba.ca.

Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

Preamble

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

Observations

1. The Dept. of Community Health Sciences proposes (1) course modification, CHSC 7730, to remove the course's pre- and co-requisites. The pre- and co-requisites listed for this course are the result of an error/oversight and were intended to be a requirement of the overall *Manitoba Training Program in Health Services Research (MTP)*, and not the course, specifically. CHSC 7730 was originally created to help formalize MTP program content and is the main MTP seminar series.

Course Modification

CHSC 7730 Topics in Health Services Research

This course will expose students to select health services research topics that are particularly relevant in Manitoba and Canada. Students are expected to actively engage in seminars led by health services researchers and decision-makers, and also provide informative presentations in their own area of research. Students will also gain knowledge about various communication and knowledge translation strategies. Students outside CHS require instructor permission.

NET CREDIT HOUR CHANGE

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Recommendations

The Executive Committee recommends THAT: the course change(s) from the unit listed below be approved by Senate:

Dept. of Community Health Sciences

Respectfully submitted,

Dr. Kelley Main, Chair
Faculty of Graduate Studies Executive Committee

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

/ak

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and revised offers of awards that comply with the Student Awards Policy.

Observations

At its meeting of January 14, 2021, the Senate Committee on Awards approved 5 new offers and 4 revised offers as set out in the *Report of the Senate Committee on Awards (January 14, 2021)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 5 new offers and 4 revised offers as set out in the *Report of the Senate Committee on Awards (January 14, 2021)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

January 14, 2021

1. NEW OFFERS

Anne and Paul Mahon Rec and Read/Post-Secondary Club (PSC) Bursary

Anne Mahon [B.H.Ecol./'87] and Paul Mahon [B.Comm.(Hons.)/'86] will make an annual contribution valued at \$40,000 to the University of Manitoba for a five-year term to offer the *Anne and Paul Mahon Rec and Read/Post-Secondary Club (PSC) Bursary*. The purpose of the bursary is to provide support to Indigenous students who have successfully completed either the Rec and Read Mentorship Program or the Post-Secondary Club (PSC) and who are entering the University of Manitoba. Beginning in 2021-2022 **one or more** renewable bursaries valued at up to \$4,000 each will be offered to undergraduate students who:

- (1) have self-declared as First Nations, Métis or Inuit people from Canada;
- (2) are enrolled full-time (minimum 60% course load) in the first year of study in University 1 or any faculty, college, or school with a Direct Entry option;
- (3) have successfully completed either the Rec and Read Mentorship Program or the Post-Secondary Club; and
- (4) have demonstrated financial need on an approved University of Manitoba bursary application form.

In order to demonstrate how they meet criteria (3) and (4), students will be required to submit an application form.

The bursary is renewable each year at a value of \$4,000 per year for a total lifetime maximum value of \$16,000, provided that the recipient:

- (a) enrolls full-time (minimum 60% course load) in the next ensuing academic year;
- (b) has achieved a minimum degree grade point average of 2.0; and
- (c) continues to demonstrate financial need on an approved University of Manitoba bursary application form.

The selection committee will have the discretion to determine the number of awards offered in each year based on the available funds, as outlined in the criteria above.

The Associate Registrar and Director, Financial Aid & Awards will name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

CORS-SA Prize of Excellence

After numerous fundraising initiatives over several years, the College of Rehabilitation Sciences Students' Association (CORS-SA) has a financial surplus of \$30,000. The CORS-SA voted to establish

an endowment fund to recognize students who show strong leadership and commitment to the College and to advocate for their future profession, all while maintaining a high academic standing. Beginning in 2020-2021 academic year, the available annual interest will be divided equally to offer one convocation prize to a student in each of the departments in the College of Rehabilitation Sciences (Occupational Therapy, Physical Therapy, and Respiratory Therapy). When funds are available, the Manitoba Scholarship and Bursary Initiative will make a contribution to the award.

Each year, one convocation prize will be offered to a student who:

- (1) has completed the requirements of the Bachelor of Respiratory Therapy program in the College of Rehabilitation Sciences at the University of Manitoba;
- (2) has been a member of the CORS-SA for at least two years;
- (3) has achieved a minimum degree grade point average of 3.25; and
- (4) has demonstrated their commitment to the program and profession through leadership and community involvement.

Each year, one convocation prize will be offered to a student who:

- (1) has completed the requirements of the Master of Physical Therapy degree in the Faculty of Graduate studies delivered by the College of Rehabilitation Sciences at the University of Manitoba;
- (2) has been a member of the CORS-SA for at least two years;
- (3) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study; and
- (4) has demonstrated their commitment to the program and profession through leadership and community involvement.

Each year, one convocation prize will be offered to a student who:

- (1) has completed the requirements of the Master of Occupational Therapy degree in the Faculty of Graduate studies delivered by the College of Rehabilitation Sciences at the University of Manitoba;
- (2) has been a member of the CORS-SA for at least two years;
- (3) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study; and
- (4) has demonstrated their commitment to the program and profession through leadership and community involvement.

To demonstrate how they have met criterion (4), all applicants are required to submit a concise statement (maximum 250 words) describing their commitment to the program, how their involvement in CORS-SA will influence their future professional involvement, and/or describe plans for future service to their profession.

The Vice-Provost (Graduate Studies) and Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the College of Rehabilitation Sciences Awards Committee (or designate) to name the selection committee for the convocation prizes in the Physical Therapy and Occupational Therapy programs.

The Chair of the College of Rehabilitation Sciences Awards Committee (or designate) will name the selection committee for the convocation prize in the Respiratory Therapy program.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and

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

Delaney Graduate Scholarship for Indigenous Students

Dr. Kiki Delaney and Mr. Ian Delaney established an endowment fund at the University of Manitoba with a gift of \$500,000 in 2020. The purpose of the fund is to provide scholarships to Canadian Indigenous graduate students enrolled full-time in a Master's or Doctoral program at the University of Manitoba. Awards will be offered to meritorious graduate students who demonstrate significant research or scholarly ability or potential. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

- (1) have self-declared as First Nations, Métis, or Inuit people from Canada;
- (2) are enrolled full-time in the Faculty of Graduate Studies within the first two years of any Master's program or the first four years of any Doctoral program;
- (3) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (4) have, in the opinion of the selection committee, demonstrated excellent research or scholarly ability or potential.

Applicants will be required to submit to the Faculty of Graduate Studies: (a) a current *curriculum vitae*, (b) a letter of reference from their graduate advisor or proposed graduate advisor, and (c) one other academic letter of reference.

The Faculty of Graduate Studies will set the competition deadline each year. The award is not automatically renewable, but previous recipients may reapply.

The selection committee will have the discretion to determine the number and value of awards offered in each year based on the available funds, as outlined in the criteria above. The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and will include the Vice-President (Indigenous) (or designate).

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Judy and Gerry McDole Graduate Entrance Scholarship

Mr. Gerald McDole (B.Sc./'60), retired CEO of Astrazeneca, and Ms. Judith McDole established an endowment fund in the amount of \$100,000 at the University of Manitoba in 2020. The purpose of this fund is to recognize the outstanding academic achievement of students entering into one of the Colleges located within the Rady Faculty of Health Sciences (including the Dr. Gerald Niznick College of Dentistry, the Max Rady College of Medicine, the College of Nursing, the College of Pharmacy, and the College of Rehabilitation Sciences). Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in their first year of a Master's or Doctoral program offered by a College in the Rady Faculty of Health Sciences at the University of Manitoba; and
- (2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study.

Each College of the Rady Faculty of Health Sciences may nominate one student for this scholarship. Nomination packages must include:

- (i) a letter from the Dean of the College (or designate) which provides details on the selection process used to determine the nominee(s) and outlines their support for the nomination;
- (ii) the nominee's *curriculum vitae*;
- (iii) copies of the nominee's undergraduate academic transcripts;
- (iv) one letter of support from the nominee's advisor or graduate program chair; and
- (v) a written statement (maximum 250 words) from the nominee.

The nomination deadline will be set by the Rady Faculty of Health Sciences. Nomination packages will be submitted to the Dean of the Rady Faculty of Health Sciences (or designate).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Rady Faculty of Health Sciences (or designate) to name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Patricia Chapter No. 8 Order Of The Eastern Star Prize

Through a bequest by the former head of nursing at HSC and member of the Patricia Chapter No. 8 Order of the Eastern Star, a fund was established at the University of Manitoba in 2020. The purpose of this fund is to reward graduating students in the Undergraduate Medical Education program who have demonstrated excellence in patient care and leadership. Each year, beginning in the 2020-2021 academic year, the available annual income from the fund will be used to offer one convocation prize to a graduating student who:

- (1) has completed the requirements for the Doctor of Medicine (M.D.) degree program in the Max Rady College of Medicine, in the year in which the award is tenable;
- (2) has had prior training and/or a career in an allied health field; and
- (3) has demonstrated excellence in the area of patient care and leadership.

In order to demonstrate how they meet criteria (2) and (3), candidates must submit a statement (maximum 500 words) describing their prior training and/or career in an allied health field (examples may be nursing, occupational/physical therapist, audiology, etc.), as well as their accomplishments in the area of patient care and leadership. In addition, a letter of support from a clinician supervisor must be submitted attesting to their excellence in patient care.

The Dean of the Max Rady College of Medicine (or designate) will name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

2. AMENDMENTS

Community Health Sciences Prize – Population Health Engagement

The following amendments were made to the terms of reference for the **Community Health Sciences Prize – Population Health Engagement**

- The name was changed to: **Community Health Sciences Prize – Population Health Leadership**
- The preamble was revised to:
The Department of Community Health Sciences, in the Max Rady College of Medicine, has established an award to recognize excellence in medical students' leadership and promotion of public and population health. The \$300 prize will be awarded to the graduating student who:
- The criteria was revised to:
 - (1) *is enrolled full-time in the Max Rady College of Medicine at the University of Manitoba in the fourth year of the Community Health Sciences program and who will be graduating within the academic year;*
 - (2) *is in good academic standing, as determined by the Office of the Associate Dean, Max Rady College of Medicine.*
 - (3) *has demonstrated contribution and leadership during their medical school training in the areas of public and population health promotion through any of the following: course work, service learning, interprofessional activities, student leadership, volunteer activities and/or extracurricular activities.*
- The application paragraph was revised to:
To support criterion (3) applicants may be nominated or may self-nominate by submitting a short letter (750 word maximum) to the Max Rady College of Medicine. In the letter, the applicants should include the following:
 - *the applicant's contribution(s) to public or population health promotion, and engaged in collaboration (e.g. community organizations, allied health professionals, or other groups); and*
 - *how contributions and collaborations, have shaped or influenced the applicants approach to medicine.*

Right Honourable Brian Dickson Graduate Fellowship

The following amendments were made to the terms of reference for the **Right Honourable Brian Dickson Graduate Fellowship**:

- The preamble was revised to:

An endowment fund was established in honour of the Right Honourable Brian Dickson, former Chief Justice of Canada, with a gift of \$13,000 to the University of Manitoba in 1991. The purpose of the fund is to reward the academic achievements of Indigenous graduate Law students at the University of Manitoba who focus on Indigenous rights. Each year, the available annual income from the fund will be used to offer one or more fellowships to graduate students who:

- The numbered criteria were revised to:

- (1) have self-declared as First Nations, Métis or Inuit people from Canada;*
- (2) are enrolled full-time in the Faculty of Graduate Studies in the Master of Laws program offered by the Faculty of Law;*
- (3) have achieved a minimum grade point average of 3.25 based on the last 60 credit hours (or equivalent) of study; and*
- (4) are undertaking research on Indigenous rights.*

- The following paragraphs were added:

The research proposal and other application documents submitted during the admissions process will be used to determine the applicants of merit.

In the event that there are no eligible candidates who meet all of the above criteria, the fellowship may be awarded to candidates who meet criteria (2) through (4). In the further event that there are no eligible candidates, the fellowship may be awarded to candidates who meet criteria (2) and (3) with a research focus on the broader issues of constitutional or human rights.

In the event that there are no eligible candidates, the scholarship will not be awarded and the available annual income will be reinvested into the fund.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

- The selection committee paragraph was revised to:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Law (or designate) to name the selection committee for this award.

- The standard Board of Governors statement was added.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

School of Art Award

The following amendments were made to the terms of reference for the School of Art Award:

- The preamble was revised to:
The School of Art established an endowment fund at the University of Manitoba in 1987. The purpose of the fund is to recognize exceptional projects devoted to creative work and/or creative research in the visual arts. Each year, one or more scholarships will be offered to undergraduate students who:
- The numbered criteria were revised:
 - (1) *are enrolled part-time or full-time in the second year of study or higher in the Bachelor of Fine Arts (Honours) program in the School of Art;*
 - (2) *have achieved a minimum degree grade point average of 3.0; and*
 - (3) *in the opinion of the selection committee, have completed exceptional projects devoted to creative work and/or creative research.*
- The following paragraphs were added:
Candidates are required to submit a portfolio in order to demonstrate how they meet criterion (3).
The selection committee will have the discretion to determine the number and value of awards offered each year as outlined above, based on the available annual income from the fund.
- The selection committee paragraph was revised to:
The Director of the School of Art (or designate) will name the selection committee for this award.
- The standard Board of Governors statement was added.

Stewart Pugh External Study Scholarship

The following amendments were made to the terms of reference for the **Stewart Pugh External Study Scholarship**

- The preamble was revised to:
Mr. Stewart Granger Pugh bequeathed \$300,000 to the University of Manitoba to establish an endowment fund in support of students in the Faculty of Agricultural and Food Sciences. Mr. Pugh received his Bachelor of Science in Agriculture degree from the Faculty of Agriculture and Home Economics in 1940.
The purpose of this award is to defray travel-related costs for diploma, undergraduate and graduate students. Types of travel eligible for support include: travel to another university or institution to further studies in agricultural or food sciences (including, for example, study or research for one academic term or participation in a short-duration study tour used as a credit course towards their degree or diploma); travel to a conference, especially if the student will be presenting research at the conference; or other appropriate travel related to scholarly activities or professional development that is worthy of support in the opinion of the selection committee.
Each year, the available annual income from the fund will be used to offer one or more scholarships with a maximum value of \$3,000 each to students who:
- The numbered criteria were revised to:
 - (1) *have completed either:*
 - (a) *if undergraduate students, at least 24 credit hours of study in either the diploma program*

in the School of Agriculture or in any undergraduate degree program offered by the Faculty of Agricultural and Food Sciences, or

(b) if graduate students, at least 6 credit hours in a Master of Science or Doctoral program offered by one of the departments of the Faculty of Agricultural and Food Sciences;

(2) are enrolled either:

(a) full-time (minimum 80% course load) in the second year of the diploma program in the School of Agriculture, or

(b) full-time (minimum 80% course load) in any year of study in any undergraduate degree program offered by the Faculty of Agricultural and Food Sciences, or

(c) full-time in the Faculty of Graduate Studies in a Master of Science or Doctoral program offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba; and

(3) have achieved either:

(a) if an undergraduate degree or diploma student, a minimum degree grade point average of 3.0, or

(b) if a graduate student, a minimum grade point average of 3.0 based on the last 60 credit hours of study (or equivalent).

- The application paragraph was revised to:

Candidates must submit an application package that includes: (a) justification for the external study, (b) their goals with respect to professional and personal development as a result of the external study, and (c) estimated travel costs. Approved costs supported by appropriate documentation will be reimbursed once travel is completed.

- The selection committee statement was revised to:

The selection committee will have the discretion to determine the number and value of awards (up to a maximum of \$3,000 per award) each year, based on the available funds, as outlined in the criteria above.

- The standard Board of Governors statement was added

In Memoriam – Dr. Jesse Vorst

A Tribute to Jesse Vorst, Friend and Colleague - Irwin Lipnowski

Jesse Vorst was a member of the Department of Economics from 1967 until his retirement in 2007 and his continuing affiliation with the university as a senior scholar for several years afterwards. Jesse was born in Rotterdam, the Netherlands in 1940 and from his infancy until the age of five, he was imprisoned with his parents and three siblings in Camp Westerbork, a detention camp built by the Dutch government in 1939 to incarcerate Jews suspected of being illegal immigrants. In Camp Westerbork, Jesse was robbed of a normal childhood and suffered unspeakable hardship and cruelty until 1945 when the prisoners were liberated by the Canadian 2nd Infantry Division.

It is a remarkable testament to Jesse's resilience that despite suffering such profound adversity from the very beginning of his childhood, a powerful and unwavering commitment to social justice became the hallmark of his life.

Jesse was a devoted husband to his late wife Alice, and their three sons, Ed, Tommy and Ben and most recently to his surviving wife, Barbara.

Jesse's training in economics was at Erasmus University in Rotterdam. He was understandably very proud to have had as his mentor Jan Tinbergen who, in 1969, was honoured (together with Norwegian economist Ragnar Frisch) as recipient of the first "Prize in Economic Sciences in Memory of Alfred Nobel." The Department of Economics at the University of Manitoba was very fortunate indeed to secure Jesse's services. After declining an offer at the London School of Economics, Jesse accepted an offer from McGill University, only to discover that a damp winter in Montreal was far less agreeable than a frigid but dry winter in Manitoba. From his appointment in 1967 until his retirement in 2007, Jesse served the Department of Economics in many capacities, always with great dedication.

He accepted the challenging perennial task of scheduling the allocated courses. He balanced supply and demand. He did so manually, prior to the creation of Excel spreadsheets. Based on the absence of complaints, he clearly outperformed computers.

From 1979 to 1981, Jesse served as an Editor of Socialist Studies, the peer reviewed journal of the Society of Socialist Studies. The focus of this journal was to describe and analyze social, economic and political injustice, and in support of Karl Marx's call to action, to study the practices of struggle, transformation and liberation.

Together with Cy Gonick and Paul Phillips, his colleagues in Economics, Jesse was a "Founding Father" of the successful Labour Studies program that was housed within the Department of Economics. Julie Guard will attest to the warm welcome that Jesse extended when she joined Labour Studies.

At University College, Jesse's home away from home, he immediately befriended a compatriot and kindred spirit, Tony Brouwer, the very popular college bursar and his wife.

Jesse was ahead of his time environmentally as he rode his sturdy all-season bicycle to work daily. Although there was no more than a negligible risk that his antiquated bike would be stolen, Jesse would take no chance and as is customary in the Netherlands, he always secured his bike with a lock. His treasured bike was, after all, his sole mode of private transport.

Following the death of Henry Theil, a renowned economist in the Department of Economics at the University of Chicago who was his friend and compatriot, Theil's wife asked Jesse to be the literary custodian of her late husband's unpublished papers. The painstaking task of sifting through and organizing Theil's voluminous work was, for Jesse, a labour of love. The task required that Jesse travel on several occasions to Holland, Michigan, where retired Professor Theil and his wife had lived.

Although a vast ocean separated Canada and the Netherlands, Jesse's heart remained in the Netherlands throughout his life. He remained a devoted fan of the professional football team, Sparta Rotterdam.

Jesse was proud of Canada for sheltering Queen Juliana during World War II and for the central role played by Canadian troops in the liberation of the Netherlands at the end of World War II. He was equally proud of Dutch government's expression of gratitude to Canada: an annual gift of one million tulip bulbs to be sent to Ottawa in perpetuity. Jesse was especially grateful to the Canadian soldiers who rescued the surviving prisoners, including his family and himself, from Camp Westerbork.

In 1776, a Scottish moral philosopher, Adam Smith, wrote a monumental book titled "An Inquiry into the Nature and Causes of the Wealth of Nations." This book laid the foundation for modern economic theory. The central tenet of the book, and indeed of mainstream economics since its publication, was encapsulated in the following famous passage that appears in Volume 1:

"It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own self-interest. We address ourselves not to their humanity but to their self-love, and never talk to them of our own necessities, but of their advantages."

It is no small irony that Jesse's profound humanity and his selflessness belied the central tenet of mainstream economics.

Generously endowed with charisma, kindness, decency, wit, wisdom and above all else, his passionate pursuit of social justice, Jesse inspired generations of students at the University of Manitoba. Countless former students have expressed their deep admiration for the enormous positive impact he had on their lives. The ultimate compliment to Jesse was a posthumous tribute by a former student who described Jesse as "a mensch among menschen."

A Tribute to Jesse Vorst, Friend and Colleague - Julie Guard

Jesse was a kind and generous colleague whose commitment to Labour Studies was reflected not only in his ability to relate on a personal level to the students, but was expressed as well in the way he viewed the world around him. Jesse's Marxist-informed perspective on workplaces and the power relations that inhere in them made him keenly aware of others' working conditions. His recognition that the University was not merely a place of teaching, learning, and research but, above all, a workplace, in which power differentials determined unequal statuses and privileges informed his interactions with all his colleagues, academic and non-academic alike. He would often remind his academic colleagues of the often-difficult working conditions of the non-academic University staff, and would do his best to ensure that we appreciated the essential work they do to support teaching and research.

Jesse was first a colleague to me and, very soon after, a friend. His buoyant personality, his subtle humour, and his general exuberance brightened the hallways in University College. Jesse's special generosity became apparent to me from my first days at the University of Manitoba, twenty years ago, when I arrived to join the Labour Studies program. He consoled me when I encountered a bare office, and then guided me through the complicated process of navigating the new faculty process, including requesting a telephone and ordering course materials.

He not only introduced me to the campus and the Economics Department, he also invited me into his home. Jesse and Alice were generous hosts who in short order became surrogate grandparents to my daughter. That generosity extended to inviting us to share their summer house-swap in the Netherlands during Jesse's research trips. A choice to swap houses, rather than rent, was an act of trust and belief in the goodwill of others that was entirely consistent with Jesse's outlook and one of his more sterling qualities.

Jesse was an important liaison between the Labour Studies Program and the Economics Department, and as a specialist in econometrics, his courses provided Labour Studies students with a valuable learning experience and career skills in applied economics. One of the founders of the Labour and Workplace Studies Programme, he could be, and often was, called upon to clarify some aspect of the Department and the Program's shared institutional history, which he could recount in comprehensive detail. He was also the last physical linkage between the two units, which were separated shortly after his retirement. Although he eventually shifted his teaching back to the Department, he never lost his interest in Labour Studies and offered valuable advice and historical knowledge to newer faculty as the program changed and grew. In this and many other ways, Jesse was a wonderful colleague who will long be remembered and missed.

Memoriam for Dr. Doug Ruth, Dean Emeritus

Dr. Douglas (Doug) Ruth, professor & Dean Emeritus, passed away on Monday, January 11, after an unexpected turn in his ongoing treatment for cancer.

Doug Ruth received his B.Sc. in 1970, M.Sc. in 1972, and Ph.D. in 1977 and was a core faculty member of the Price Faculty of Engineering for over 30 years. He held the roles of Head of the Department of Mechanical Engineering, Associate Dean, Dean of the Faculty, and again Associate Dean (Design Education). He was the second of the University of Manitoba's three NSERC Chairs in Design Engineering and championed new concepts such as Engineers-in-Residence and industry-based design courses, both of which have seen tremendous success with students. As Associate Dean (Design Education), he established the Centre for Engineering Professional Practice & Engineering Education, a first-in-kind academic Centre on campus and one of the first in Canada to bring focus to the discipline of engineering education and engineering education research. As Dean of the Price Faculty of Engineering from 1999-2010, Doug oversaw the construction of the Engineering & Information Technology Complex (EITC) and further expansion of the Faculty's programs and services. The opening of the EITC in 2007 coincided with the centennial year of the Price Faculty of Engineering. He was also instrumental in the creation of the Friends of Engineering, a group of industry leaders who support the Faculty in advancing engineering education. He was honoured as Dean Emeritus, and he officially retired at the end of December 2018.

Doug credits the success of his time as Dean to the many supports he had: "I've always believed that a leader can do nothing, but without a leader, nothing gets done, so anything that was done and I was involved in, it was because of the achievement of others." He was always known to be immensely proud of our students, saying "We are providing Manitoba, Canada and the world with some of the best engineering graduates on the planet." He encouraged all to be proud of their roles in "a profession hiding in plain sight".

The outpouring upon news of his death confirms the breadth and depth of his reach. He was one of the original advocates of establishing the Canadian Engineering Education Association (CEEA), the first association in Canada to raise the visibility of engineering education research and bring engineering education researchers together. His commitment to the CEEA was demonstrated in housing its secretariat at the University of Manitoba since its inception. He served extensively in the professional community, including committees of Engineers Geoscientists Manitoba, NSERC, Engineering Deans Canada, and serving as president of the Canadian Academy of Engineering from 2016-2018.

The news of his death also prompted people to recall Doug's humour, inclusivity, friendship, and support. Dr. Doug Ruth is survived by his wife Beverly Ruth, his daughters Kirstin Giroux, Whitney Siemens, and Chelsea Ruth and their respective families. The Price Faculty of Engineering extends our condolences to the Ruth family and to all who had the pleasure of calling Doug a colleague, mentor, peer, and friend.



MEMORANDUM

DATE: January 27, 2021
TO: Michael Benarroch, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary
SUBJECT: ***APPROVAL OF MOTION***
Board of Governors – January 26, 2021

At its meeting on January 26, 2021, the Board of Governors approved the following motions:

THAT the Board of Governors approve the establishment of the Manitoba Crop Protection Chair in Weed Management [as recommended by Senate, January 6, 2021].

THAT the Board of Governors approve four new offers and six amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated October 22, 2020].

THAT the Board of Governors approve four new offers, six amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated November 12, 2020].

THAT the Board of Governors approve the establishment of the Earth Materials and Archaeometry Centre, for a five-year term, effective upon approval [as recommended by Senate, January 6, 2021].

Copy: J. Ristock
D. Jayas
S. Coyston

JL/sf

Date: February 22, 2021

To: Members of Senate

From: Michael Benarroch, President and Vice-Chancellor



Re: Final Report of the President's Task Force on Equity, Diversity, and Inclusion

I am pleased to share the Final Report of the President's Task Force on Equity, Diversity, and Inclusion (EDI) with Senate. I wish to express my appreciation to the members of the Task Force and all members of the University community who contributed to the report's development.

As I observed at the last Senate meeting, the recommendations in the Task Force report chart a path forward in pursuing EDI goals. I intend to move forward with the recommendations in the report to make substantive progress in advancing EDI. This work will involve further building awareness and understanding, and most importantly, changing structures and processes. This work will require the support and efforts of administration, faculty, staff and unions as we address gaps in EDI.

I have asked the Chair of the Task Force, Dr. Diane Hiebert-Murphy to present the report and the recommendations to the March meeting of Senate. I ask all Senators to come to the meeting prepared to engage in a conversation about the recommendations and next steps. Without limiting the discussion, reflecting on the following questions might help shape our conversation:

- What are your reactions to the report and the recommendations?
- What resonates with you?
- How can/should Senate and academic governance at the Faculty/School level better incorporate an EDI lens to its work?
- How can Senate ensure that the EDI implications of policies and program and curriculum proposals are appropriately considered?
- How can Senate/Senate Committees ensure that they are educated and up to date on EDI?
- In what ways can Senate be a catalyst for systemic change in promotion of EDI?

Advancing EDI at the University of Manitoba is key priority. I look forward to this discussion with Senate as part of ongoing substantive action on addressing EDI.



President's Task Force on Equity, Diversity, and Inclusion

Final Report

December, 2020



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INTRODUCTION

Task Force Mandate

On October 29th, 2019, President Barnard announced the establishment of a President's Task Force on Equity, Diversity, and Inclusion (the Task Force). The Mandate of the Task Force (see Appendix A) was to address the following questions:

- Who are we?
- What are we doing at the unit-level and centrally to identify and eliminate obstacles and inequities in order to create a diverse, equitable, and inclusive community?
- What is needed to ensure that equity, diversity, and inclusion (EDI) principles are embraced and supported within the University of Manitoba (UM) community?
- What is considered best practice in advancing EDI in post-secondary institutions?
- What are the processes/action steps that should be undertaken to advance EDI at UM in the context of ongoing initiatives and in light of best practices and recommendations in the *A Path Forward* report (specifically, recommendations 4, 5, 6, & 7)?

Task Force Composition

The Task Force was comprised of the following members:

- Chair: Dr. Diane Hiebert-Murphy, Vice-Provost (Academic Affairs)
- Vice-Presidential Appointees:
 - Dr. Jay Doering, Associate Vice-President (Partnerships) - Vice-President (Research and International) designate
 - Ms. Myrrhanda Novak, Acting Director, Government Relations - Vice-President (External) designate
 - Ms. Laurie Schnarr, Vice-Provost (Students)
 - Ms. Darlene Smith, Associate Vice-President (Human Resources)
- Academic Administrators:
 - Dr. Annemieke Farenhorst, Associate Dean (Research), Faculty of Agricultural and Food Sciences
 - Dr. Lalitha Raman-Wilms, Dean, College of Pharmacy
- Faculty Members:
 - Dr. Kristine Cowley, Assistant Professor, Department of Physiology and Pathophysiology, Max Rady College of Medicine
 - Dr. Nancy Kang, Associate Professor, Women's and Gender Studies Program, Faculty of Arts
 - Dr. Cary Miller, Associate Professor and Head, Department of Native Studies, Faculty of Arts
 - Dr. Robert Mizzi, Associate Professor, Department of Educational Administration,



President's Task Force on Equity, Diversity, and Inclusion

Foundations & Psychology, Faculty of Education

- Dr. Tracey Peter, Professor, Department of Sociology and Criminology, Faculty of Arts
- Dr. Samar Safi-Harb, Professor, Department of Physics and Astronomy, Faculty of Science
- Staff:
 - Ms. Christine Cyr, Director, Indigenous Student Centre
 - Ms. Nusraat Masood, Director, IEEQ Program and WISE Kid-Netic Energy
- Students:
 - Ms. Jelynn Dela Cruz, President, UMSU
 - Ms. Alicia Kubrakovich, Co-President, Indigenous Students' Association
 - Mr. Cody Ross, Vice-President Finance & Administration, UMGSA/Ms. Tanjit Nagra, Vice-President Academic, UMGSA

Support to the Task Force was provided by a project assistant (Dr. Karen Schwartz, Faculty Relations Officer), project consultant (Maire McDermott), communications specialist (Marianne Mays Wiebe), and four resource people (Jackie Gruber - Director EDI, Rady Faculty of Health Sciences; Tracy Mohr - Director, Research Services; Randy Roller - Executive Director, Office of Institutional Analysis; and Valerie Williams - EDI Facilitator, Human Resources).

Task Force Activities

In order to complete its work, the Task Force formed three working groups. Each working group addressed specific elements of the mandate, collecting and analyzing data as necessary, and integrating the findings into a summary which was then shared with the entire Task Force for consideration in developing recommendations. In addition, a review of best practices was conducted to inform the recommendations. Following is a summary of the activities of the Task Force:

Working Group #1 – Baseline Data

The mandate of this working group was to:

- Identify demographic information related to the diversity of faculty, staff, and students currently being collected;
- Summarize what is known about the diversity of the UM community based on available data;
- Determine what should be measured going forward based on best practice;
- Determine how to get engagement from the university community to self-declare based on best practice;
- Determine how to represent intersectionality in the data collection process;
- Consider how the activities of other working groups might inform this mandate and how the work of this group might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

Working Group #1 was comprised of the following members: Tracey Peter (Lead), Christine Cyr, Jelynn



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Dela Cruz, Jay Doering, Laurie Schnarr, and Darlene Smith. Members met to discuss UM data that are available and the limitations of that data. Possible sources of information were identified and specific questions were sent to the EDI Facilitator, UMGSA, UMSU, HR Business Systems, the Office of Institutional Analysis, the Registrar, and Student Accessibility Services. A summary of Working Group 1's findings can be found in Appendix B.

Working Group #2 – Environmental Scan

The mandate of this working group was to:

- Develop a data collection method(s) to determine what EDI work is being undertaken by academic and administrative units;
- Determine how to engage unit heads/faculty/staff/students in the data collection process;
- Determine how to organize/analyze the data collected;
- Consider how the activities of other working groups might inform this mandate and how this work might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

This Working Group was comprised of the following members: Kristine Cowley (Co-Lead), Annemieke Farenhorst (Co-Lead), Nusraat Masood, Cary Miller, Robert Mizzi, Tanjit Nagra, Tracey Peter, Samar Safi-Harb, and Laurie Schnarr.

Two data collection tools were developed (separate tools for academic and administrative units) to collect information from administrative units and faculties/schools/colleges on activities and initiatives to advance EDI in their respective units. The Survey Review Committee confirmed that these documents did not require review. A summary of the findings of this environmental scan can be found in Appendix C.

Working Group #3 – Community Consultations

The mandate of this working group was to:

- Identify the issues/questions that require stakeholder input;
- Liaise with other working groups to ensure that questions relevant to their work were included;
- Decide which groups of stakeholders would be consulted;
- Develop a method(s) for consultation and method of analysis;
- Attend data collection sessions to hear from stakeholders;
- Summarize the data from the consultations;
- Consider how the work of other working groups might inform this mandate and how this work might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

Working Group #3 was comprised of the following: Cary Miller (Lead), Jelynn Dela Cruz, Nancy Kang, Alicia Kubrakovich, Tanjit Nagra, Myrrhanda Novak, Tracey Peter, Lalitha Raman-Wilms, and Laurie Schnarr.



The Task Force decided to provide several ways for UM community members to provide feedback on how UM could advance EDI within the institution:

Focus Groups:

A series of stakeholder-specific focus groups (student only, staff only, faculty only) were held at both Fort Garry and Bannatyne campuses. Working Group members discussed and approved guiding questions for the focus groups. All questions were vetted by the Survey Review Committee. Given the potentially sensitive nature of EDI consultations, an external facilitator, Prairie Research Associates, was chosen to facilitate and lead the discussions. It was hoped that this would encourage participation and openness. The focus groups were promoted using multiple approaches including an email from the President, a UM Today story, discussion with deans and directors, via the website, through unit-level communications, through promotion by UMSU and UMGSA, through Task Force member networks, and via printed posters and virtual signage. In addition to the above sessions, additional focus groups were held for groups who felt that an open forum was not a safe place in which to share their experiences and views. Sessions for Indigenous students, staff, and faculty (one for each stakeholder group) were facilitated on Fort Garry campus by Indigenous faculty and staff. They also facilitated one focus group at the William Norrie Centre. Two other focus groups were facilitated by the Spiritual Care Coordinator. A total of thirteen focus groups were conducted with a total of 109 participants (including 59 students, 35 staff, and 15 faculty).

On-line Responses:

In addition to the focus groups, anyone who either could not attend an in-person group or who felt uncomfortable participating in a focus group had the opportunity to provide responses to the consultation questions on-line via the website. A total of 110 on-line responses (including responses from 30 students, 38 staff, and 28 faculty members; 14 respondents did not identify membership in a stakeholder group) were received. A summary of findings from the focus groups and on-line responses can be found in Appendix D.

Climate Survey:

In addition to soliciting input about how the University might advance EDI, Working Group members felt very strongly about piloting a stakeholder climate survey. While the focus group questions were primarily concerned with issues at the institutional level, the climate survey captured individuals' experiences. The climate survey was drafted by Dr. Tracey Peter with input from Task Force members. The survey was approved by the Survey Review Committee and the Office of Fair Practices and Legal Affairs provided guidance around the incentives offered to bolster participation. Questions were uploaded into the on-line survey platform, Qualtrics, and tested by Working Group members before the public launch. The survey was live between March 11 and June 1, 2020. Participation was encouraged by an invitation from the President, stories in UM Today, a link to the survey via the webpage, email reminders, and promotion by UMSU, UMGSA, the Vice-Provost (Students), UMFA, and Task Force members. A total of 3,958 responses to the survey were received (including 2,750 from students, 759 were from staff, and 449 from faculty). Results of the climate survey can be found in Appendix E.

A Review of Best Practices in Post-Secondary Institutions

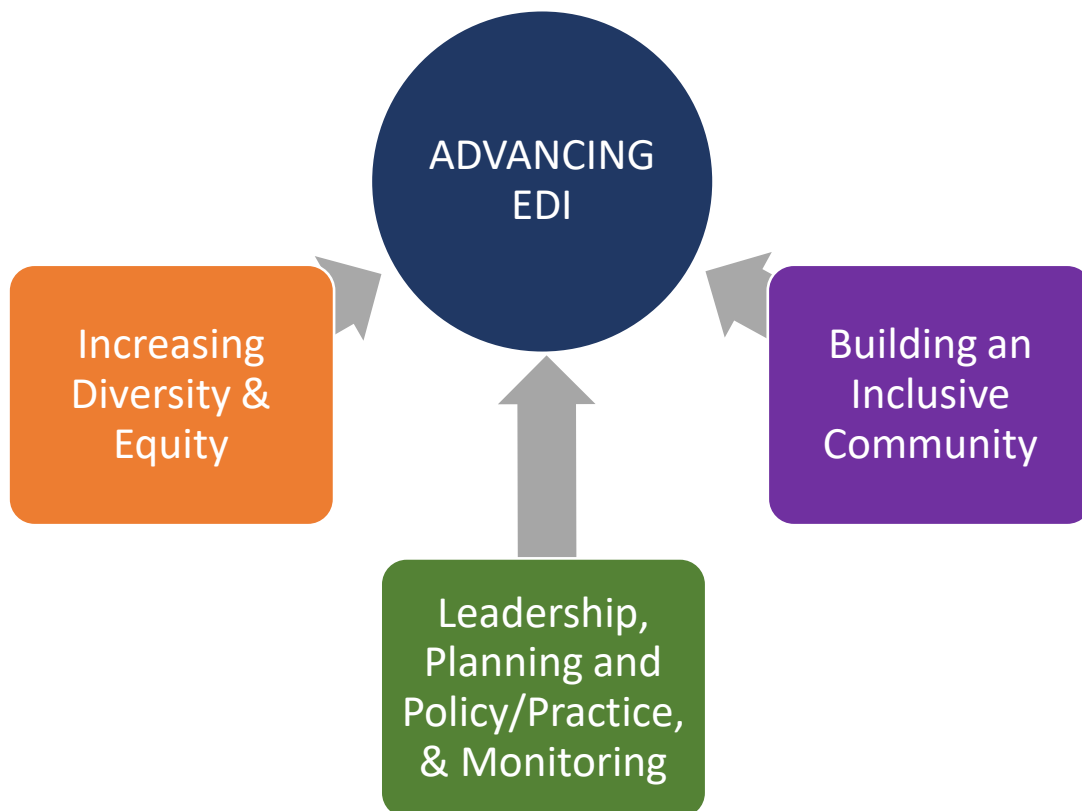
A review of best practices in EDI in the context of post-secondary institutions was also conducted and



included a consideration of literature and current practice within universities. The purpose of this review was to identify broad areas for Task Force consideration and to provide examples of innovative initiatives. The review provided an opportunity to examine the range of definitions for each of the key terms; understand the role of leaders in advancing EDI; explore the ways in which diversity and equity among students, staff, and faculty have been encouraged; consider efforts undertaken to make post-secondary institutions more inclusive; and understand how to address the challenge of monitoring progress. This review can be found in Appendix F.

FINDINGS

Through the analysis of baseline data, the environmental scan of current EDI activities and initiatives at UM, community consultations, and the climate survey of community members' experiences, the Task Force heard that in order to advance EDI across UM, action is needed to (a) strengthen leadership and planning, (b) increase diversity and equity, and (c) build an inclusive community.



A summary of what the Task Force heard and learned in key thematic areas is provided below and is followed by a reporting of specific findings from the various data collection activities. Further detail on the findings can be found in the Working Group summaries appended to this report.



Leadership, Planning and Policy/Practice, and Monitoring

The need for strong leadership to set direction, guide, coordinate, support, and monitor efforts to advance EDI within UM emerged as a strong theme in our data collection. There are many members of the community who are committed to the principles of EDI and are engaged in activities to advance these principles within their academic and administrative/support units. There is a perceived need to coordinate those activities and ensure greater consistency across the institution. A senior administration position of EDI lead together with a central office and resources to support this work is seen as critical to ensure progress. It is also recognized that advancing EDI will require the efforts of many individuals and units across the institution. Commitment by all senior administrators is seen as essential. Greater diversity among leaders was identified as a necessary goal as was greater knowledge, commitment, and accountability of leaders to ensure that EDI is a priority.

EDI is present in UM's former strategic plan although not identified as a distinct focus. There is variability across UM in the extent to which EDI plans exist at a unit level. We heard that EDI must be integrated into UM's strategic plan as well as within the plans of all units. Clear goals, monitoring, and accountability were identified as necessary to ensure appropriate planning, implementation, and evaluation of EDI initiatives. Integration of EDI goals within the overall planning framework for the institution as well as for each unit is seen as critical to ensure that EDI is considered in all central and unit activities and adequately resourced. It was noted that EDI is addressed in some existing UM policies although there is a perceived need to review the adequacy of current policy to promote the advancement of EDI and address barriers to creating an inclusive community.

Following is a summary of what we learned and heard through the various data collection activities:

Leadership

Environmental Scan:

- There is no central leadership or governance structure to coordinate or support the advancement of EDI across UM.
- There are many faculty, staff, and students committed to advancing the principles of EDI and actively engaged in supporting various initiatives being undertaken across UM.
- While there are some efforts to embed the advancement of EDI into the ongoing governance, planning, and administrative functions of individual units, it appears that the extent to which EDI is being advanced depends on the commitment of specific individuals which results in variability across units and across departments within large faculties.
- Several central units have an important role in leading the University in advancing EDI. The most activity reported is on Indigenous engagement and achievement. Other EDI issues are being addressed centrally (e.g., accessibility, self-declaration of identity) although there are limited resources in place to support these initiatives. Central units identified that they are participating on University committees addressing EDI issues (e.g., addressing access).



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- Many units indicated that they follow UM policies and/or look to central administration for direction and support for advancing EDI. They reported utilizing the resources that are available centrally.

Community Consultations:

- UM is lacking in diversity among leaders, especially at senior levels, which is limiting progress on EDI. Identified issues include, for example, few women leaders, insufficient turn-over among senior leaders, and not highlighting EDI and Indigenous issues in hiring processes.
- EDI work is seen as decentralized, devalued, and a “side project” that is not coordinated or resourced which results in uneven progress across the institution.
- EDI requires a senior leader to ensure the work moves forward.
- There is a perceived need to centralize some EDI efforts – A centralized office could process workforce data and help ensure consistent policies and procedures. Many respondents identified many small projects, processes, and policies that have had a positive impact, but suggested that if there was an organized central approach, these best practices could be shared and EDI moved forward more quickly.
- EDI needs baseline funding and dedicated positions for EDI work that aligns with and builds on the momentum of the establishment of the VP (Indigenous) to support systemic change.
- There is a lack of accountability for implementing EDI recommendations, for enforcing existing policies, or for addressing problematic practices and cultures.
- There is a need for leaders to be proactive on advancing EDI and not just respond once an EDI problem has become public.
- Indifference or resistance of middle managers means that those “working in the trenches” see little change.
- Those engaging in EDI work are often isolated in their faculties and units leading to stress and burnout. Projects are siloed and uneven.

Planning and Policy/Practice

Environmental Scan:

- Elements of EDI are in UM's previous strategic plan, although they were not a key focus.
- There is very limited evidence of strategic planning around EDI at the unit level in terms of either stand-alone EDI strategic plans or the integration of EDI within units' overall strategic plans. Few units have set out clear actions for advancing EDI within their units.
- Some academic and administrative units have EDI Committees or a Task Force to lead the advancement of EDI in their units and/or are engaged in developing EDI strategic plans.
- There are a number of policies that express UM's commitment to EDI and include processes to address inequity and/or discrimination. UM's *Respectful Work and Learning Environment* policy expresses the University's vision for “a community which embraces diversity and inclusion, provides for equity, and recognizes the dignity of all people” (section 2.2) and includes procedures for dealing with harassment and discrimination based on protected characteristics under the Human Rights Code. The *Accessibility* policy reiterates UM's commitment to EDI and specifically its commitment “to ensure that all members of the University community, including those with disabilities, are provided with an accessible learning and working environment” (1.2).



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This policy speaks to “removing the barriers that prevent full and meaningful participation in all aspects of campus life” (1.1).

- Some units have developed policies to advance EDI – e.g., one faculty has developed an anti-racism policy, several faculties have EDI admissions policies for their programs, and one unit identified having an EDI hiring policy.
- Both academic and administrative units are engaged in initiatives to advance EDI. There is variability across units in the extent to which this is a focus and the range of activities undertaken.
- In general, the focus of units is on increasing diversity and supporting members (especially students) who are members of under-represented groups. There are fewer initiatives that address equity (e.g., equity admissions or hiring policies) or are focused on inclusion more broadly (e.g., addressing racism).
- Indigenous achievement and engagement have been a focus for many units. EDI activities as they relate to other marginalized populations (especially individuals who are members of the 2SLGBTQ+ community, people with disabilities, racialized persons) have been more limited.
- Numerous central administration and support units are addressing EDI principles in their work and/or are participating in University-wide initiatives that are addressing EDI issues.
- Few units reported activity addressing discrimination such as racism, sexism, homophobia, transphobia, ableism, and/or ageism.
- The focus of EDI initiatives has been students and faculty; it appears that much less attention has been given to addressing EDI among staff.

Community Consultations:

- The lack of an overall EDI strategy was noted including a lack of EDI policies.
- Some participants wanted a list of tangible steps to achieve EDI goals in their unit suggesting a need for unit-specific EDI planning.
- There is a perceived need to identify indicators of progress within plans so that progress can be measured.
- The focus of participants' discussion was on the implementation of policies to address violations of EDI principles.
- Many faculty, staff, and especially students reported that they don't know what processes are in place to make a complaint regarding sexual harassment, racism, sexual violence, etc.
- Concerns were raised about the Respectful Work and Learning Environment policy and procedures including, for example, the legal-like approach to dealing with formal complaints, the need for alternative methods of conflict resolution, and power differentials which favour the accused.
- There is a perceived lack of accountability regarding the handling of complaints. Some participants expressed that Human Resources and the Office of Human Rights and Conflict Management (OHRM) work on behalf of University administration and not victims. Concern was raised that administrators are not held accountable for how they respond to complaints of discrimination or harassment.
- There is a sense that problems are not resolved (e.g., people aren't fired, no action is taken).
- Some fear reprisal for making complaints. Members of under-represented groups reported feeling particularly vulnerable as they are easily identified if a complaint is made.



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- Collective agreements and unions were identified as part of the problem by supporting members accused of violations.
- Those on remote campuses have less access to the OHRCM which is a barrier to reporting.
- Lack of accountability at the unit level contributes to an environment that both actively and passively discriminates against marginalized groups. At times, complaints are not taken seriously or are dismissed.
- There was recognition that UM is making some progress to increase diversity including increasing representation of Indigenous people, racialized persons, and women.
- It was acknowledged that official communications associated with UM matters include a statement about the commitment to EDI.
- There have been opportunities for members of the UM community to have a voice (such as participating in the work of the Task Force).
- Some participants acknowledged that there are activities, initiatives, and events that provide evidence of UM's commitment to EDI (e.g., attention to diversity in hiring, in the creation of new positions in support of empowering marginalized populations, in ceremonies, in the naming of spaces, in publications that address EDI, in working groups, through awards, through awareness days, in official statements, etc.)
- While work is underway, there are many changes that are needed to ensure that EDI is a focus at UM.

Monitoring and Measuring Progress

Environmental Scan:

- UM has a system and process for the collection of baseline diversity data on faculty and staff (UCount). The response rate has been relatively low. An initial communications plan was implemented although there are no ongoing campaigns to promote self-declaration.
- Diversity data for students is collected by the Registrar's Office (RO). Self-declaration currently is limited to gender identity and Indigenous identity. Current data systems limit the extent to which various categories of identity can be included and the ease with which changes in self-declaration can be made (e.g., changes to self-declared gender identity must be done in person at the RO).
- The Office of Institutional Analysis has the expertise and resources to generate reports. Intersectional analyses can be undertaken if sufficient data is available to ensure that privacy is maintained. Reporting is limited by the type of the data collected and the response rate.
- Several academic and central units collect data on diversity to address particular needs within their unit. These data are of use to the unit but are limited in terms of the scope and usefulness for assessing diversity across the broader UM (given that they use different categories, are not implemented across all units, etc.).
- The literature confirms challenges to collecting diversity data which include a reluctance to self-identify, a lack of resources to collect data, and low response rates.
- There is no process by which efforts to advance EDI are consistently monitored or reported. There is no clear accountability by which units are expected to report activities undertaken or progress achieved towards EDI goals. Some reporting occurs through a review of the strategic plan, strategy resource allocation requests, and approval for academic hiring although the extent to which this is tied to unit decision making is not always clear.



Community Consultations:

- Respondents identified a lack of accountability within UM regarding action taken on the stated commitment to EDI.
- Progress made within units is not monitored.

Increasing Diversity and Equity Across the UM Community

There is evidence that units are interested in promoting diversity and have engaged in activities to increase diversity within their units. Fewer examples of initiatives to address equity were found. There is some attention to increasing the diversity of our student population through recruitment efforts. Several programs have equity admissions policies in place and/or have funding to support students from historically marginalized groups; these initiatives have shown success in increasing student diversity. Units are engaged in a range of activities and programs to support the success of students from under-represented groups although the need for additional support for specific student groups was identified. There is awareness of the lack of diversity among faculty. The most common approach to increase diversity among faculty is to ensure diversity among members of hiring committees and to require implicit bias training for hiring committee members. Equity initiatives for faculty hiring are less common. There has been some targeted recruitment and hiring to increase the number of faculty from historically marginalized groups (primarily through the Indigenous Scholars program). Supports for faculty from marginalized groups are not even across the institution. There is the perception of a lack of equity among some faculty who are members of marginalized groups. It appears that less attention has been given to promoting diversity and equity among UM non-academic staff compared to students and faculty.

Numerous barriers to increasing diversity and equity were identified including a lack of funding that limits access to a university education, low faculty salaries that create challenges for recruitment and retention, union rules governing staff hires that constrain efforts to increase diversity, lack of mentorship and role models, lack of attention to EDI in decisions regarding staff and faculty advancement and filling of leadership positions, and inequitable workloads for staff and faculty who are members of marginalized groups.

Increasing accessibility was identified as an important component of addressing diversity and equity at UM. The challenges to ensuring physical accessibility within older buildings was recognized including that significant resources are needed to achieve accessibility within UM campuses. The need for greater resources to support recruitment of individuals with disabilities was also noted as was the need for resources to address accommodation for faculty and staff. Support and monitoring to ensure that all UM resources for learning and work meet accessibility standards was identified.

What follows is more detailed reporting of the findings regarding diversity and equity that emerged from our analysis of current practices across UM and from our consultations with students, staff, and faculty:



Student Outreach, Recruitment, and Support

Environmental Scan:

- Some faculties have equity admissions policies, some have programs specifically for students from under-represented groups (ACCESS programs), and some are engaging in recruitment efforts to attract a diverse student body.
- There is evidence that many units are offering supports for students from under-represented groups to encourage student success – e.g., targeted scholarships, mentorship programs, advisors for specific groups of students, student groups for specific populations of students, and Elders in residence.
- There are a few academic units with equity admissions policies to increase diversity and address equity within their student bodies.

Community Consultations:

- Respondents noted that poverty and increasing financial inequality limit access to a UM education and limit diversity among students.
- The inadequacy of the student loan system was noted as was the complexity in accessing funding. Cuts to the bursary program for students in ACCESS programs was cited as an example of a lack of support for students from under-represented groups.
- Funding issues particular to Indigenous students were noted including limited band funding and the timing of this funding.
- Reductions in funding threaten ACCESS programs which have been helpful in increasing access and success of students from under-represented groups.
- Scheduling of courses creates barriers for certain groups of students. For example, limited online and evening classes and programs make it difficult for students with families to earn a living while they seek to obtain an education.
- There is inequity in the preparation of students for university-level study which affects student success. This was identified as an issue that may be particularly salient for Indigenous students coming from Northern communities.
- International students were identified as a group of students who experience many challenges including language issues for those for whom English is a second language and difficulty adjusting to Canadian culture. International graduate students were identified as vulnerable to exploitation by advisors.
- Application forms are too binary and alienating to the 2SLGBTQ+ community.
- A lack of social supports was noted as a challenge for certain groups of students (e.g., childcare for students who are parents, low-income housing close to UM for low-income students).
- There was acknowledgment that there are many positive supports in place for students including the summer program for Indigenous students that helps to attract Indigenous students to campus, supports for students with disabilities through Student Accessibility Services, supports for Indigenous students including the Indigenous Student Centre and Elders, the International Centre, counseling services for all students, the Sexual Violence Resource Centre, and free tuition for students aged 65+.



Climate Survey

- The majority of student respondents agreed with positive statements regarding equity at UM for women students, Indigenous students, racialized students, students who identify as 2SLGBTQ+, and students with disabilities.
- Indigenous students, students who identify as 2SLGBTQ+, and students with disabilities were less likely to perceive equity for students in their groups compared to other students.

Staff Recruitment, Support, and Advancement

Environmental Scan:

- In general, EDI initiatives directed towards non-academic staff are limited.
- Little attention has been given to increasing diversity among staff or to initiatives to support staff from under-represented groups.
- Only one unit indicated that they have engaged in a targeted staff hire to increase diversity.
- Several units are addressing EDI in hiring processes by increasing diversity within their hiring committees and incorporating implicit bias training for hiring committee members.
- Some units identified that union rules pertaining to hiring constrain their efforts to increase diversity among their staff.
- Many units encourage staff to attend UM-wide educational/training events.
- Many units reported participating in the University's Indigenous summer student internship program.

Community Consultations:

- A lack of diversity among support staff was noted. With a few exceptions, it was noted that there is a lack of diversity among staff serving diverse student populations.
- Staff perceive inequity in advancement due to factors such as gender or the lack of a degree.
- Staff from marginalized populations are disproportionately assigned or select additional EDI work which is not compensated and can lead to significant unpaid overtime.
- There is inadequate funding for staff positions that provide support to students from marginalized groups.
- Some staff reported not knowing where to get training or were confused by the number of trainings offered.
- There are some staff who do not support the principles of EDI or see attention to EDI as unnecessary.

Climate Survey:

- Staff from under-represented groups were less likely to perceive that members from their group were treated equitably.
 - Women staff were less likely to perceive women staff to be treated equitably in relation to men staff particularly in terms of receiving equitable salaries or having their comments receive attention and credit.
 - Indigenous staff were less likely to see Indigenous staff treated equitably; this was especially notable in terms of perceptions of equitable workloads and salaries.



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- Racialized staff were less likely to agree that racialized staff are treated equitably in terms of workload and consideration for leadership positions.
- Staff who identify as 2SLGBTQ+ were more likely to disagree that staff who identify as 2SLGBTQ+ are considered for leadership.

Faculty Recruitment, Support, and Advancement

Environmental Scan:

- Many units reported that they are attending to EDI in academic hiring and/or recognize the need.
- Efforts to increase diversity among faculty have focused on increasing diversity within hiring committees and engaging committee members in implicit bias training. There has been very limited targeted hiring and EDI hiring plans were not reported.
- Several units identified hiring priorities with a focus on increasing the number of Indigenous faculty members.
- One unit stated that they require EDI statements from applicants.
- Some units mentioned that at the department level there is attention to mentoring new faculty from under-represented groups – it doesn't appear that there is consistency across the faculty or across all faculties within the institution.
- One unit mentioned that they consider contributions to advancing EDI in their performance reviews.

Community Consultations:

- The lack of diversity among faculty was noted including the lack of women professors in some faculties, the lack of faculty who identify as 2SLGBTQ+, and the lack of faculty members who have disabilities.
- Low UM salaries were seen as a barrier to hiring Indigenous scholars as there are many institutions looking to hire and offer better salaries.
- Hiring committees were seen as needing more training not just on implicit bias, but on where to advertise positions and the importance of including an EDI statement in each posting.
- The need for targeted hiring was identified.
- The Indigenous Scholars program was identified as an example of a positive initiative to increase diversity among faculty.
- Concern was raised that tenure and promotion criteria give insufficient attention to (a) the impact of community-engaged research on the form and quantity of research output and dissemination, and (b) the service expectations related to EDI that many faculty from under-represented groups experience.
- Lack of mentorship and role-models from other academics from under-represented groups was noted.

Climate Survey:

- Women faculty, Indigenous faculty, racialized faculty, faculty who identify as 2SLGBTQ+, and faculty who identify as having disabilities were less likely to agree that there is equity in how faculty members from under-represented groups are treated.



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- Women and transgender/non-binary faculty were less likely to perceive the University as equitable to women faculty members. This was particularly in relation to women receiving mentoring, being considered for leadership positions, and receiving equitable salaries.
- Indigenous faculty members were more likely to disagree that Indigenous faculty receive as much mentoring from senior faculty or have their comments given attention compared to their non-Indigenous colleagues.
- Racialized faculty members were more likely than their White colleagues to disagree that racialized faculty are frequently considered for leadership positions or receive as much mentoring from senior colleagues.
- 2SLGBTQ+ faculty were more likely to disagree that faculty members who identify as 2SLGBTQ+ are considered for leadership positions or get as much mentoring from senior colleagues.
- Faculty members with disabilities were less likely to agree that faculty with disabilities get as much mentoring from senior colleagues or have their comments given as much credit or attention.

Accessibility

Environmental Scan:

- There is some attention to accessibility issues including awareness of standards required by the Accessibility for Manitobans Act (AMA) including a steering committee that has responsibility for the UM accessibility plan.
- There is some awareness of problems related to physical accessibility of spaces and recognition that this requires greater attention. An accessibility audit of all UM buildings is currently underway which will outline issues within each building.
- Physical Plant has identified areas for improvement – the focus has been on wayfinding/signage, washrooms, external pathways, and building entrances.
- Faculties most often referenced accessibility of spaces, gender inclusive washrooms, accessible parking, and signage as areas of concern.
- Services for students with disabilities have a dedicated office to coordinate accommodation and support. There is no such centralized office to address accommodation for staff and faculty.
- There is no central support for ensuring that all UM materials meet accessibility standards.

Community Consultations:

- Respondents identified many ways in which UM campuses are inaccessible and noted that this prevents the inclusion of people with disabilities from becoming part of the UM community. Some of the problems include inaccessible washrooms, insufficient elevators, poor ramps, lack of automatic openers, online materials that do not meet accessibility standards, poor signage, and inadequate accessible parking.
- There is a perceived lack of human and/or financial resources to address accessibility.
- Those with hidden disabilities feel that there is a lack of awareness of their needs for accommodation.
- There is awareness of the efforts being made to meet the standards of the AMA.



Climate Survey:

- Respondents who reported a physical disability that had a severe or very severe impact when engaging in their daily/regular activities on campus were less likely than other respondents with disabilities to agree that the University is accessible.
- Newer buildings were reported to be more accessible than older buildings especially in regards to the adequacy of washrooms.
- The majority of respondents with physical disabilities that have a severe impact on their functioning reported the following to be inaccessible: recreation centres, campus services, elevators, washrooms, offices, and classrooms.

Building an Inclusive Community

The task of creating an inclusive community requires a multi-faceted strategy that addresses education, engagement, support, and safety. The Task Force identified many events, activities, and initiatives whose primary goal is to create greater understanding and support for diversity and equity across the institution. While important EDI work has begun, the Task Force heard about many areas of need and many suggestions for how to further advance EDI principles. The need for greater awareness and understanding of EDI among students, staff, and faculty was noted. Integration of education regarding EDI within academic programs is variable and requires greater attention. Increasing instructors' knowledge about EDI and skills for addressing EDI in teaching was identified as an important component of advancing education about EDI. It was acknowledged that not all members of the UM community support the principles of EDI. Strategies to address resistance to advancing EDI as an institutional priority are needed. It is clear from our consultations and the climate survey that some UM community members do not experience a sense of belonging. Racism and other forms of discrimination are experienced and there are members of historically marginalized groups who do not feel safe or included. Reports of discrimination and other behaviours that create an unsafe environment are not always addressed. Moving forward, attention must be given to actions aimed at making UM an institution where all feel included and able to fully participate.

Specific findings related to increasing awareness of EDI, integrating EDI in teaching and learning, and building a greater sense of inclusion and belonging are as follows:

Building Awareness and Support

Environmental Scan:

- There are University-wide events that celebrate diversity - e.g., graduation pow wow.
- Units are engaged in activities intended to create an environment of inclusion among students – e.g., educational events and social events.
- Many units reported that they are encouraging engagement with UM-offered learning opportunities – i.e., modules in UM Learn, and Learning and Organizational Development workshops.
- Some units are offering in-department or in-faculty events – workshops, lectures, and readings groups.



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- Units reported outreach activities that target and/or support members of under-represented groups.
- Units providing services to students noted many specific initiatives to support students from under-represented groups.
- Some units recognize that there is a low level of understanding of EDI, particularly as it relates to equity.

Community Consultations:

- Numerous activities were recognized as contributing to a greater inclusion – e.g., orientation events that provide an introduction to Indigenous issues and ways of knowing, the land acknowledgement, cultural events, Fireside Chats & other Indigenous Speaker events, events for Black history month, availability of information and workshops on EDI, and participation in Pride events.
- There were comments that indicated that there are unit-level cultures and attitudes that need to change.
- There is some resistance to change and/or resistance to EDI principles.
- Concerns were expressed that if EDI training is voluntary, those who most need it won't participate.

Academic Programs, Teaching, and Research

Environmental Scan:

- Some units are attending to EDI in their development of curricula/course content. Some units are reviewing their entire program curricula with attention to content on diversity. Other academic units are focusing on Indigenous content in individual courses or to ensuring some inclusion within a program's curriculum. Some units appear to be at the beginning stages of addressing EDI in academic program content.
- While initiatives are in place in some units to increase content related to Indigenous Peoples in their curricula, less attention is being given to content that brings attention to other under-represented groups or to addressing the principles of EDI more broadly.
- There are some examples of attention to including the works of scholars from under-represented groups.
- Several central support units are providing leadership and support for advancing EDI in teaching generally and/or in integrating Indigenous content and knowledges into teaching.
- Some units are encouraging researchers in their units to engage in partnerships with under-represented groups.

Community Consultations:

- There is the perception that there is a lack of diversity in some curricula.
- Students identified that there are very few Black, Indigenous, and people of colour professors leading to limited safe classroom environments in which to discuss issues related to race.
- Some students indicated that it is not safe for them to be critical of assigned readings – they don't find their professors open to discussing EDI issues.
- Poorly informed faculty are seen as a barrier to advancing EDI.



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- There are examples of units and programs which are addressing EDI – e.g., ACCESS programs, Ongomiizwin, and the MSW-IK Program.
- There is recognition that there has been considerable improvement in the extent to which Indigenous content is included in curricula.
- The Indigenous Initiatives Fund was identified as useful in advancing Indigenous content in curricula although it was pointed out that this is project funding which does not ensure long-term stability for the initiatives.
- There is awareness that EDI is increasingly important in research, including in applications for research funding.

Inclusion and Safety

Environmental Scan:

- Units are engaging in initiatives to promote a greater sense of inclusion among students.
- There are various student groups across campus that provide support and a sense of belonging to students from under-represented groups.
- There is some recognition of the importance of space in promoting inclusion. Some faculties are addressing the need for “safe spaces” and are creating spaces for students from under-represented groups (e.g., smudging rooms).
- There have been initiatives to increase support and create a safer campus especially in relation to sexual violence (e.g., the Sexual Violence Resource Centre, Bringing in the Bystander training).

Community Consultations:

- Racism exists on campus and includes racist acts directed towards individuals and actions that reflect racist attitudes (e.g., “It’s OK to be White” posters, NCTR tipi slashed, and racist online comments). Some respondents indicated that racism is part of their everyday experience.
- Individuals also reported experiencing sexism, ableism, homophobia, transphobia, ageism, and bullying.
- Some staff experience middle managers as discriminating against members of under-represented groups in term of compensation and advancement.
- There were reports of faculty from under-represented groups being assigned to teach the largest classes with no recognition of the workload, sitting on a disproportionate number of committees, and feeling that their work is devalued.
- Age discrimination was identified by some individuals and reported as demoralizing, isolating, unfair, and lacking any sense of equity.
- Accessibility and accommodation for persons with disabilities (including those with age-related disabilities) may not always occur or be adequate.
- Members of marginalized communities need safe places to express their shared values and worldview without criticism. Migizii Agamik was identified as an important space although it is not accessible to students on other campuses and is used by members of other groups because they do not have access to safe spaces. The need for more safe spaces was identified (including an Interfaith center, a 2SLGBTQ+ center, study space for students aged 30+, and a safe space for international students).
- Even when EDI appears on meeting agendas, some faculty and staff reported being afraid to



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discuss because of a lack of understanding of the issues among colleagues and a desire to avoid difficult conversations.

- Members of the Bannatyne campus and the William Norrie Centre noted that greater attention needs to be given to increasing physical safety.
- The University Calendar does not respect dates of significance to those who practice non-Christian faiths. Staff of these faiths must use vacation time to observe these holidays.
- Concern was raised that certain events (e.g., anti-abortion displays) allowed on campus are offensive and triggering for some members of the community.

Climate Survey:

- Experiences of microaggressions were disproportionately reported by members of under-represented groups.
 - Among students, Indigenous and Black students, students who identify as 2SLGBTQ+, and students with disabilities were more likely to report experiences of microaggressions.
 - Indigenous and racialized staff, staff who identify as 2SLGBTQ+, staff who identify as transgender/gender non-binary, and staff who indicated experiencing one or more disabilities reported experiencing more microaggressions than other staff.
 - Indigenous and racialized faculty, faculty who identify as 2SLGBTQ+ and faculty with a disability reported above average incidents of microaggressions.
- Overall, the majority of students, faculty, and staff reported having witnessed/learned about or personally experiencing at least one of the listed acts of incivility, discrimination, or harassment/assault at UM within the last two years. The most frequent reasons respondents identified for experiencing incivility, discrimination, or harassment were gender followed by racialized identity.
- These incidents were rarely reported, especially among students. Qualitative responses suggested six reasons for not reporting: (1) lack of confidence that incident(s) would be taken seriously and/or something would be done about it; (2) fear of retaliation; (3) knowledge of previous incidents being dismissed; (4) lack of proof; (5) power dynamics; and (6) lack of awareness about reporting processes. The majority of students, staff, and faculty reported being dissatisfied with the extent to which the incident(s) was/were resolved.
- Many comments suggest that people do not feel that behaviour such as bullying and racism are being adequately addressed.
- The majority of students reported that they consider UM to be safe. Their ratings of safety were higher than those of faculty members and staff. Safety concerns were more frequent among those who attend the Bannatyne campus. Among students and faculty, women and those who identify as transgender/another gender identity were more likely than men to feel unsafe. Among staff and students, safety was related to racialized identity, gender, and disability; identifying as Indigenous, 2SLGBTQ+, or having a physical disability were associated with a decreased sense of safety. Places most frequently identified as unsafe included bus stops, tunnels, walking outside, stairwells/hallways, and parking lots/parkades.
- Qualitative responses suggested that there are other groups of students who experience feelings of exclusion (e.g., international students, older students, students from lower socio-economic backgrounds, students with certain religious beliefs, and students with conservative political beliefs).



RECOMMENDATIONS

The Task Force integrated the findings from the analysis of the various data collection activities and identified key issues to address in order to promote the advancement of EDI across the institution. The following recommendations comprise core elements of a plan for moving forward and include specific actions to guide implementation.

Recommendation 1: Leadership

Create an administrative structure for advancing EDI that includes a senior EDI lead to oversee EDI across the institution as well as a network of leaders working at the unit level to engage the entire UM community in working towards change.

In order to ensure that the principles of EDI are integrated throughout all aspects of the University's mission, leadership is needed at the senior administration level and well as within each academic, administrative, and support unit. Advancing EDI is challenging; meaningful change requires UM to address systemic and structural issues that create inequity and exclude members of groups that have historically been marginalized. Progress towards the goals of greater equity and diversity within our community, and the creation of an inclusive learning and working environment requires engagement at all levels of the University. Central leadership at the level of the President's Executive Team is required to set UM's overall strategic direction for EDI; to initiate university-wide policies, processes, activities, and supports; and to coordinate and support EDI initiatives undertaken at the unit level. A network of strong leadership within faculties and administrative/support units is also required to ensure the engagement of the entire institution in working towards change that is responsive to the needs, priorities, and opportunities related to EDI that exist at the unit level.

The Task Force recommends the following actions to address the need for leadership and structure to advance EDI:

- Establish an EDI lead in senior administration to work directly with the President's Executive Team to advance EDI across UM. Working with the team of Vice-Presidents, the EDI Lead will ensure that EDI is integrated into all aspects of the institution including academic programs, research, administration, and community life. The EDI lead will need to work especially closely with the VP (Indigenous) to identify ways in which collaboration and coordination can occur between efforts to advance Indigenous achievement and engagement and EDI more broadly. The EDI lead will require an understanding of university governance and have the ability to work with and across all historically excluded groups.
- The EDI lead should undertake a thorough review of existing structures, programs, positions, and offices that address EDI across the University to determine next steps for creating a structure that ensures leadership, coordination, accountability, and active engagement in advancing EDI across the entire institution.
- Building on the findings of the review outlined above, establish an EDI Office to support the EDI Lead in providing strategic direction, addressing accessibility, directing and coordinating the



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work of central support units/positions engaged in activities to advance EDI across the institution, and supporting EDI work undertaken at the unit level.

- Allocate ongoing resources through the centralized budget process to support the work of EDI.
- Ensure that increasing diversity and a commitment to EDI are considerations in the hiring of all senior administrators at UM. Applicants for senior administrative roles should be required to submit an EDI statement.
- Require new senior administrators to attend training on EDI as part of their on-boarding.
- Require all administrators (including senior administrators, department heads, and administrators of administrative/support units) to engage in activities to increase their knowledge and skills to advance EDI. Require annual reporting on their activities to advance EDI within their units/areas of responsibility.
- Ensure that all leaders of academic and administrative units appoint EDI leads to engage faculty, staff, and students in working towards the advancement of EDI within their units. This appointment should be a senior position with responsibility for advancing EDI within the unit.
- Develop a course for administrators including EDI leads that addresses EDI leadership.

Recommendation 2: Planning and Policy

Ensure that advancing EDI is a key element of the University's strategic plan, is integrated into academic and administrative/support units' plans, and is supported by the policies and guidelines governing the University.

If UM is to make significant movement towards achieving greater equity, diversity, and inclusion, EDI must be a key priority within the strategic plan of the University as well as within the unit-level strategic plans of all faculties/departments and administrative/support units. These plans must establish clear and actionable goals that lead toward greater alignment with the principles of EDI. In an effort to both lead and support change, EDI principles must be integrated into the policies and guidelines that govern the functioning of the University.

The following actions are recommended:

- Establish EDI as an institutional priority in the University's new strategic plan with goals clearly articulated.
- Faculties and central administrative and support units should situate their EDI plans and priorities within the framework set by the University and integrate specific EDI goals and plans within their overall strategic plans. Specific action plans with measurable outcomes should be identified with annual reporting on progress.
- Develop and implement a plan to evaluate key policies that address EDI (e.g., the newly revised RWLE Policy and Sexual Violence Policy) regarding the extent to which they are effective in promoting the principles of EDI and addressing discrimination. This review should inform the need for additional policies (e.g., an EDI policy, anti-racism policy) or revision to current policies (e.g., hiring policies) to ensure that UM's commitment to EDI is clear and actionable. There should be a regular review of EDI-related policies in light of new research and evolving best practices.
- Review hiring and advancement provisions in existing collective agreements and engage in



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- discussion with unions about how agreements could better align with EDI goals.
- Include the advancement of EDI as an important element in the review/evaluation/approval process for of all policies and guidelines (including both University policies and unit-level guidelines).

Recommendation 3: Monitoring, Measuring Progress, and Accountability

Develop plans, processes, and supports for evaluating and reporting progress on EDI goals to ensure accountability and to inform future action.

In order to ensure ongoing movement towards advancing the principles of EDI, the progress of the University and each unit towards achieving its strategic goals related to EDI must be monitored and measured. This will require that goals be defined in measurable terms and that data be collected and available to assess change. While relatively recent changes have been made to the collection of diversity data on faculty and staff (through UCount), the collection of student data is very limited. There are a number of challenges to data collection that will need to be addressed to improve UM's baseline data on diversity. Other markers of progress will also need to be identified, measured, and monitored. The effectiveness of specific activities and initiatives implemented to achieve goals will need to be assessed, both to chart progress and, when necessary, to signal the need for new approaches. Accountability for ongoing efforts towards advancing EDI is critical to ensuring that EDI remains a core commitment and priority.

The Task Force recommends the following actions:

- Develop a process by which the University and academic and administrative/support units monitor and report on progress towards EDI goals that are identified in their respective strategic plans. Oversight of this process should be given by the EDI Lead with results shared with the President and the President's Executive Team and reported to the UM community.
- Improve the collection of data on the diversity of students, staff, and faculty. There are a number of issues to address to better benchmark diversity within the UM community and monitor change including the need to harmonize the collection of diversity data across students, staff, and faculty; review UM's data systems to ensure the ability for more robust collection and updating of baseline diversity data; develop a comprehensive, multi-pronged plan for increasing participation in self-declaration; and develop a plan for ongoing analysis and reporting of diversity data.
- Create central supports for the evaluation of EDI plans including assistance in developing evaluation criteria, identifying and collecting relevant data, data analysis, and reporting.
- Review current practice and policy regarding oversight, responsibility, and reporting on actions taken to address complaints of discrimination and harassment to ensure clarity of process, transparency, and accountability.
- Allocate resources to the ongoing study of EDI within UM. This should include, but not be limited to, regular implementation of a climate survey that assesses experiences of inclusion among members of the community.



Recommendation 4: Increasing Diversity and Equity Across UM

Develop unit-level plans for increasing the diversity of students, staff, and faculty that include initiatives that address equity.

There is a need to assess diversity at the unit level and to set goals based on an assessment of the lack of representation of historically marginalized groups among a unit's students, staff, and faculty. Attention must be given to developing strategies that address inequity in order to be effective in achieving diversity.

The following actions are recommended to achieve the goal of greater diversity and equity:

- Increase awareness of equity and its importance in increasing diversity, including the ways in which equity might be enhanced among students, staff, and faculty (e.g., equity admissions policies, targeted hiring, recruitment practices that encourage greater diversity among applicants, targeted funding to support members of marginalized populations, etc.).
- Support faculties in analyzing the diversity of their students, setting goals for student diversity, and developing recruitment strategies and admissions policies that align with their goals.
- Develop unit-level plans for advancing EDI among staff that include goals related to increasing diversity among staff, supporting EDI training for staff, and activities that create a greater sense of inclusion among staff.
- Faculties should develop academic hiring plans that are informed by their assessment of the diversity (or lack thereof) of faculty members within their units.
- Provide central support to assist hiring committees in developing processes that encourage diversity among applications (e.g., develop ads that avoid unnecessary requirements that exclude certain applicant groups, use active recruitment strategies that encourage application from members of historically under-represented groups, engage the assistance of firms with expertise in recruiting diverse applicants).
- Develop and require that hiring committee members participate in training that addresses best practices to advance EDI in hiring.
- Communicate the expectation that faculty and staff promote EDI in their work. EDI activities should be tracked in annual reporting of activities and discussed as part of performance evaluations.
- Recognize efforts by faculty and staff to advance EDI as important service to the University. Administrators should be aware of service expectations related to EDI and the burden of service that may be placed on members of historically under-represented groups. Such contributions should be acknowledged and influence the extent to which other service or teaching is expected or assigned. The level of service expected of a faculty or staff member should be accurately reflected in their assignment of duties.
- Assess commitment and contributions to promoting EDI in advancement processes (e.g., tenure, promotion) of faculty and staff.



Recommendation 5: Accessibility

Ensure central planning and support for increasing accessibility at UM.

Increasing accessibility is critical if UM is going to support full participation by students, staff, and faculty with disabilities. Increasing the participation of peoples with disabilities will only be possible if UM ensures accessibility in all its spaces, services, processes, and materials. Support for ongoing efforts to meet the standards set by the AMA is an important step. While there is currently significant expertise and support for addressing accommodation for students, support for addressing accommodation for faculty and staff is in need of greater coordination and resources. There is also a need for greater support to ensure that all teaching and administrative materials meet accessibility standards.

The Task Force recommends the following actions:

- Allocate significant resources to increase the physical accessibility of UM and comply with the standards set out by the AMA. Physical inaccessibility exists relating to older structures that would not meet current building code guidelines and within areas that fall outside of current building code guidelines (e.g., lab and lecture room physical layout).
- Report on current physical accessibility highlighting areas most accessible and those which are least accessible.
- Guided by the results of the accessibility audit and completed in consultation with experts in accessibility, develop a multi-year plan for increasing physical accessibility across campuses. Annual reporting on progress should be required.
- Create a central office to coordinate accessibility and accommodation. There is a need for coordination and consistency across UM to address accessibility and accommodation including, for example, support for individuals with disabilities when applying for positions, and expertise and resources to assist in the development and implementation of accommodations plans. The services offered by this office should work in collaboration with Physical Plant and build on the experience of, and be coordinated with, Student Accessibility Services.
- Provide central support and monitoring to ensure that all UM content (including the website, teaching materials, forms, and educational/training materials) is accessible.

Recommendation 6: Building Awareness and Support for EDI

Develop and implement a plan for increasing awareness and support for EDI among all UM community members.

Building an inclusive environment is key to both supporting and sustaining progress towards goals of increasing diversity and addressing inequity. One component of an overall strategy to increase inclusion involves ongoing education and awareness-building initiatives to ensure that all members of the UM community understand the principles of EDI and the values embedded in UM's commitment to EDI. Education about the meaning and differences between diversity, equity, and inclusion as well as their interrelatedness are needed as a foundation for planning and action. Given that membership in UM's community is constantly changing, education and awareness initiatives must be ongoing and embedded



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within orientations, onboarding processes, and professional development opportunities. The Task Force acknowledges that there are many activities already in place that address EDI and provide opportunities for learning.

The Task Force recommends building on existing activities with the following actions:

- Create an inventory of workshops and resources available at UM to increase understanding of EDI. Such an inventory would support unit-level plans for increasing awareness and commitment to EDI and would assist individuals interested in learning more about EDI. Gaps in resources could be identified and addressed through new initiatives.
- Offer education regarding equity and its importance in systemic change including ways in which equity can be addressed in meaningful ways in post-secondary institutions (e.g., through equity admissions policies, targeted hiring, awards that support members from historically marginalized groups, etc.).
- Assign responsibility for promotion of EDI awareness at an institutional level to the EDI Office. This Office should also serve as a resource to academic and administrative/support units as they develop unit-specific educational initiatives.
- Provide resources through the EDI Office to individual units for the development and implementation of new initiatives that increase awareness of EDI and create opportunities for engagement and dialogue regarding EDI among students, staff, and faculty.
- Develop strategies and supports to engage those reluctant to accept EDI as a University priority.

Recommendation 7: Addressing EDI in Academic Programs, Teaching, and Research
Encourage, support, and monitor the integration of EDI within academic programs and enhance the knowledge and skills of academic staff to address EDI in their teaching and research.

Given that teaching is key to UM's mission, education that advances EDI is a critical component of advancing EDI within the institution. Recognizing the diversity of disciplines and programs within the institution, the ways in which EDI is integrated in curricula is best addressed at a faculty level through existing collegial processes that determine course and program content. To be effectively implemented, instructors require support to enhance their knowledge and skills to address EDI and facilitate learning opportunities for their students. Promoting EDI in research should also be encouraged and supported.

The Task Force recommends the following actions:

- Encourage units to assess ways in which content related to EDI is relevant and best addressed in their programs. Supports should be provided to units to facilitate such discussions within program curriculum committees with goals and plans developed in a collegial manner, implemented within academic programs, and monitored.
- Require submissions for program and course introductions/revisions to indicate how EDI has been considered in the development of the proposal.
- Provide funding for EDI teaching and learning projects (similar to the Indigenous Initiatives fund).



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Consideration should be given to the sustainability of initiatives once proven effective.

- Encourage instructors to incorporate EDI into their teaching. Faculty should be provided with the opportunity for advanced training so that they can bring more diverse content and readings into their courses. Resources need to be developed to support efforts to modify curricula/courses (e.g., a bank of EDI materials that are relevant for various topics/disciplines).
- Provide support for instructors to develop skills for addressing issues like systemic racism, sexism, ableism, discrimination based on sexual identity and/or orientation, ageism, etc. in the classroom.
- Include education for researchers on how to incorporate EDI into their research programs including addressing EDI considerations in research design and practices, data collection and analysis, trainee recruitment, and research team participation.
- Include EDI considerations in the criteria used to award internal research funding.
- Include instruction on how to incorporate EDI activities and goals in teaching and research dossiers, tenure and promotion applications, and annual performance reviews. For example, as part of developing a teaching or research dossier, faculty should be encouraged to incorporate statements about their values, beliefs, and goals for addressing EDI.
- Incorporate reporting and discussion of how faculty have addressed EDI in their teaching and research as part of their annual performance review.

Recommendation 8: Promoting Inclusion and Safety

Develop and implement a plan for promoting a greater sense of inclusion and safety at UM that involves both university-wide and unit-specific activities that encourage engagement and participation of all students, staff, and faculty; that foster greater understanding, acceptance, and mutual respect among community members; and that celebrate diversity.

For the principles of EDI to be fully realized within UM, there is a need for ongoing attention to building an inclusive environment in which all members of the community experience a sense of belonging and where diversity of backgrounds, experiences, and perspectives are celebrated and seen as contributing to a vibrant learning and working environment. Building inclusion is an ongoing project that must address engagement and participation, interaction and dialogue, and safety for all members of the community. The goal of increased inclusion requires university-wide planning and initiatives as well as more targeted efforts at the level of departments, faculties, and administrative/support units.

The Task Force suggests the following actions to address this recommendation:

- Provide funds centrally and at the unit level to encourage and support events and ongoing activities specifically directed towards creating a sense of inclusion for all members of the community.
- Request that academic and administrative/support units identify specific tactics aimed at building an inclusive environment as a component of their EDI plans.
- Gather further feedback from students to identify and respond to areas where gaps in support for particular groups of students are experienced.
- Develop an anti-racism strategy that encompasses prevention (including education) and



President's Task Force on Equity, Diversity, and Inclusion

processes to address racism when experienced. The extent to which the RWLE policy and procedure is effective in addressing racism must be evaluated.

- Explore the need for strategies that address other types of discrimination.
- Establish processes and protocols for the approval of activities on campus that are controversial and experienced as offensive by some, recognizing the need to balance freedom of expression with the responsibility to provide a work and learning environment that does not harm individuals.
- Develop a plan to create more safe spaces on campus where members of under-represented groups can gather and connect with others who have a shared identity for support and dialogue. This will require engagement with various groups across campus to assess their specific needs.
- Develop a campus map that clearly identifies EDI related resources and safe spaces.
- Implement ongoing safety audits to identify areas of concern. Respond to concerns and suggestions to improve safety.
- Recognize the diversity of faiths within our community and support students, staff, and faculty who wish to observe holidays within various traditions.

CONCLUSION

The Task Force is encouraged by what we have seen and heard through reviewing current initiatives, event, policies, and practices and by listening to the voices of the many members of UM's community who took the time to share their experiences and views. We want to thank all who engaged in the process and contributed information and ideas. There is evidence of commitment to EDI within our community; many students, staff, and faculty are engaged in activities to address inequities, increase diversity, and contribute to a more inclusive environment. We applaud you for this ongoing work. We have also learned and heard that there is much work still to do to advance the principles of EDI across the institution. Our hope is that this report will assist in moving UM forward towards achieving the following vision:

We are committed to promoting awareness and understanding of equity, diversity, and inclusion, and to advancing these principles within UM's mission of teaching and learning, research and scholarship, and service. We believe that UM should reflect the diversity of the communities we serve, ensuring access and opportunity for all. We are committed to building a learning and working environment where differences are valued and respected, where inequities and barriers to full participation are identified and eliminated, and where all students, staff, and faculty feel a sense of safety, support, and belonging.

February 10, 2021

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 Robert Biscontri will be the Speaker for the Executive Committee for the March 2021 meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. Michael Benarroch, Chair
Senate Executive Committee

Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm



UNIVERSITY
OF MANITOBA

Faculty of Arts

Dean's Office

316 Fletcher Argue Building

University of Manitoba

Winnipeg, Manitoba

Canada R3T 5V5

November 12th, 2020

To: J. Leclerc, University Secretary

From: Jeff Taylor, Dean, Faculty of Arts

Subject: Faculty of Arts Proposal for the Senate Committees to consider

This memo is to inform you that, on November 10, 2020, Faculty of Arts Council approved a proposal to introduce an Honours program in the Department of Linguistics.

The information related to this proposal is enclosed. Please forward this information to the appropriate Senate Committees for consideration.

cc: M. Yoshida, Secretary, SCIE
S. Coyston, Secretary, SCCCC / SPPC
G. Smith, Chair, CPAC and SCCCC
G. Sobie, (Acting) Secretary, CPAC

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

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

Universities and colleges requesting approval for a **new** program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS:
**University
of Manitoba**

1. Following unit approval* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:
 - Undergraduate Programs:** Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>. Please also submit a **hard copy** version to the Office of the Secretary to their office as well.
 - Graduate Programs:** Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html.
 - ALL Programs:** as preparation for submission to MET, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.
2. Along with the information requested in the proposal template, please **append** details on the following:
 - a) **MET /SPPC Financial Support Form** [available through the Office of the Provost & Vice-President (Academic)]
This form requires the signature of the Financial Planning Office. Please contact Giselle Martel, Executive Director, Financial Planning and Budgeting, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
 - b) **Admission and/or transfer criteria** for the proposed program.
 - c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
 - Undergraduate Programs:* for SCCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>
 - Graduate Programs:* for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html
 - d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
 - e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
 - f) **Library statement** of support.
 - g) Where applicable, a **transition plan** for current students entering the new program.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost and Vice-President (Academic).

*Note: the complete proposal, including all appendices, and associated program and course forms, should be submitted to departmental (as appropriate) and faculty/college/school approving bodies for review and approval, prior to submission to the Office of the University Secretary.

Revised December 10, 2017

Revised October 18, 2017.

SECTION A – PROPOSAL DETAILS

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program: Faculty of Arts, Department of Linguistics

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program:
N/A

Program name: Honours Program in Linguistics

Credential awarded: BA Honours

Funding request: N/A

Office Use Only

One-time funding: _____

On-going funding: _____

Proposed start date: September 2021 or 2022, depending on approval timelines

List any critical issues that may impact the start date of the program: N/A

UM INTERNAL REQUIREMENT: Name of Person(s) responsible for the Program internally (please include contact information):

Jila Ghomeshi, Department of Linguistics, University of Manitoba, Jila.Ghomeshi@umanitoba.ca

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

The Department of Linguistics currently offers the following degree programs at the undergraduate level: a three-year General Major, a four-year Single Advanced Major, along with a Double Advanced Major and a Minor in Linguistics. We are proposing to add a course-based Single Honours and Double Honours program. Like the Single and Double Advanced Major, the proposed Honours program will be a four-year program, but will require more coursework in Linguistics, particularly at the higher levels. Admission to the Honours program requires a minimum 3.0 grade point average and students will be required to maintain a 3.0 DGPA throughout the program. We believe this new program will be very appealing to our Advanced Majors many of whom are eager to take more courses in linguistics and already maintain a GPA of 3.0 or higher. Indeed we have surveyed our Advanced Majors for the last two years and the majority of them have confirmed that they would opt for an Honours program in Linguistics if we offered one. An Honours program will bring together our most keen students as a cohort. For those planning to go on to post-baccalaureate or graduate programs, an Honours degree will be an advantage in gaining admission to these programs. For those seeking employment upon completing their degree, an Honours degree will signal that they have successfully achieved the highest level of expertise possible in an undergraduate Linguistics program.

An Honours Program in Linguistics offers students advanced training in the core areas of linguistics. Like other Honours programs in Arts, students will develop strong writing abilities and will hone their analysis and argumentation skills, while they acquire a specialized knowledge of Linguistics. This program will be the only one in Manitoba that is in the discipline of Linguistics alone.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The proposed course-based Honours program in Linguistics is a four-year 120 credit hour program. The Single Honours will involve 54 credit hours of coursework in linguistics, 6 credits beyond the 48 credit hours required for the four year Single Advanced Major. The additional 6 credit hours will be taken at the 4000 level. Thus a total of 12 credit hours at the 4000 level will be required for the Single Honours. For the Double Honours, students will be required to take 42 credit hours of coursework. Students in the Double Honours will be required to take 9 credit hours at the 4000 level, rather than the 6 required of the Double Advanced Major students.

B-3 Intended outcomes of the program:

- B-3.1 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

A course-based Honours program in Linguistics serves the academic needs and interests of Linguistics majors at the University of Manitoba by offering them more options in terms of programs offering advanced preparation. Students who opt for the Honours program can market themselves to graduate schools and potential employers as having received a highly specialized education with substantial academic engagement. With its higher entrance requirements and higher expectations of performance, the Honours program will attract the best of our students many of whom want to take more than the minimum courses required for the Advanced degree. These students typically maintain high grade point averages and often want to go on to graduate study.

Many Linguistics majors aim to pursue a post-graduate degree in Speech-Language Pathology for which they have to go out of province, although they usually return to Manitoba where the demand for speech-language pathologists is high. Entrance into these programs at universities like UBC, University of Alberta, Western University and McGill University is highly competitive and U of M graduates are often applying alongside students who hold Honours degrees from elsewhere. Providing them with an opportunity to pursue an Honours degree here will provide our students the rigorous training afforded to their peers at other institutions. Likewise for those of our students who apply to law school or other professional programs, or to graduate programs in Linguistics or related disciplines, holding an Honours degree strengthens their applications and their chances of gaining admission.

An Honours degree also serves those students seeking employment at the end of their program. Linguistics increasingly has a role to play in the high tech industry, the entertainment industry and the gaming industry to name but three emerging areas. Linguists have found jobs in the field of machine translation, some as professional ‘conlangers’ (creating languages for television series and movies), and as name developers for new video games. Linguists have relevant expertise to contribute to the development of programs and policy on heritage languages, language revitalization and maintenance, and official bilingualism. Linguistics training is highly relevant to the field of interpretation. More urgently, as the need for documenting and teaching Indigenous languages has come to the fore, linguistic research can inform these efforts. Students who hold the highest undergraduate degree possible in Linguistics can confidently demonstrate that they have the skills and expertise to succeed in jobs in these emerging fields.

B-3.2 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

This program addresses the needs of Linguistics majors who would like to receive highly specialized training in linguistics, whether they are going on to pursue graduate studies or to enter the labour market. Given that there are Honours programs in Linguistics in other provinces, this program can help us retain our best students.

B-4 Mode of Delivery

B-4.1 Provide the total program length through one of the following measures:

- 120 Total credit hours (of which 54 credit hours will be from Linguistics for the Single Honours and 42 credit hours will be from Linguistics for the Double Honours)
- Total contact hours
- Total courses

B-4.2 What proportion of the total program length (as indicated above) can be completed through the two following modes of delivery? *(Note that one or both selections can be offered up to the total program length.)*

100% In-person

Online (There will be no limit on the number of credit hours that can be completed online. Students will be able to complete as many online course offerings (including required and elective courses) as are available. We anticipate online offerings will be made available for program and elective requirements within the next few years.)

B-5 Provide an overview of the suggested progression of courses on a year-by-year basis for the program from start to maturity. *(Course level detail is not necessary, however, please include credit hours/contract hours, proportion of upper level courses, clinical placements or practicums, or subject area requirements where applicable)*

The coursework for Honours students is outlined below and a list of courses is appended to this form. All coursework is already being offered for students in our other programs. In contrast to those students, however, those enrolled in the Honours program will be expected to complete more courses at the higher levels and to maintain a higher grade point average.

Single Honours

Students will be expected to take LING 1000 (3ch) and LING 1010 (3ch) plus an additional 3ch in Linguistics courses at the 1000 level or above.
 Students will go on to take LING 2100 (3ch) and LING 2400 (3ch) and an additional 12 ch in Linguistics at the 2000 level or above.
 Students will be expected to take 15 ch in Linguistics courses at the 3000 level or above and 12 ch at the 4000 level.

Double Honours

Students will be expected to take LING 1000 (3ch) and LING 1010 (3ch) plus an additional 3ch in Linguistics courses at the 1000 level or above.
 Students will go on to take LING 2100 (3ch) and LING 2400 (3ch) and an additional 12 ch in Linguistics at the 2000 level or above.
 Students will be expected to take 12 ch in Linguistics courses at the 3000 level or above and 9 ch at the 4000 level.

UM INTERNAL REQUIREMENT: please complete the chart below to provide an overview of suggested progression through the program (indicate pre-requisites and related credit hours). Outline options for specializations within this program [minor(s) and/or concentration(s)].

YEAR 1	YEAR 2	YEAR 3	YEAR 4
LING 1000, LING 1010 • 3 credit hours in Linguistics courses numbered at or above the 1000 level	• 18 credit hours in Linguistics courses numbered at or above the 2000 level, which must include LING 2100 and LING 2400	15 credit hours in Linguistics courses numbered at or above the 3000 level	12 credit hours in Linguistics courses numbered at the 4000 level
21 ch of electives	12 ch of electives	15 ch of electives	18 ch of electives
TOTAL CR. HRS: 30	TOTAL CR. HRS: 30	TOTAL CR. HRS: 30	TOTAL CR. HRS: 30

B-6 Will the program be available for part-time study?

Yes, this program will be available for part-time study.

B-7 Indicate if this program will have a cooperative education, work placement, internship or practicum component and provide any relevant details:

The Department of Linguistics is planning to add co-op options to our programs in the future. Until we do so, there will be no cooperative education, work placement, internship or practicum component to the proposed Honours program.

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 5 students at the first year level and 5 students in year two or above who wish to move from the Advanced Major to the Honours program.

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*): 10-15 students

B-8.3 Anticipated date of maturity: by year one, given that it will be possible for students to apply to the Honours program at different years of their program.

UM INTERNAL REQUIREMENT: please indicate the projected enrolment and graduates for the first 5 years of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolments	10	5 new, 8 continuing	5 new, 10 continuing	5 new, 10 continuing	5 new, 10 continuing
Graduates		2	3	5	5

C-1 Describe how this new program aligns with the strategic plans of your institution:

This program aligns with the first of five strategic priorities identified for the University of Manitoba in the Strategic plan for 2015-20. The priority of “Inspiring Minds” sets out to ensure an outstanding educational experience for undergraduate students by supporting a range of liberal arts programs (among others). Given that an Honours Program in Linguistics does not require additional resources, but offers students who want to specialize in linguistics with an additional option, it optimizes their experience as undergraduate students.

C-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this new program of study within your institution and indicate any dates of decision. (*Governing Council, Board of Governors, Board of Regents, Senate, other*)

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost’s Office prior to submission to government.

UM Undergraduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	_____
SCCCC	_____
SPPC	_____
SCADM (<i>if applicable</i>)	_____
SCIE (<i>if applicable</i>)	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

UM Graduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
APC (<i>preliminary review</i>)	_____
External Review	_____
APC	_____
FGS Executive	_____
FGS Faculty Council	_____
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-3 Responsibility to consult

C-3.1 If this program subject to mandatory review or approval by organizations external to the institution (*such as regulatory bodies, Apprenticeship Manitoba, etc.*), please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

N/A

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?

Note: this includes any consultation with internal UM units, academic or otherwise.

Faculty of Arts

C-3.3 How have students and faculty been informed of the intent to establish this program?

Undergraduate students in Linguistics have been consulted via their student group, Linguistic-ISH. Faculty in Linguistics have been involved in discussion for three years as we have planned to substantially update to better reflect our ongoing research interests. Our course changes have been submitted to the Faculty of Arts committee on course and program changes (CPAC). Our intention to create an Honours program was favourably commented on in our Undergraduate Review undertaken in 2018.

C-4 List any similar programs offered in Manitoba: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

Note: this includes any programs currently offered at UM.

There are no other Honours degree programs in Linguistics offered in Manitoba. There is an undergraduate degree program in Interdisciplinary Linguistics offered at the University of Winnipeg, which leads to a three-year, four-year, or Honours Bachelor of Arts degree. However, as its name suggests, that program focuses on the intersection of linguistics with other areas (anthropology, psychology, rhetoric) rather than a specialization in the core areas of linguistics itself. Moreover, because there are few graduate programs in interdisciplinary linguistics, an Honours degree in Linguistics would better serve students who wish to pursue a deeper specialization in the discipline of linguistics, and best prepares students who intend to pursue graduate education in linguistics in Manitoba or elsewhere.

C-4.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Manitoba.

Credit transfer options are determined through established processes at the University. Following the current practice, the Department of Linguistics will continue to work with the Faculty of Arts to assess undergraduate courses from other postsecondary institutions in Manitoba (or elsewhere) for transfer credit on a case-by-case basis.

C-5 List any similar programs offered in Canada: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

Many Canadian universities with a Linguistics Program offer the option of a BA Honours degree (see list below, which is not comprehensive but a sample from east to west). Therefore, an Honours program at the University of Manitoba would bring our department in line with other Canadian Linguistics Departments and put our students who want to pursue post-graduate education on an equal footing with their counterparts graduating from other universities across Canada.

Memorial University of Newfoundland
St. Mary's University
McGill University
York University
University of Saskatchewan
University of Regina
University of Alberta
University of Calgary
University of British Columbia
University of Victoria

C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.

Credit transfer options are determined through established processes at the University. Following the current practice, the Department of Linguistics will continue to work with the Faculty of Arts to assess undergraduate courses from other postsecondary institutions in Canada for transfer credit on a case-by-case basis.

C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:

(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)

Many Linguistics majors plan to continue their education either by training to become Speech-Language Pathologists, thus seeking admission to MSc programs in Speech Sciences, or by applying to MA programs in Linguistics. In both cases holding an Honours degree confers an advantage in what is a highly competitive process. As noted above, most U of M graduates who pursue MSc programs in the Speech Sciences elsewhere return to Manitoba to practice as Speech-Language Pathologists here, where there is a significant need. The labour market demands for graduates of an Honours Program in Linguistics is expected to grow if the high tech sector flourishes here. Linguists have expertise to contribute in the machine translation and gaming industries. Linguists can also work as interpreters and translators, and on policy regarding bilingualism, heritage language instruction, the revitalization of endangered languages. Linguists have expert knowledge to bring to the area of language maintenance, which is particularly relevant for Indigenous languages.

C-7 If copies of any internal or peer evaluations with respect to this new program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:

N/A

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

D-1 If one-time or pilot funding are being requested to support this new program of study, please identify the amount of funding being requested:

N/A

D-2 If ongoing funding being requested to support this new program of study, please identify the amount of funding being requested:

N/A

D-3 If new funding is not being requested, how will the program be funded?

The new program will be funded with existing resources and tuition revenue.

D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program of study: *(Provide such information as agreements for funding from industry or external grants and indicate the anticipated length of time for each agreement.)*

N/A

D-5 What are the resource implications to the institution (budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc) in delivering this new program of study?

No new resources will be required.

D-6 Please describe new and existing staffing resources needed to provide this new program of study. *Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.*

In 2019 we had one retirement and in 2020 we have had one resignation. This means our faculty complement has gone from 9.67 to 7.67. (The .67 represents one faculty member who has a two-thirds appointment in Linguistics and a one-third appointment in Anthropology). We are counting on at least one FTE replacement starting in 2022. This will put us in a good position to cover all the required courses for the Honours Program. Anticipated administrative and advising support is within the current capacity of the Department and the Faculty of Arts.

D-7 Provide a program implementation plan for the new program of study by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires, distribution of existing faculty and support staff) from launch to maturity:

Our program implementation plan does not involve any changes or additions to our required course offerings. The range of required and elective courses at each of the 1000, 2000 and 3000 levels and at least 12 credit hours at the 4000 level each year are those that have been or will be offered to current students in all Linguistics programs.

D-8 Please describe the effect of this new program on existing capital infrastructure and equipment:

N/A

D-9 If capital funding is being requested to support additional specialized program materials such as infrastructure or equipment required to provide this new program of study, please provide a detailed description of the use of this capital:

N/A

SECTION E– TUITION

E-1 What are the proposed tuition fees?

The tuition fees will be the same as for other four-year degree programs in the Faculty of Arts. Linguistics typically attracts more international students than other programs in Arts. For example, international students made up 30% of our total enrollment for Fall 2018 and Winter 2019 and these students pay higher tuition fees than domestic students. However, given that we do not know how the coronavirus pandemic will affect our international enrolments, the higher fees are not reflected on our financial form.

E-2 Please provide a rationale for the tuition fee proposed. *(For example, are these tuition fees comparable to tuition for existing programs within the academic unit or to tuition for similar programs offered at other institutions?)*

N/A

E-3 Please describe any additional fees that would apply to a student in this program?

UM INTERNAL REQUIREMENTS: Please note any new course-fees proposed in support of this program. Please provide a rationale for any new fees. Are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?

N/A

E-4 Please describe any specific supports to encourage affordability and accessibility to the program:

N/A

SECTION F – SIGNATURES

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (*double-click to engage check box*):

☐

Cover letter

☐

Program of Study Financial Form

☐

Any supporting documentation (*reviews, letters of support, etc.*)

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca

Dear Dr. Ghomeshi,

Oct. 26th 2020

We the undersigned majors in Linguistics support the proposal to create an Honours program and many of us would choose to be in an Honours rather than an advanced major program if that option were available. Such a program would recognize our achievements, encourage deeper study of linguistics and give us an opportunity already offered at many other institutions.

Signed,

Mary Aguilar

Benjamin Allen

Rizaina Almario

Noelle Bergen

Maryse Chartier

Elora Cromarty

Cassidy Formaniuk

Spencer Kushnir

Cindy Le

Liuqing Liu

Sydney Mullin

Ribhya Nagpal

Adhara Nayar

Zlata Odribets

Jessica Padre

Anna Stacey

Alex Teichroeb

Bailey Thompson



**Post-Secondary Education and Labour Market Outcomes
Program Proposal Financial Form**

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a new program expansion *Current Fiscal* should be entered in the first column.
3. If a program reaches maturity prior to *Fiscal Year 4*, remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.
4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.
5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.
6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

Overview										
Institution:	University of Manitoba									
Program Name:	Bachelor of Arts Honours (Linguistics)									
Contact Information:	Dr. Greg T. Smith, Associate Dean of Arts, Associate Professor of History: Greg.Smith@umanitoba.ca									
Date:										

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
REVENUE INFORMATION										
Contribution from Institution		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition		\$ -	\$ -	\$ 53,411	\$ 53,411	\$ 63,939	\$ 10,528	\$ 66,336	\$ 2,398	\$ 66,336
Student Fees		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution from Unit (Existing Resources)		\$ 571,844	\$ 571,844	\$ 591,850	\$ 20,006	\$ 612,557	\$ 20,706	\$ 633,988	\$ 21,431	\$ 633,988
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Revenue (A)	\$ -	\$ 571,844	\$ 571,844	\$ 645,261	\$ 73,417	\$ 676,495	\$ 31,234	\$ 700,324	\$ 23,829	\$ 700,324

MEDT Form

Institution:	University of Manitoba
Program Name:	Bachelor of Arts Honours (Linguistics)
Contact Information:	Dr. Greg T. Smith, Associate Dean of Arts, Associate Professor of History: Greg.Smith@umanitoba.ca
Date:	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATON										
New Academic Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries - Direct		\$ 560,643	\$ 560,643	\$ 580,265	\$ 19,622	\$ 600,575	\$ 20,309	\$ 621,595	\$ 21,020	\$ 621,595
New Professional/Support Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Professional/Support Salaries - Direct		\$ 7,308	\$ 7,308	\$ 7,563	\$ 256	\$ 7,828	\$ 265	\$ 8,102	\$ 274	\$ 8,102
Operating Expenses		\$ 240	\$ 240	\$ 240	\$ -	\$ 240	\$ -	\$ 240	\$ -	\$ 240
Student Support		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Salary Expenses		\$ 3,654	\$ 3,654	\$ 3,782	\$ 128	\$ 3,914	\$ 132	\$ 4,051	\$ 137	\$ 4,051
Administrative Overhead		\$ -	\$ -	\$ 53,411	\$ 53,411	\$ 63,939	\$ 10,528	\$ 66,336	\$ 2,398	\$ 66,336
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Expenditures (B)	\$ -	\$ 571,844	\$ 571,844	\$ 645,261	\$ 73,417	\$ 676,495	\$ 31,234	\$ 700,324	\$ 23,829	\$ 700,324

MEDT Form

Institution:	University of Manitoba									
Program Name:	Bachelor of Arts Honours (Linguistics)									
Contact Information:	Dr. Greg T. Smith, Associate Dean of Arts, Associate Professor of History: Greg.Smith@umanitoba.ca									
Date:										
	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
CAPITAL INFORMATON										
Major Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Vehicles		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Renovations		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Capital (C)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue less Expenditures and Capital (A-(B+C))	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Request		\$ -		\$ -		\$ -		\$ -		

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)
New Program Approval - Financial Form

FACULTY / SCHOOL Faculty of Arts
PROGRAM Bachelor of Arts Honours (Linguistics)

1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)	-	-	-	-	-
New Professional and Support Positions (FTE) (Appendix A)	-	-	-	-	-
New Indirect Staff (FTE) (Appendix A)	-	-	-	-	-
Subtotal Staffing Requirements (FTE)	-	-	-	-	-

2. PROGRAM COSTS					
Direct Program Costs					
New Academic Salaries (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries (incl bpl) (Appendix A)	560,643	580,265	600,575	621,595	643,351
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	7,308	7,563	7,828	8,102	8,386
Operating Expenses (Appendix B)	240	240	240	240	240
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	\$ 568,190	\$ 588,069	\$ 608,643	\$ 629,937	\$ 651,976

Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	3,654	3,782	3,914	4,051	4,193
Tax on Grant and Tuition Revenue	-	-	-	-	-
Administrative Overhead	-	-	-	-	-
Subtotal Indirect Program Costs	\$ 3,654	\$ 3,782	\$ 3,914	\$ 4,051	\$ 4,193

Total Program Costs (Direct & Indirect)	\$ 571,844	\$ 591,850	\$ 612,557	\$ 633,988	\$ 656,169
---	-------------------	-------------------	-------------------	-------------------	-------------------

3. ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrolment (headcount)	10	13	15	15	15
Expected Enrolment (credit hours)	300	390	450	450	450

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)					
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees	-	-	-	-	-
Other revenue	-	-	-	-	-
Total Program Revenue	\$ -	\$ -	\$ -	\$ -	\$ -

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	\$ 560,643	\$ 580,265	\$ 600,575	\$ 621,595	\$ 643,351
Professional and Support Salaries (Appendix A)	7,308	7,563	7,828	8,102	8,386
Indirect Salaries (Appendix A)	3,654	3,782	3,914	4,051	4,193
Current/prior years surplus (carryover)	240	240	240	240	240
From Other Sources:					
Subtotal Existing Resources	\$ 571,844	\$ 591,850	\$ 612,557	\$ 633,988	\$ 656,169

SPPC Form

6. Program shortfall (surplus) (Program Costs -Program Revenue - Existing Resources)	\$ -	\$ -	\$ -	\$ -	\$ -
Internal Funds Requested through Strategic Allocation					
Funds Requested of the Provincial Government					
Balance (should be zero)	\$ -	\$ -	\$ -	\$ -	\$ -

Jeffrey Conquergood

October 19, 2020

Submitted by Faculty/School Budget Officer (signature)

Date

Reviewed by Graduate Studies Business Manager

(For graduate program submissions only)

Date

Chester Wojciechowski

October 19, 2020

Reviewed by University Budget Officer (signature)

Date

Average Salary Increase	3.5%
Average Benefits and Pay Levy	20%

Appendix A - Salary Expenses

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

NEW	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal New Academic Salaries	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Academic Salaries (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Professional and Support Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Professional and Support Staff (incl. BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Indirect Staff (Within your faculty/school)										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	\$ -	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Indirect Staff (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Total New Staff		<u>\$ -</u>		<u>\$ -</u>		<u>\$ -</u>		<u>\$ -</u>		<u>\$ -</u>

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

EXISTING (Within your faculty/school)	Year 1		Year 2		Year 3		Year 4		Year 5	
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	1.25	156,633	1.25	162,115	1.25	167,789	1.25	173,661	1.25	179,739
Assoc/Asst Professor or Senior Instructor	2.75	300,141	2.75	310,645	2.75	321,518	2.75	332,771	2.75	344,418
Lecturer/Instructor/Sessionals	0.28	10,429	0.28	10,794	0.28	11,172	0.28	11,563	0.28	11,968
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Academic Salaries	4.28	467,202	4.28	483,554	4.28	500,479	4.28	517,996	4.28	536,125
Benefits and Pay Levy		93,440		96,711		100,096		103,599		107,225
Total Existing Academic Salaries (including BPL)	4.28	\$ 560,643	4.28	\$ 580,265	4.28	\$ 600,575	4.28	\$ 621,595	4.28	\$ 643,351
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.10	6,090	0.10	6,303	0.10	6,523	0.10	6,752	0.10	6,988
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	0.10	6,090	0.10	6,303	0.10	6,523	0.10	6,752	0.10	6,988
Benefits and Pay Levy		1,218		1,261		1,305		1,350		1,398
Total Existing Professional and Support Staff (incl. BPL)	0.10	\$ 7,308	0.10	\$ 7,563	0.10	\$ 7,828	0.10	\$ 8,102	0.10	\$ 8,386
Indirect Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.05	3,045	0.05	3,151	0.05	3,262	0.05	3,376	0.05	3,494
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	0.05	3,045	0.05	3,151	0.05	3,262	0.05	3,376	0.05	3,494
Benefits and Pay Levy		609		630		652		675		699
Total Existing Indirect Staff (including BPL)	0.05	\$ 3,654	0.05	\$ 3,782	0.05	\$ 3,914	0.05	\$ 4,051	0.05	\$ 4,193
Total Existing Staff		\$ 571,604		\$ 591,610		\$ 612,317		\$ 633,748		\$ 655,929
GRAND TOTAL		\$ 571,604		\$ 591,610		\$ 612,317		\$ 633,748		\$ 655,929

App B - Operating Exp.

Appendix B - Operating Expenses

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

	<u>Direct Expenses</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
701BGT	Hospitality - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
704BGT	Printing and Duplicating - Budget	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
706BGT	Consumable Materials/Supplies Budget (includes computers)	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40
708BGT	Telecommunications - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
710BGT	Other Expenses (Nonconsumable) Budget	\$ -	\$ -	\$ -	\$ -	\$ -
713BGT	Insurance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
716BGT	Externally Contracted Serv - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
718BGT	Professional Fees - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
740BGT	Repairs and Maintenance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Direct Operating		\$ 240	\$ 240	\$ 240	\$ 240	\$ 240

Appendix C - Student Support

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
7700	Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -
7710	Bursaries	\$ -	\$ -	\$ -	\$ -	\$ -
7720	Awards					
Subtotal Operating		\$ -	\$ -	\$ -	\$ -	\$ -

Appendix D - Capital Costs

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Capital Item	Year 1			Year 2			Year 3			Year 4			Year 5		
	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total
Major Equipment	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Vehicles	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Renovations	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Furniture	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Other (<i>list</i>)			-			-			-			-			-
...															
Subtotal Operating		\$ -			\$ -			\$ -			\$ -			\$ -	

Appendix E - Tuition

Fee Increase

3.8%

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

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	10	13	15	15	15
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	300	390	450	450	450
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	\$ 132	\$ 137	\$ 142	\$ 147	\$ 153
Undergraduate		53,411	63,939	66,336	68,824
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	\$ -	\$ -	\$ -	\$ -	\$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	\$ -	\$ 53,411	\$ 63,939	\$ 66,336	\$ 68,824
• Continuing Fee - (enter annual continuing fee in yr 2)		\$ -	\$ -	\$ -	\$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)					
Field Trip Fees - (enter amount in applicable years)					
(Fee description/rate)					
..... (add as required)...					
..... (add as required)...					
Total Program/Course Specific Fees	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	\$ -	\$ 53,411	\$ 63,939	\$ 66,336	\$ 68,824
--	------	-----------	-----------	-----------	-----------

3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)					
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees (enter amount)					
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	\$ -	\$ -	\$ -	\$ -	\$ -

Operating Worksheet

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5
700BGT	Travel and Conferences	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
7001	Travel Academic					
7002	Travel Administration					
7003	Relocation					
7004	Staff Recruitment					
7005	Field Trips					
7006	Team Travel					
7007	Local Travel					
7009	Student Recruitment					
7010	Student Travel	100	100	100	100	100
7130	Airfare					
7131	Accommodation					
7132	Meals (Per Diem-No receipts)					
7133	Meals (with receipts)					
7134	Mileage (Km's)					
7135	Parking					
7136	Car Rental					
7137	Conference Registration					
7138	Taxis					
7139	Misc Travel/Incidentals					
7676	Hospitality					
704BGT	Printing and Duplicating - Budget	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
7040	Printing	100	100	100	100	100
7041	Copying					
706BGT	Consumable Materials/Supplies Budgt	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40
7060	Office Supplies	20	20	20	20	20
7061	Lab Supplies					
7062	Audio Visual Supplies					
7063	Agricultural Supplies					
7064	Safety Supplies	-	-	-	-	-
7065	Sports and Athletic Supplies					
7066	Books and Subscriptions					
7067	Other Supplies					
7068	Computing Supplies					
7069	Maintenance and Cleaning Supplies	20	20	20	20	20
7070	Dental Supplies					
7071	Equipment Foreign Operations					
7072	Supplies Foreign Operations					
708BGT	Telecommunications - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
7080	IST Telecommunications					
7082	Physical Plant Postage					
7085	Departmental Communications					

Operating Worksheet

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5
710BGT	Other Expenses (Nonconsumable) Budget	\$ -	\$ -	\$ -	\$ -	\$ -
7100	Affiliated Personnel Costs					
7101	Professional Development					
7102	Professional Memberships					
7103	Conferences/Events Hosted by U of M					
7104	Other Services					
7106	Bad Debts					
7107	Advertising and Promotion					
7108	Licenses and Permits					
7109	Software Maintenance					
7110	Staff Benefits					
7111	Other Non-Consumable Expenses					
7114	Internal Financing Expense					
7116	Internal Services Expense					
718BGT	Professional and External Services	\$ -	\$ -	\$ -	\$ -	\$ -
7160	Externally Contracted Services					
7180	Professional Fees					
7185	Investment Management Expenses					
740BGT	Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
7400	Equipment Repairs & Maintenance					
7401	Building Repairs & Maintenance					
7402	Equipment Rental					
7403	Grounds Maintenance					

University of Manitoba Libraries
Inter-Departmental Correspondence



Date: August 24, 2020

To: Prof. Jila Ghomeshi, Head, Department of Linguistics

From: Asako Yoshida, the Libraries

RE: Proposed Curriculum Change

Faculty	Arts
Department	Linguistics
Program	Undrgraduate Honours Program

Thank you for informing the Libraries of the change involving the calendar description with no content changes.

It is not expected that this will affect the Libraries' ability to continue to support the curriculum.

Courses for proposed Honours in Linguistics

All courses are 3 credit hours. None of the courses below are specific to the proposed Honours program. Honours students may take any LING courses that satisfy the program requirements.

LING 1000 Introduction to Linguistics

Introduction to the scientific study of human language. Basic principles of sound systems, word structure, sentence structure, and meaning across the languages of the world. May not be held with the former LING 1200.

LING 1010 Language in Context

Language as a communication system embedded in a particular geographical, historical, and social context. Psychological and neurological aspects of language. Acquisition of first and second languages. May not be held with the former LING 1200. Prerequisite: [a grade of "C" or better in LING 1000] or written consent of instructor.

LING 1310 Indigenous Languages of Manitoba

A survey of the linguistic structure, history, and current status of the languages and language families that are indigenous to Manitoba.

LING 1360 Languages of Canada

A survey of languages and linguistic problems encountered in North America, with particular attention to questions of relationship and classification. Examples will be drawn from both indigenous and immigrant languages.

LING 1440 Descriptive Grammar of Modern English

What are the criteria that are used to distinguish "good" from "bad" grammar? What are the rules we need to know in order to speak and write "properly"? In focusing on basic concepts in traditional grammar, this course reviews parts of speech, the English tense system, sentence types (e.g., active vs. passive), question formation and types of embedded clauses. It examines the rules of traditional grammar and explores the linguistic structures that lie behind the rules. This course is not intended for students learning English; it presupposes native or near-native competence in English. Not open to students who are currently enrolled in, or have previously obtained credit in LING 2400 or the former LING 2200.

LING 1460 Words

What is a word? How do the meanings and forms of words change over time? This course provides an introduction to the structure and history of words, with special attention to the origins of English vocabulary.

LING 1620 Language and the Media

The study of how language interacts with media. Investigation of the forms of language found in media discourse; how patterns in such language use contribute to recognizable media genres and styles; social themes and consequences that arise from media language.

LING 2100 Phonetics and Phonology

Fundamentals of the linguistic study of speech sounds. Exercises in phonetic transcription and phonological analysis in a variety of languages. May not be held with the former LING 1380 or the former LING 2420. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 2202 Multilingualism

Study of various aspects of multilingualism from a sociolinguistic perspective. The course will introduce concepts such as bilingualism, diglossia, pidgins and creoles, code-switching, language maintenance, language loss and language shift, language policy and planning, language revitalization, and linguistic landscape. Prerequisite: [a grade of "C" or better in LING 1010 or the former LING 1200] or written consent of instructor.

LING 2210 Language and Gender

An exploration of the multiple relationships between language and gender. How are gender differences manifested and perpetuated through language use? How are these differences acquired, and what do they reflect? How does gender interact with other factors such as class, sexual orientation, and ethnicity in language? May not be held with the former LING 1420.

LING 2330 Historical Linguistics

How languages change over time at all levels of linguistic structure. Methods for reconstructing earlier linguistic stages. Language families and linguistic prehistory. May not be held with the former LING 2640. Prerequisite: [a grade of "C" or better in LING 1010 or the former LING 1200] or written consent of instructor.

LING 2340 Language Endangerment

A survey of the causes and effects of language shift and language loss, as well as techniques for the documentation and revitalization of endangered languages. Students may not hold credit for both LING 2340 and the former LING 3820 when offered with the topic "Language Endangerment and Language Revitalization." Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 2400 Morphology and Syntax

Fundamentals of the linguistic study of the structure of words and sentences. Exercises in morphological and syntactic analysis in a variety of languages. May not be held with the former LING 2200 or the former LING 2460. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 2500 Semantics and Pragmatics

This course introduces students to basic theories of semantics and pragmatics, with application to the analysis of linguistic data. Topics covered include sense vs. reference, lexical relations, presupposition and topicality, participant roles, information structure, speech acts, metaphor, and metonymy. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 2600 Verbal Art

Puns, punchlines, slogans and the chant of the auctioneer are as much instances of verbal art as are rhetorical flourishes and formal literary structures. With spoken language as its major focus, this course draws on a variety of languages, sources and genres to study artistic and playful uses of language.

LING 2740 Interpretation Theory

A survey of interpretation theory, including specifics of language use and problems in the transfer of linguistic, cultural, and pragmatic information in interpretation, the interpreter's access to meaning, and the development of theories of interpretation. This course draws heavily on the field of ASL/English interpretation for illustration, but knowledge of ASL is not a requirement.

LING 2800 Communication Disorders

A general introduction to the major pathologies of speech, language and hearing as viewed against the background of normal linguistic structures and functions. The distinction between mechanically- and neurologically-based disorders is illustrated in terms of aetiology, diagnosis and approaches to treatment. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 2840 Anatomy of Speech Production

An intensive survey of the principal organs of speech and hearing, their embryology, and the general features of their evolutionary history. Some consideration will also be given to their pathological impairment. May not be held with the former LING 2830. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 2870 Neuroanatomy of Hearing and Speech

A survey of the structures of the central and peripheral nervous systems as they relate to the production and perception of speech and the processing of language. Includes a survey of linguistic aphasiology and a review of neurological deficits associated with abnormal language behaviour. May not be held with the former LING 2850. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 3110 Phonological Analysis

Key concepts in segmental and suprasegmental phonology. Emphasis on the development of skills in analysis and argumentation. Prerequisite: [a grade of "C" or better in LING 2100 or the former LING 2420] or written consent of instructor.

LING 3130 Acoustic Phonetics

The physical principles involved in the production, propagation and reception of sound. The subjective characteristics of sounds (loudness, pitch and quality) are related to their objective parameters (intensity, frequency and spectrum). The physical methods and the types of equipment used to analyze the basic physical properties of sounds will be demonstrated. May not be held with the former LING 2880. Prerequisite: [a grade of "C" or better in LING 2100 or the former LING 1380] or written consent of instructor.

LING 3210 Sociolinguistics

Study of the relationship between language and its social context. This course explores aspects of linguistic variation within and across speech communities, and considers language variation according to the socio-economic status, ethnicity, age, gender, and geographical distribution of its speakers. It will also cover other topics such as identity and ideology. May not be held with the former LING 2620. Prerequisite: [a grade of "C" or better in both LING 1010 (or the former LING 1200) and LING 2210 (or the former LING 1420)] or written consent of instructor.

LING 3310 Structure of a Specific Language

Every language has unique properties that deepen our overall understanding of linguistic structure. In this course, the phonology, morphology, and syntax of a specific language are systematically explored on the basis of field records and descriptions which have become classics. The language of study will vary from year to year. May not be held with the former LING 3200. Prerequisite: [a grade of "C" or better in each of LING 2100 (or the former LING 2420) and LING 2400 (or the former LING 2200)] or written consent of instructor.

LING 3320 Structure of an Algonquian Language

Introduction to the linguistic analysis of the languages of the Algonquian family through the in-depth study of the structure of a particular Algonquian language. The language of study will vary from year to year. Students may not hold credit for LING 3320 and any of: NATV 3222 or NATV 3224 or the former NATV 2320 or the former LING 3200 or the former LING 3820 when offered as "Structure of the Cree Language" or "Structure of the Ojibway Language." Prerequisite: [a grade of "C" or better in each of LING 2100 (or the former LING 2420) and LING 2400 (or the former LING 2200)] or written consent of instructor.

LING 3330 Structure of ASL

An examination of ASL as a signed, as opposed to spoken, language. Topics include phonetic, phonological, morphological and syntactic structures. May not be held with the former LING 3300. Prerequisite: [a grade of "C" or better in LING 2400 or the former LING 2200] or written consent of instructor.

LING 3340 ASL in Context

This course situates the structure and use of ASL in a broader context, drawing on perspectives from fields such as discourse analysis, cognitive linguistics, sociolinguistics, and language acquisition. May not be held with the former LING 3300. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

LING 3350 Language and Gesture

While it was once thought that gestures were more or less peripheral to language and were used in largely non-principled ways, current studies continue to build evidence that gesture is central to meaning construction. This course looks at current thought and theory regarding the role of gesture from an evolutionary perspective, as semantic and grammatical units, as co-speech elements, and in signed language. Students may not hold credit for both LING 3350 and LING 3840 when titled

"Language and Gesture." Prerequisite: [a grade of "C" or better in 9 credit hours of Linguistics courses] or written consent of instructor.

LING 3410 Syntactic Analysis

An exploration of problems in the structure of phrases and clauses, including typological variation and connections with morphology and semantics. Emphasis on the development of skills in analysis and argumentation. Prerequisite: [a grade of "C" or better in LING 2400 or the former LING 2200 or the former LING 2460] or written consent of instructor.

LING 3510 Cognitive Semantics

This course examines meaning from a cognitive linguistics viewpoint, including embodied meaning and embodied language, the 'viewer' and the thing being viewed, construal and image schemas, mental network and mental spaces theories, subjective and intersubjective meaning, metaphor and metonymy theory, and the role of language usage in building semantic knowledge. Prerequisite: [C+ or better in LING 2500 Semantics and Pragmatics] or written consent of instructor.

LING 3860 Child Language Development

The study of first language acquisition from infancy through childhood. Aspects of phonology, morphology, pragmatics and syntax acquisition are discussed, as well as formal theories of acquisition, second language and bilingual acquisition, atypical development and the relationship of language acquisition with literacy. Also offered as PSYC 3860. Students may not hold credit for LING 3860 and any of: PSYC 3860 or the former LING 2860 or the former PSYC 2860. Prerequisite: [a grade of "C" or better in

9 credit hours of Linguistics courses] or [a grade of "C" or better in PSYC 2290 or PSYC 2291] or written consent of department head.

LING 3880 Second Language Acquisition

Theories, methods, and findings concerning the various aspects of learning a second language. Examination of variables that impact second language acquisition and development. May not be held with the former LING 2720. Prerequisite: [a grade of "C" or better in LING 1010 or the former LING 1200] or written consent of instructor.

LING 4110 Phonological Theory

Contemporary approaches to the study of sound systems are introduced through the examination of selected phonological issues drawn from the primary research literature. May not be held with the former LING 3140. Prerequisite: [a grade of "C+" or better in LING 3110 or the former LING 2420] or written consent of instructor.

LING 4210 Language Variation and Change

The field of variationist sociolinguistics is introduced through a survey of the primary research literature and practical experience in methods of data collection and analysis. Prerequisite: [a grade of "C+" or better in LING 3210 or the former LING 2620] or written consent of instructor.

LING 4300 Field Methods

Working with a speaker of an unfamiliar (and, usually, unrecorded) language, students are apprenticed in the collection, analysis, and interpretation of raw data. May not be held with the former LING 3400. Prerequisite: [a grade of "C+" or better in both LING 3110 (or the former LING 2420) and LING 3410 (or the former LING 2200)] or written consent of instructor.

LING 4410 Syntactic Theory

The goals and tenets of contemporary syntactic theory are introduced through the examination of selected syntactic issues drawn from the primary research literature. May not be held with the former LING 3120. Prerequisite: [a grade of "C+" or better in LING 3410 or the former LING 2200] or written consent of instructor.

LING 4900 Research Methods in Linguistics

Training in the skills necessary for carrying out numerically oriented research in linguistics, including planning the research, understanding the data using statistical modelling, and reporting the results. Students may not hold credit for both LING 4900 and the former LING 3820 when offered with the topic "Research Methods." Prerequisite: [a grade of "C+" or better in 6 credit hours of Linguistics courses at the 3000 level] or written consent of instructor.

LING 4920 Topics in Linguistics

Topics of current interest in linguistics. Prerequisite: written consent of instructor. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

LING 4930 Topics in ASL

Topics of current interest in ASL linguistics. Prerequisite: written consent of instructor. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

LING 4940 Special Studies

Supervised study on a topic in linguistics. Prerequisite: written consent of instructor. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

Summary of course changes

Deletions (78 credit hours)

Course to be deleted	Comments
LING 1200 Introduction to Linguistics (6)	Split into LING 1000 and 1010
LING 1380 General Phonetics (3)	Replaced by LING 2100
LING 1420 Language and Gender (3)	Moved to 2000 level (LING 2210)
LING 2200 Syntax (6)	Replaced by LING 2400 (and 3410)
LING 2420 Phonology (3)	Replaced by LING 2100 (and 3110)
LING 2440 Analytic Techniques (3)	Replaced by LING 2100 and 2400
LING 2460 Morphology (3)	Replaced by LING 2400
LING 2620 Language in Society (3)	Moved to 3000 level & renamed (LING 3210)
LING 2640 Comparative Linguistics (3)	Renamed (LING 2330)
LING 2720 Applied Linguistics (3)	Moved to 3000 level & renamed (LING 3880)
LING 2830 Linguistic Anatomy & Physiology 1 (3)	Renamed (LING 2860)
LING 2850 Linguistic Anatomy & Physiology 2 (3)	Renamed (LING 2870)
LING 2880 Acoustic Phonetics Cr. Hrs. (3)	Moved to 3000 level (LING 3130)
LING 3120 Syntactic Theory (3)	Moved to 4000 level (LING 4410)
LING 3140 Phonological Theory (3)	Moved to 4000 level (LING 4110)
LING 3200 Structure of a non-Indoeuropean Language (6)	Shortened to 3ch & renamed (LING 3310)
LING 3300 Structure of ASL (6)	Split into LING 3330 and 3340
LING 3400 Field Methods (6)	Replaced by LING 4300 (already introduced)
LING 3820 Special Topics (3)	Moved to 4000 level (LING 4920)
LING 3840 Special Topics in ASL (3)	Moved to 4000 level (LING 4930)
LING 3920 Special Studies (3)	Moved to 4000 level (LING 4940)

Introductions (75 credit hours)

Course to be introduced	Comments
LING 1000 Introduction to Linguistics (3)	Replaces first half of LING 1200
LING 1010 Language in Context (3)	Replaces second half of LING 1200
LING 2100 Phonetics and Phonology (3)	Replaces LING 1380, 2420, 2440
LING 2210 Language and Gender (3)	Replaces LING 1420 (moved up a level)
LING 2330 Historical Linguistics (3)	Renamed from LING 2640
LING 2340 Language Endangerment (3)	New course (has often been offered as topic)

LING 2400 Morphology and Syntax (3)	Replaces LING 2200, 2440, 2460
LING 2860 Anatomy of Speech Production (3)	Renamed from LING 2830
LING 2870 Neuroanatomy of Hearing and Speech (3)	Renamed from LING 2850
LING 3110 Phonological Analysis (3)	Replaces advanced material in LING 2420
LING 3130 Acoustic Phonetics (3)	Replaces LING 2880 (moved up a level)
LING 3210 Sociolinguistics (3)	Replaces LING 2620 (moved up a level)
LING 3310 Structure of a Specific Language (3)	Shortened and renamed from LING 3200
LING 3320 Structure of an Algonquian Language (3)	New course (has often been offered as topic)
LING 3330 Structure of ASL (3)	Replaces first half of LING 3300
LING 3340 ASL in Context (3)	Replaces second half of LING 3300
LING 3410 Syntactic Analysis (3)	Replaces advanced material in LING 2200
LING 3880 Second Language Acquisition (3)	Replaces LING 2720 (moved up a level)
LING 4110 Phonological Theory (3)	Replaces LING 3140 (moved up a level)
LING 4210 Language Variation and Change (3)	New course
LING 4410 Syntactic Theory (3)	Replaces LING 3120 (moved up a level)
LING 4900 Research Methods in Linguistics (3)	New course (has often been offered as topic)
LING 4920 Topics in Linguistics (3)	Replaces LING 3820 (moved up a level)
LING 4930 Topics in ASL (3)	Replaces LING 3840 (moved up a level)
LING 4940 Special Studies (3)	Replaces LING 3920 (moved up a level)

Modifications

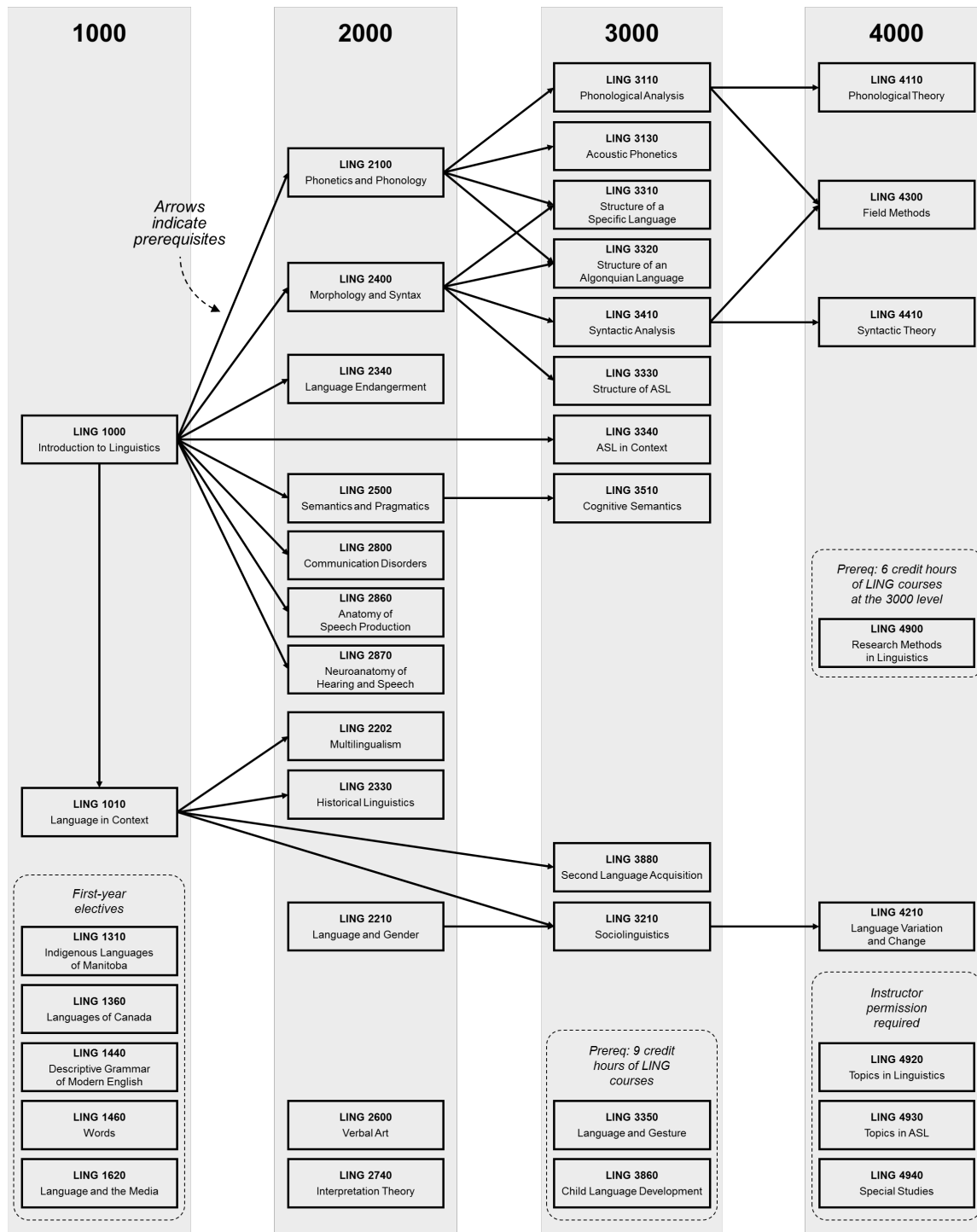
Course to be modified	Comments
LING 1440 Descriptive Grammar of Modern English (3)	Prerequisites updated
LING 2202 Multilingualism (3)	Prerequisites updated
LING 2500 Semantics and Pragmatics (3)	Prerequisites updated
LING 2600 Verbal Art (3)	Prerequisite removed
LING 2800 Communication Disorders (3)	Prerequisites updated
LING 3860 Language Acquisition (3)	Long title changed to match PSYC 3860
LING 4300 Field Methods (3)	Prerequisites updated

Net change in credit hours: -3

Transition plan

The new curriculum is proposed to begin in Fall 2021. Redundant existing courses are proposed to be deleted at the same time. The diagram below illustrates the complete set of undergraduate LING courses after the proposed deletions and introductions. Arrows between courses indicate prerequisites.

Proposed undergraduate Linguistics curriculum



Note that the course offerings at the 1000 level include several courses that do not serve as prerequisites for subsequent LING courses (LING 1310, 1360, 1440, 1460, 1620). All of these courses already exist; they are not part of the proposed changes to the program. These courses focus on specific language-related topics that are of general interest but are not core subfields of linguistics. They function as elective courses for students in various programs as well as a recruitment tool for the core Linguistics program.

Pathways to completion for continuing students. As the proposed new program requirements are more flexible than the existing requirements, we anticipate that most continuing students will complete their programs under the new requirements. In that case, the following substitutions can be made:

New requirement	Accommodation for former courses
LING 1000 and LING 1010	The former LING 1200 can be used in place of LING 1000 and LING 1010
Credit hours at the 1000 level	Can be satisfied by any current or former 1000-level LING courses
Credit hours at the 2000 level	Can be satisfied by any current or former 2000-level LING courses, as well as the former LING 1380
Credit hours at the 3000 level	Can be satisfied by any current or former 3000-level LING courses, as well as the former LING 2200, LING 2420, LING 2620, LING 2720, and LING 2880
Credit hours at the 4000 level	Can be satisfied by any current 4000-level LING courses, as well as the former LING 3120, LING 3140, LING 3400, LING 3820, LING 3840, and LING 3920
Must complete LING 2100	This requirement shall be deemed to be satisfied if the student has completed either the former LING 1380 or the former LING 2420
Must complete LING 2400	This requirement shall be deemed to be satisfied if the student has completed either the former LING 2200 or the former LING 2460

For continuing students who need to complete their program under the existing requirements, the following substitutions can be made:

Existing requirement	Accommodation for new courses
Core courses numbered at the 2000 level	Can be satisfied by the former core courses (LING 2200, LING 2420, LING 2440, LING 2460, LING 2640) and also by LING 2330, LING 3110, and LING 3410
Core courses numbered at the 3000 level	Can be satisfied by the former core courses (LING 3120, LING 3140, LING 3200, LING 3300, LING 3400, LING 3820, LING 3840) and also by LING 3310, LING 3320, LING 3330, LING 3340, and any 4000-level LING courses
One of LING 3200, 3300, 3400 (each 6ch)	Can also be satisfied by any six credit hours from LING 3310, LING 3320, LING 3330, LING 3340, or LING 4300
One of LING 3120 or 3140	Can also be satisfied by either LING 4110 or LING 4410

For continuing students in the joint program in Linguistics (U of M) and ASL/English Interpretation (RRC), the following substitutions can be made:

Existing requirement	New courses to be taken as substitute
LING 2200 (6ch)	Both LING 2400 (3ch) and LING 2500 (3ch)
LING 2460 (3ch)	Any one of LING 3350, LING 3410, LING 3510 (each 3ch)

LING 3300 (6ch)	Both LING 3330 (3ch) and LING 3340 (3ch)
LING 3840 (3ch)	LING 4930 (3ch)

Dissemination. Upon approval of the changes, a guide to the new curriculum and program requirements, based on the material above, will be circulated to Linguistics majors and minors and Arts academic advisors. In addition, one or more in-person or online question-and-answer sessions will be held.

Consultation with other units

The proposed changes affect the following units:

- Icelandic (deletion of LING 1200)
- Native Studies (introduction of LING 3320)
- RIC List (introduction of LING 1000 and LING 1010)

Statements of support from these units are attached to the forms for the relevant courses.

Linguistics Program charts and descriptions for Academic Calendar

- Note: a separate proposal has been submitted for new Single and Double Honours programs in Linguistics. The proposed Honours programs are included in the program charts below.

Added material

~~Deleted material~~

8.20.1 Program Information

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Honours Program

For entry to the Honours program see Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs.

Other

In addition to its core concentration in Linguistic Theory and Analysis and such other areas of study as Applied Linguistics, Verbal Arts, etc., Linguistics also offers:

A pre-professional concentration in Applied Linguistic Science, which will be of special interest to students planning a career in speech/language pathology; contact department general office for information; and

A program in American Sign Language/English Interpretation, offered jointly with Red River College; ~~see below for details.~~ This program is currently undergoing revisions; interested students should contact the department general office for information.

Students intending to Major in Linguistics are strongly encouraged to undertake the in-depth study of a second language.

8.20.2 Linguistics

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<u>SINGLE HONOURS TOTAL: 54 CREDIT HOURS</u>			
<u>LING 1000, LING 1010</u>	<ul style="list-style-type: none"> • <u>LING 2100</u> • <u>LING 2400</u> • <u>3 credit hours in Linguistics courses numbered at or above the 1000 level</u> • <u>12 credit hours in Linguistics courses numbered at or above the 2000 level</u> • <u>6 credit hours in ancillary options</u> • <u>3 credit hours in free options</u> 	<ul style="list-style-type: none"> • <u>15 credit hours in Linguistics courses numbered at or above the 3000 level</u> • <u>9 credit hours in ancillary options</u> • <u>6 credit hours in free options</u> 	<ul style="list-style-type: none"> • <u>12 credit hours in Linguistics courses numbered at the 4000 level</u> • <u>9 credit hours in ancillary options</u> • <u>9 credit hours in free options</u>

DOUBLE HONOURS TOTAL: 42 CREDIT HOURS			
<u>LING 1000, LING 1010</u>	<ul style="list-style-type: none">• <u>LING 2100</u>• <u>LING 2400</u>• <u>3 credit hours in Linguistics courses numbered at or above the 1000 level</u>• <u>6 credit hours in Linguistics courses numbered at or above the 2000 level</u>	<ul style="list-style-type: none">• <u>12 credit hours in Linguistics courses numbered at or above the 3000 level</u>	<ul style="list-style-type: none">• <u>9 credit hours in Linguistics courses numbered at the 4000 level</u>
	<ul style="list-style-type: none">• <u>36 credit hours in another Honours Field</u>• <u>6 credit hours in ancillary options</u>• <u>12 credit hours in free options</u>		
<p>NOTES:</p> <p>¹ Students are advised to take LING 1380 General Phonetics as early as possible in their program (ideally during their first year, in addition to LING 1200 Introduction to Linguistics) as this course is a prerequisite for many of the advanced courses.</p> <p>² Not all of the core courses listed below will necessarily be offered every year; this includes even those at the 2000 level which are prerequisites for courses at the 3000 level. Students intending to Major in Linguistics are advised to plan their programs well in advance, and to consult the Linguistics department at the beginning of each academic year.</p>			

Report of the Senate Committee on Curriculum and Course Changes on a proposal for a Bachelor of Arts (Honours) in Linguistics, Faculty of Arts

Preamble:

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. At its meeting on December 4, 2020, the SCCCC considered a proposal from the Faculty of Arts to establish a Bachelor of Arts (Honours) in Linguistics.
3. The Senate Planning and Priorities Committee also considered the proposal at its meeting on November 30, 2020.

Observations:

1. The proposed Bachelor of Arts (Honours) in Linguistics would be a four-year program that would require students to complete 120 credit hours of course work. Students would be able to complete either a B.A. (Single Honours) or B.A. (Double Honours) in Linguistics. Requirements for the Single Honours would include 54 credit hours of Linguistics courses, including at least 12 credit hours at the 4000- level, while the requirements for the Double Honours would include 42 credit hours in Linguistics, with at least 9 credit hours at the 4000- level. There would be no requirement for an Honours thesis. Other course requirements are outlined in section B-5 of the proposal.
2. The purpose of the program would be to provide advanced training in the core areas of linguistics, in order to prepare academically strong students for graduate studies in linguistics, postgraduate studies in speech-language pathology, or for employment in various fields, including high tech, entertainment, and gaming industries, interpretation and translation, and policy development related to bilingualism, heritage languages, and revitalization or maintenance of endangered languages, including Indigenous languages.
3. The program would also prepare graduates with strong writing, analysis, and argumentation skills, and specialized knowledge of linguistics.
4. The introduction of an Honours program would bring the Department’s curricula in line with linguistics programs offered at other institutions. It would also address demand from students, who would benefit by having the Honours credential when subsequently applying for admission to graduate and post-graduate programs.
5. Establishment of the program would not require the introduction of any new courses. The program would make use of existing courses, including several 4000- level courses recently introduced (May 13, December 2, 2020) for use in this program and other programs currently offered by the Department.
6. Projected enrolment in the first year is 10 students. The maximum seat capacity would be 10 - 15 students.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Arts (Honours) in Linguistics, in the Faculty of Arts.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

Report of the Senate Planning and Priorities Committee on a proposal for a Bachelor of Arts (Honours) in Linguistics, Faculty of Arts

Preamble:

1. The [terms of reference](#) of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC with making recommendations to Senate regarding proposed academic programs.
2. At its meeting on November 30, 2020, the SPPC considered a proposal from the Department of Linguistics, Faculty of Arts to establish a Bachelor of Arts (Honours) in Linguistics.

Observations:

1. The proposed Bachelor of Arts (Honours) in Linguistics would be a four-year program that would require students to complete 120 credit hours of course work. The proposed program would be the only B.A. (Honours) degree in Linguistics offered in the province.
2. The purpose of the program would be to provide advanced training in the core areas of linguistics in order to prepare academically strong students for graduate studies in linguistics, postgraduate studies in speech-language pathology, and for employment in various fields.
3. Many graduates of the program would subsequently complete graduate or postgraduate studies in the area of speech-language pathology at institutions outside of the province. The Department anticipates that many of these individuals would return to Manitoba, where there is significant demand for speech-language pathologists.

Graduates might also be employed in emerging areas in high tech, entertainment, and gaming industries; as interpreters and translators; or to develop policy on bilingualism, heritage language instruction, and the revitalization or maintenance of endangered languages, including Indigenous languages.
4. Projected enrolment for the first intake is 10 students. The maximum seat capacity would be 10 - 15 students. It is anticipated that this target would be met by Year 1. As students could apply to enter the program at any point after completing at least 24 credit hours, some continuing students currently pursuing either a B.A. (Single Advanced Major) or B.A. (Double Advanced Major) in Linguistics might elect to transfer to the Honours program in the first year it was offered.
5. No additional resources would be required to offer the program. The Department has sufficient teaching resources to deliver the program, with 7.67 FTE faculty members. At the meeting, the Faculty indicated a new 0.5 FTE faculty cross appointment had been made to the Department and would be in place by the next academic year. The program would not require the introduction of new courses but would make use of existing courses, including several 4000- level courses recently introduced (May 13, December 2, 2020) for use in this program and other programs currently offered by the Department. Together, the Department and the Faculty also have sufficient administrative and advising support.

6. The total cost of delivering the program would be \$700,324, in Year 4. Revenue to support the program would be derived from the following sources (as of Year 4):
 - tuition, which would generate \$66,336, assuming an enrolment of 15 students;
 - existing resources in the Faculty (\$633,988).
7. No additional resources would be required to offer the program, which would be funded using existing Faculty resources and tuition revenue. Revenues identified in observation 6 would be allocated to the items indicated below (figures are for Year 4):
 - salary and benefits for existing academic staff (\$621,595), including 1.25 FTE Professors, 2.75 FTE Associate or Assistant Professors or Senior Instructors, and 0.28 Lecturers, Instructors, or Sessional Instructors;
 - salary and benefits for existing support staff, including 0.1 FTE Professional and Support Staff (\$8,102) and 0.05 Indirect Staff (\$4,051);
 - operating expenses (\$240); and
 - administrative overhead (\$66,336).
8. The University Library indicated that the introduction of the program would not affect its ability to support the Linguistics curriculum.
9. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,¹ the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Arts (Honours) in Linguistics. The proposal is consistent with the University's strategic priority for Inspiring Minds and, specifically, the goal to maintain and support an appropriate range of liberal arts, science and professional programs. By providing academically strong students an opportunity to complete an advanced undergraduate degree and training in Linguistics, the program would contribute to an outstanding educational experience for these students.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Arts (Honours) in Linguistics, in the Faculty of Arts. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Professor David Watt, Chair
Senate Planning and Priorities Committee

¹ http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf

Report of the Senate Committee on Curriculum and Course Changes RE: Undergraduate Course Changes Beyond Nine Credit Hours in the School of Art

Preamble:

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. At its meetings on October 9 and December 4, 2020, the SCCCC considered course changes proposed by the School of Art.
3. The course changes were endorsed by the School Council of the School of Art at its meetings on December 5, 2019 and May 8, 2020.
4. The Senate Planning and Priorities Committee (SPPC) also considered the proposal at its meetings on September 28 and October 26, 2020.

Observations

1. The School of Art is proposing the introduction of eighteen (18) courses and the modification of ten (10) courses, as outlined in the attachments to this Report, for a net increase of fifty-seven (57) credit hours of course offerings.
2. The course introductions would lead to changes to the structure of the second and third years of the curriculum for the Bachelor of Fine Arts studio program, which would provide clearer pathways for students to complete the program. Many of the courses to be introduced would replace topics course sections, which the School has heavily relied on, since 2013, to offer the second- and third-year curricula.
3. The proposed course introductions, including through the naming-system used to establish course titles, would allow students who want to focus on a particular medium, for example, ceramics, painting, or sculpture, to clearly see and to follow the program progression in their area of interest. At the same time, the changes would also permit students wanting to establish themselves as interdisciplinary artists to make course selections across various disciplines. The proposed changes would also ensure students developed appropriate levels of skill, as they progressed through their courses and program.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve course changes proposed by the School of Art, effective September 1, 2021.

Respectfully submitted,
Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

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

Report of the Senate Planning and Priorities Committee RE: Undergraduate Course Changes Beyond Nine Credit Hours, School of Art

Preamble:

1. The [terms of reference](#) for Senate Planning and Priorities Committee (SPPC) charge the committee to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine credit hours.
2. At its meetings on September 28 and October 26, 2020, the SPPC considered a Report from the School Council of the School of Art concerning the introduction of eighteen (18) courses and the modification of ten (10) courses, with a net increase of 57 credit hours.
3. The Senate Committee on Curriculum and Course Changes considered the same proposal at its meetings on October 9 and December 4, 2020.

Observations:

1. The School of Art is proposing to introduce eighteen (18) courses and to modify ten (10) courses, as detailed in the attachments to this Report. The course introductions would result in a net increase of 57 credit hours of course offerings in the School.
2. The School has indicated that no additional resources would be required to deliver the eighteen new courses, many (13) of which were previously offered as topics course sections for several years.
3. The course introductions would lead to changes to the structure of the second and third years of the curriculum for the Bachelor of Fine Arts studio program, which would provide clearer pathways for students to complete the program.
4. No new Library resources would be required, as all of the new courses would be studio courses.
5. Based on its initial review of the proposal and discussions at the September 28th meeting, the SPPC asked the School to provide additional details on the teaching resources required to support the significant number of course introductions and to elaborate on its plans to hire several faculty over the next two years. The committee also asked the School to outline how its plan for hiring new faculty aligned with the curriculum changes to be achieved through the proposed course introductions.
6. The School's response was provided in a Statement of Resource Requirements, as detailed in the attachments to this Report. The School has indicated that it has sufficient resources to offer the proposed courses. The majority of the courses are currently offered as topic courses taught by Sessional Instructors; and the School plans to hire several new faculty to fill vacancies arising from recent retirements and who would offer some of the proposed courses.
7. Following the October 26th meeting and based on a request from the SPPC for additional details, the School indicated that, over the previous two years, there had been four faculty retirements. One new appointment for an Assistant Professor, in the area of Indigenous Art History, had recently been made, effective for July 1, 2021. A search for an Assistant Professor, in the area of Digital Media, had concluded and pending approval by the Board of

Governors would take effect July 1, 2021. Two additional positions for Assistant Professors would be advertised shortly. The areas of specialization would align with the proposed course introductions and associated curriculum changes. Two three-year Instructor-1 positions that were approaching the end of the term would be advertised as probationary Instructor-1 positions. The anticipated start date for these various appointments was July 1, 2021.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the Report of the Senate Planning and Priorities Committee concerning undergraduate course changes beyond nine credit hours, School of Art, effective September 1, 2021.

Respectfully submitted,

Prof. David Watt, Chair
Senate Planning and Priorities Committee

School of Art

Introductions:

STDO 2212 Intermediate Sculpture Cr. Hrs. 3 +3.0

The course explores sculptural practices at an intermediate level, developing skills in a variety of materials and media. The course will provide the opportunity for independent thought, conceptual growth and project planning and implementation. Prerequisites: (STDO 2210 and STDO 2214) or STDO 2690 when titled Mould Making.

STDO 2214 Mould Making Cr. Hrs. 3 +3.0

This course focuses on plaster as the primary mould making material. Students will have the opportunity to use other media in the projects they make from their moulds so long as it is something that can be released from the surface of the plaster. May not be held with STDO 2690 when titled Mould Making. Prerequisite: successful completion of 21 credit hours of 1000-level STDO courses.

STDO 2222 Intermediate Painting Cr. Hrs. 3 +3.0

A continuation of STDO 2220 Introduction to Painting this course provides focused technical instruction and opportunities to develop an individual painting practice. May not be held with STDO 3680 when titled Intermediate Painting. Prerequisite: STDO 2220.

STDO 2380 Intermediate Wheel-Throwing Cr. Hrs. 3 +3.0

The course builds on elements learned in STDO 2310 Beginning Wheel Throwing. Students will be taught the correct procedures for the further manipulation of wheel thrown cylinders. Emphasis will be on creating objects with spouts, lids, as well as multiples. Prerequisite: STDO 2310 or STDO 2690 when titled Beginning Wheel Throwing.

STDO 2420 Intermediate Film Photography Cr. Hrs. 3 +3.0

Students will explore aspects of analogue photography at the intermediate level, including photographing on medium-format film, printing on fibre paper, darkroom experimentation, and historical processes such as cyanotype printing. May not be held with STDO 2690 when titled Intermediate Film Photography or STDO 3680 when titled Intermediate Photo. Prerequisite: STDO 2400.

STDO 2430 Intermediate Digital Photography Cr. Hrs. 3 +3.0

This course will provide students with the ability to further advance their technical and conceptual abilities in digital photography. Prerequisite: STDO 2400.

STDO 3110 Projects in Sculpture Cr. Hrs. 3 +3.0

Advanced instruction and studio practice in sculpture with a focus on individual research and sustained, self-directed projects. May not be held with STDO 3680 when titled Projects in Sculpture. Prerequisite: STDO 2212.

STDO 3120 Projects in Painting Cr. Hrs. 3 +3.0

Advanced instruction and studio practice in painting with a focus on individual research and sustained, self-directed projects. May not be held with STDO 3680 when titled Self Directed Projects in Painting, Projects in Painting, or Independent Projects in Painting. Prerequisite: STDO 2220.

- STDO 3130 Projects in Ceramics Cr. Hrs. 3 +3.0
Advanced instruction and studio practice in ceramics with a focus on individual research and sustained, self-directed projects. May not be held with STDO 3680 when titled Independent Projects in Ceramics. Prerequisite: (STDO 3380 or STDO 3680 when titled Advanced Wheel Throwing with Clay) or (STDO 3390 or STDO 3680 when titled Advanced Hand Building with Clay).
- STDO 3140 Projects in Photography Cr. Hrs. 3 +3.0
Advanced instruction and studio practice in photography with a focus on individual research and sustained, self-directed projects. May not be held with STDO 3680 when titled Self Directed Projects in Photography or Independent Projects in Photography. Prerequisite: STDO 2400.
- STDO 3360 Ceramic Sculpture Cr. Hrs. 6 +6.0
This course investigates methods used to create large-scale clay forms and small-scale mixed-media works. Concept, material, and presentation will be the focus as paper clay, paper plaster moulds, reinforcement techniques, experimental surfaces, 3D digital fabrication methods, and presentation are investigated. May not be held with STDO 3680 when titled Ceramic Sculpture. Prerequisite: STDO 3390 or STDO 3680 when titled Advanced Hand Building with Clay.
- STDO 3422 Advanced Painting Cr. Hrs. 3 +3.0
A continuation of STDO 2222 Intermediate Painting with increasing emphasis on individual development, theory and use of expressive idioms. Prerequisite: STDO 2220.
- STDO 3462 Advanced Sculpture Cr. Hrs. 3 +3.0
The course explores sculptural practices at an advanced level, developing skills in a variety of materials and media at a self-determinate level. The course will provide the opportunity for independent thought, conceptual growth and project planning and implementation. May not be held with STDO 3680 when titled Topics in Advanced Sculpture. Prerequisite: STDO 2212.
- STDO 3482 Advanced Film Photography Cr. Hrs. 3 +3.0
Students will gain advanced techniques for artists using film photography, such as studio photography, artificial lighting, and large-format camera exposures and development. These major skills will be complemented by honing students' ability to resolve a photographic artwork through its most ideal presentation. Prerequisite: STDO 2400.
- STDO 3672 Special Topics in Design Cr. Hrs. 3 +3.0
Courses will provide opportunities for skill building, conceptual development and depth on topics of interest within the area of Design. This course can be completed as a topics course multiple times under different titles. Prerequisite: STDO 2640.
- STDO 3674 Special Topics in Printmaking Cr. Hrs. 3 +3.0
Course will provide opportunities for skill building, conceptual development and depth on topics of interest within the area of Printmaking. This course can be completed as a topics course multiple times under different titles. Prerequisite: 6 credit hours of STDO 2500 or STDO 2502 or STDO 2510 or STDO 2512 or STDO 2520 or STDO 2522 or STDO 2530 or STDO 2690 when titled Silkscreen Textiles or STDO 3680 when titled Relief and Monoprints.
- STDO 3686 Special Topics in Sculpture Cr. Hrs. 3 +3.0
Courses will provide opportunities for skill building, conceptual development and depth on topics of interest within the area of Sculpture. This course can be completed as a topics course multiple times under different titles. Prerequisite: STDO 2210.

STDO 3688 Special Topics in Ceramics Cr. Hrs. 3 +3.0
Courses will provide opportunities for skill building, conceptual development and depth on topics of interest within the area of Ceramics. This course can be completed as a topics course multiple times under different titles. Prerequisite: 6 credit hours from STDO 2214, STDO 2310, STDO 2320, or STDO 2690 when titled Beginning Wheel Throwing or Beginning Handbuilding with Clay.

Modifications:

STDO 2210 Introduction to Sculpture Cr. Hrs. 6 0.0
This course introduces materials, processes and ideas informing the making of contemporary sculptural practices. Prerequisite: Successful completion of 21 credit hours of 1000-level STDO courses.

STDO 2220 Introduction to Painting Cr. Hrs. 6 0.0
Basic instruction in oil painting and pictorial composition. Prerequisite: Successful completion of 21 credit hours of 1000-level STDO courses.

STDO 2310 Introduction to Wheel-Throwing Cr. Hrs. 3 0.0
This course will cover the basics of wheel throwing and gas kiln firing. Technical and conceptual content will be provided through a series of assigned projects. May not be held with STDO 2230. Prerequisite: Successful completion of 21 credit hours of 1000-level STDO courses.

STDO 2320 Introduction to Handbuilding Cr. Hrs. 3 0.0
This course will cover the basics of hand building with clay and electric kiln firing. Technical and conceptual content will be provided through a series of assigned projects. May not be held with STDO 2230. Prerequisite: Successful completion of 21 credit hours of 1000-level STDO courses.

STDO 2400 Introduction to Photography Cr. Hrs. 6 0.0
Introduction to the camera and photographic techniques with problems in creative visual expression. Prerequisite: Successful completion of 21 credit hours of 1000-level STDO courses.

STDO 2630 Introduction to Design Cr. Hrs. 3 0.0
An introduction to the creative use of design elements and principles applied to problems in Graphic Design. Prerequisite: Successful completion of 21 credit hours of 1000-level STDO courses.

STDO 2640 Intermediate Design Cr. Hrs. 3 0.0
A continuation of the investigation of the creative use of advanced design elements and principles applied to problems in Graphic Design. The course provides a grounding in the concepts, techniques and skills required to solve specific problems, develop a personal design process and acquire a deeper understanding of visual media. Prerequisite: STDO 2630.

STDO 3910 Projects in Design Cr. Hrs. 3 0.0
This course builds on students' abilities to solve graphic design problems in visual communications as developed in STDO 2640 Intermediate Design, and to increase the repertoire of design problems typically encountered in professional practice. Prerequisite: STDO 2630 and STDO 2640 and STDO 2662.

STDO 3920 Advanced Design Cr. Hrs. 3 0.0
This course builds on students' abilities to solve graphic design problems in visual communications as developed in STDO 2640 Intermediate Design, and to increase the repertoire of design problems typically encountered in professional practice. May not be held with the former STDO 3930. Prerequisite: STDO 3910.

STDO 4870 Visual Research Methods in Design Cr. Hrs. 3 0.0
An examination of the technologies and techniques of visual communication production with a focus on the concepts of business and production management. This studio course is a part of the graphic design area sequence. Prerequisites: (STDO 3910 or STDO 3920 or the former STDO 3930 or the former STDO 3940) and STDO 3950.

NET CHANGE IN CREDIT HOURS: +57.0

Report of the Senate Committee on Admissions concerning a proposal from the College of Rehabilitation Sciences to modify the admission requirements for the Bachelor of Respiratory Therapy degree program (2021.01.19)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The College of Rehabilitation Sciences is proposing an amendment to the admission requirements for the Bachelor of Respiratory Therapy degree program. The change calls for the addition of STAT 1150 as an acceptable pre-requisite in place of STAT 1000 for admission purposes.
3. The proposal was approved by the College of Rehabilitation Sciences College Council on November 2nd, 2020 and was endorsed by SCADM on January 19th, 2021.

Observations:

1. The College does not want to disadvantage students who have taken STAT 1150. The desired course content within STAT 1000 also exists within STAT 1150.
2. The Department of Statistics was consulted, and they are supportive of the change.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Respiratory Therapy degree program be approved effective for the Fall 2022 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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



Dec 14, 2020

To: Senate Committee on Admissions

From: Reg Urbanowski, Chair, College Council, College of Rehabilitation Sciences

Re: Statistics 1150 as a pre requisite – Bachelor of Respiratory Therapy

Description of the change

The Bachelor of Respiratory Therapy (BRT) Program has been in contact with the University of Manitoba Statistics Department regarding Statistics 1150: Introduction to Statistics and Computing. The statistics department advised that course content within Statistics 1000 exists within Statistics 1150. Based on this, the BRT program would like to introduce Statistics 1150 as a pre requisite to the BRT program. Applicants can choose to complete either STAT 1000 or STAT 1150 for program admission.

The current requirement is as follows:

All categories of applicants must successfully complete the following courses (or their equivalents as determined by the University of Manitoba):

	UNIVERSITY OF MANITOBA	UNIVERSITY OF WINNIPEG	BRANDON UNIVERSITY
Introductory Biology	BIOL 1020 and BIOL 1030 or BIOL 1000 and BIOL 1010	1115-3 and 1116-3	15.162 and 15.163
Introduction to Psychology OR Introduction to Sociology	PSYC 1200 OR SOC 1200	1000-6 OR 1101-6	82.160 and 82.161 OR 90.154 and 90.155
Basic Statistical Analysis I	STAT 1000	1501-3 or 1201-6	62.171

The BRT program would like to implement this change to ensure that students enrolled in STAT 1150 are not disadvantaged since they will be learning the same content/objectives as those enrolled in STAT 1000. The program is requesting that this be effective for the 2022/2023 admissions cycle. The BRT Admissions/Selections Committee and the BRT Council Committee approved this change. The CoRS College Council recommended for approval on Nov 2, 2020.

Consultation with other faculties

The program has been consultation with the Director of Enrolment Services for direction on this change. In addition, the program has connected with the Statistics department for support of this proposal (see letter attached).

Recommendation

The BRT program is requesting that STAT 1150 be added as a pre-requisite for program admission effective 2022-2023.

Thank you

Copy: Denise Mackey, Department Head, Respiratory Therapy

Encl.



Reg Urbanowski
Dean
College of Rehabilitation Sciences
Rady Faculty of Health Sciences



R118, 771 McDermot Ave. Winnipeg, Manitoba R3E 0T6
Tel: 204-318-5284 E-mail: Reg.Urbanowski@umanitoba.

January 27, 2021

Report of the Senate Committee on University Research Re: Proposal to Establish a Professorship in Lab-on-Chip Technology

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html
2. At its meeting on January 21, 2021, SCUR received for review, a proposal to establish a Professorship in Lab-on-Chip Technology.
3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) “In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University’s research programs, the Senate Committee on University Research shall recommend to Senate.”

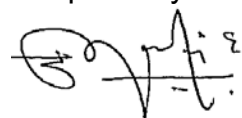
Observations:

1. The Faculty of Science has proposed a Professorship in Lab-on-Chip Technology.
2. The purpose of the Professorship is to allow for the development of “an internationally competitive research program in innovative lab-on-chip technologies at the University of Manitoba”, enable interdisciplinary training opportunities, and facilitate academic-industrial collaborations.
3. The Chair will be funded through a philanthropic gift from BWL Investments for a period of five years with a contribution of \$250,000 (\$50,000 per year).

Recommendation:

The Senate Committee on University Research recommends THAT: the Professorship in Lab-on-Chip Technology be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research.

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



**University
of Manitoba**

Office of the Provost and Vice-President (Academic)

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

Date: January 20, 2021

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

From: Janice Ristock, Provost and Vice-President (Academic)

Re: Proposal to Create a Professorship in Lab-on-Chip Technology

On behalf of the Department of Physics and Astronomy, Faculty of Science, Dr. Brian Mark has submitted a proposal to create a term-limited Professorship in Lab-on-Chip Technology. This Professorship aligns with the priorities of the Department, the Faculty, and the University and will support research in the area of innovative lab-on-chip technologies including the exploration of its application in physics, chemistry, engineering, life science, and medicine.

The policy on Chairs and Professorships specifies that:

- (1) Professorships are established to advance the University's academic goals and objectives;
- (2) Professorships be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Professorships shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Professorship shall be consistent with that unit;
- (4) The establishment of a Professorship normally shall not be tied to the appointment of a particular person. However, the Procedure allows for the Provost and Vice-President (Academic) to make an appointment to a Professorship without a search;
- (5) Individuals appointed to the Professorship shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Professorship shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Professorship satisfies all of the above requirements. In accordance with s.2.8 of the Procedure on Chairs and Professorships, I have approved an appointment. Funding will be derived from a philanthropic gift from BWL Investments for a period of five years with a total contribution of \$250,000 (\$50,000 contribution per year).

I support this proposal from the Faculty of Science and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

**PROPOSAL TO ESTABLISH A
PROFESSORSHIP IN LAB-ON-CHIP TECHNOLOGY
IN THE FACULTY OF SCIENCE AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY:

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

TYPE OF APPOINTMENT: Professorship

PROFESSORSHIP IN LAB-ON-CHIP TECHNOLOGY

PURPOSE AND OBJECTIVES OF PROFESSORSHIP:

The proposed professorship over the next five years will allow the professorship holder to concentrate on developing an internationally competitive research program in innovative lab-on-chip technologies at the University of Manitoba and exploring its applications in physics, chemistry, engineering, life science and medicine through interdisciplinary collaborations. While the application areas will be broad, the primary focuses should be on lab-on-chip based cell migration and trafficking research as well as lab-on-chip based point-of-care diagnosis for chronic diseases especially chronic kidney disease and chronic respiratory diseases. Other secondary focused areas can include lab-on-chip platforms for therapeutic applications such as drug discovery and regenerative medicine. Furthermore, the professorship will enable excellent interdisciplinary training opportunities for HQPs at different levels. Importantly, this proposed professorship will facilitate academic-industrial collaborations and partnerships to translate lab research into real-world applications. Finally, this proposed professorship may help to facilitate establishment and operation of a future Lab-on-Chip Innovation Centre at the University of Manitoba.

RELATIONSHIP TO THE PROPOSING UNIT

The Department of Physics and Astronomy in the Faculty of Science has a long history of exceptionally strong research in areas of biological and medical physics. The enhanced profile and opportunities that this professorship brings with it are aligned directly with the long-term strategic goals and priorities of the Faculty of Science and the Department of Physics and Astronomy.

THE METHOD BY WHICH THE PROFESSORSHIP WILL BE FUNDED:

The Professorship will be annually funded through a philanthropic gift from BWL Investments for a period of five years with a contribution of \$250,000 (\$50,000 per year). Of the annual support provided by the fellowship, 20% (based on the Professorship holder's salary) will be directed to the Faculty of Science Dean's office and the Department of Physics and Astronomy to pay for sessional costs related to teaching relief (up to 3 undergraduate courses (3 ch each) over each 2 year period) and other appropriate expenses, including additional research support to the Professorship holder.

The remaining annual funds will directly support the research of the Professorship holder. The Faculty of Science will pay the salary and benefits of Professorship holder during the tenure of the Professorship. The Professorship holder will not receive a stipend.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE PROFESSORSHIP

In accordance with the policy and procedures for establishing chairs at the University of Manitoba, individuals appointed to the Professorship shall have the following qualifications:

- History of excellence in research as evidenced in high quality research output, successful and promising research projects and programs, and significant contributions to the academic community at the local, national, and/or international level.
- A Ph.D. in Physics or other relevant fields to the research area of this proposed professorship.
- Demonstrated academic records and achievements at the level of a tenured full professor or equivalent.
- Demonstrated research records and achievements in lab-on-chip technology development and its broad applications.
- Demonstrated research records and achievements in applying lab-on-chip technologies for immune cell migration, cancer and stem cell research, and point-of-care diagnosis of chronic diseases are strongly preferred.
- Demonstrated ability and record of teaching courses at the undergraduate and graduate level in physics and biophysics. Ability to teach specialized topics directly related to this proposed professorship such as microfluidics and its applications is strongly preferred.

TERM OF APPOINTMENT:

The term of the appointment will be for five years. The renewal of the appointment for additional terms, conditional upon available funds, will occur in the final year of the term subject to a successful review of the incumbent's performance to be led by the Faculty of Science Dean's Office in consultation with the Head of the Department of Physics and Astronomy.

PERFORMANCE REVIEW

A successful performance review will provide evidence of a strong record of knowledge generation and communication, research funding, student and HQP training, collaboration, and leadership.

1. Knowledge Generation/Communication.

The Professorship holder is expected to demonstrate research impact through:

a) Publications – Demonstrate evidence of sustained creation and dissemination of new knowledge relevant to the field of the Professorship in peer reviewed journals, through intellectual property and other appropriate venues.

b) Presentations – Evidence of presentations and engaged communications to appropriate venues such as academic, professional, industry and other constituents of the stakeholder community on a regular basis.

2. Research Funding.

The Professorship holder is expected to attract additional research funding necessary to support a growing research group of students, HQP and collaborators.

3. Training.

The Professorship holder is expected to create an environment that will attract, develop and retain students, trainees and outstanding future researchers in the area of chair. The Professorship holder should demonstrate successful and sustained supervision of research trainees, and mentor them to successful outcomes following graduation.

4. Collaborations.

The Professorship holder is expected to build networks of collaborations within the institution, nationally, and internationally. These should be both within academia and, as appropriate, with other sectors (government, private and non-profit).

5. Leadership.

The Professorship holder is expected to engage in broader intellectual leadership activities at national/international levels that have impact on the field. Considerations are: leading a national network, national facility or small network, service on scientific peer review committees, memberships on committees, boards, or policy-making bodies with government or the private sector; work within or with community or not-for-profit organizations; honorary awards, knowledge translation and/or creation of intellectual property.

6. The Professorship holder is expected to sustain a reasonable commitment to teaching less the teaching relief described above.

OTHER PROVISIONS:

1. The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.
2. An appointment has been approved by the Provost per section 2.8 of the Chairs and Professorships Procedure.

3. The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
4. The individual appointed will acknowledge that they hold the Professorship at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.