

Minutes of a meeting of Senate held on the above date at 1:30 p.m. Remotely via Zoom Video Conference

Members Present

Dr. D. Barnard, Chair
 Dr. C. Adams
 Prof. A. Alessi-Severini
 Prof. J. Anderson
 Mr. J. Asaminew
 Mr. A. Azeez
 Prof. M. Ballard
 Dean S. Baum
 Ms. L. Best
 Prof. R. Biscontri
 Dr. J. Blatz
 Prof. P. Blunden
 Prof. N. Boorberg
 Prof. O. Botar
 Rectrice S. Bouffard
 Prof. T. Chen
 Prof. N. Cicek
 Prof. G. Clark
 Prof. S. Clark
 Mr. M. Colley
 Dr. C. Cook
 Mr. G. Cruise
 Ms. J. Dela Cruz
 Prof. S. Dhingra
 Mrs. O. Dingwall
 Prof. M. Domaratzki
 Mr. Wm. Dowie
 Dean N. Dyck
 Prof. E. Eftekharpour
 Mr. D. Erickson
 Prof. A. Farrell-Morneau
 Prof. R. Field
 Prof. C. Figley
 Prof. J. Frank
 Prof. M. Gabbert
 Prof. M. Garcia-Holguera
 Mr. M. Garrett
 Mr. T. Gibbes
 Ms. A. Ginter
 Dean N. Halden
 Prof. E. Haque
 Prof. G. Hicks

Prof. D. Ireland
 Dean G. Jacoby
 Dr. D. Jayas
 Prof. I. Jeffrey
 Ms. L. Johnson
 Dean E. Jurkowski
 Ms. E. Kalo
 Mr. J. Kearsey
 Prof. J. Lavoie
 Ms. M.-L. Lê
 Prof. D. Lobb
 Prof. K. MacKendrick
 Prof. M. McKenzie
 Prof. D. Mackey
 Chancellor A. Mahon
 Prof. K. Main
 Prof. S. Mallory-Hill
 Dean D. Mandzuk
 Prof. C. Miller
 Ms. C. Neilson
 Mr. D. Ness
 Ms. M. Nguy
 Prof. K. Nixon
 Ms. L. O'Hara
 Prof. D. Oliver
 Prof. S. Passmore
 Prof. J. Peeler
 Mr. B. Petrelli
 Ms. S. Phillips
 Mr. E. Podaima
 Dean B. Postl
 Prof. G. Prehna
 Dean L. Raman-Wilms
 Prof. A. Raouf
 Prof. M. Rastegar
 Prof. T. Reeve
 Dr. J. Ristock
 Ms. J. Ritchie
 Ms. H. Ritter
 Ms. G. Romund
 Dean. M. Scanlon
 Ms. L. Schnarr
 Prof. A. Schultz
 Prof. K. Scott
 Mr. M. Shaw
 Acting Dean L. Simard

Prof. C. Simonot-Maiello
 Ms. L. Slegers
 Ms. H. Smeltzer
 Prof. M. Smith
 Mr. G. Sobie
 Prof. J. Sorensen
 Prof. R. Souleymanov
 Prof. V. Sparks
 Mr. R. Talukder
 Prof. M. Tamtik
 Ms. J. Tanner
 Dean J. Taylor
 Prof. G. Thompson
 Prof. G. Tranmer
 Prof. C. Trott
 Prof. J. van Lierop
 Prof. D. Walker
 Dean M. Yellow Bird
 Ms. L. Zapshala-Kelln
 Mr. J. Leclerc,
 University Secretary
 Dr. S. Coyston,
 Recording Secretary

Assessors Present

Mr. J. Adams
 Dr. J. Doering
 Dr. D. Hiebert-Murphy
 Prof. R. Lastra
 Mr. N. Marnoch
 Dr. T. Mondor
 Ms. S. Sekander
 Prof. G. Smith
 Ms. K. Smith
 Dr. M. Torchia
 Prof. X. Wang
 Prof. D. Watt

Regrets

Dean J. Beddoes
 Prof. T. Bone
 Very Rev. R. Bozyk
 Prof. R. Currie

Ms. C. Dika
 Dr. G. Glavin
 Ms. S. Penner
 Prof. S. Prentice
 Dr. D. Stewart
 Dean R. Urbanowski
 Ms. B. Usick

Absent

Prof. C. Anderson
 Dean D. Brown
 Ms. R. Calotes
 Ms. S. Cameron
 Prof. T. Ivanco
 Dean A. Kelekis-Cholakis
 Prof. R. Koop
 Ms. N. Lam
 Mr. A. Morakis
 Prof. Q. Mujawar
 Mr. E. Teklemariam
 Ms. E. Thomas
 Ms. S. Tombindo
 Mr. C. Villa
 Mr. P. Wheatley

Also Present

Ms. N. Andrew
 Ms. H. Campbell
 Ms. C. Davidson
 Prof. M. Edwards
 Ms. S. Foster
 Ms. P. Gareau
 Ms. J. Hepburn
 Prof. B. Howatt
 Dr. J. Keselman
 Mr. J. Lebois
 Ms. K. McQuarrie-Smith
 Mr. J. Montgomery
 Prof. N. Sepehri
 Ms. V. Shantz
 Dr. D. Smith
 Ms. J. Striemer

Prof. S. Teetzel
Prof. K. Thiessen
Ms. P. Trupish
Ms. S. Utsunomiya
Ms. M. Watson
Ms. M. Yoshida
Dr. V. Zeran

The Chair informed Senate that the Speaker of the Senate Executive Committee was Dean Ed Jurkowski, Desautels Faculty of Music.

The Chair welcomed newly elected and re-elected Senators.

The Chair informed Senate that it was the final Senate meeting for Dean Beddoes, Faculty of Architecture and Price Faculty of Engineering, Dean Halden, Clayton H. Riddell Faculty of Environment, Earth, and Resources, Dean Mandzuk, in his capacity as Dean Faculty of Education, and Dean Taylor, in his capacity as Acting Director, School of Art. The Chair thanked them for their service on Senate and to the University.

Mr. Leclerc, University Secretary, remarked that it was President Barnard's final meeting as the Chair of Senate and as President. He offered the following reflections on Dr. Barnard's tenure in these roles.

Thank you, David. I wanted to take express our gratitude for your leadership of this body and dedication to the University and its members. I welcome Dr. Keselman, Provost Emeritus, who had joined the meeting to wish President Barnard well.

I wanted to say a few words on my own behalf. I recall my first meetings with you in the fall 2007, when you were a candidate for President. In particular, I remember a Sunday morning that you and Gursh and I spent together, when I was touring you around the Bannaytne and Fort Garry Campuses between interviews and answering your questions about the University. What struck me in that time together was your thoughtful desire to make sure that, if you came here, you would be able to make a difference as President of the University and, as that morning and those weeks went on, your emerging excitement for what was possible in working here with us and working together with the University of Manitoba community. If we fast forward almost thirteen years, I can say that without a doubt you have made a difference and always embraced the possibility of the situation. As Chair of Senate, you always treated this body and its responsibilities with great respect. You have encouraged open discussion and debate, and have presided over our deliberations with fairness and good humour. You believe in the importance of collegial, collective decision-making and have demonstrated that throughout your presidency. You have always said that the opportunity to come together and collegially discuss matters makes us all do better work. On behalf of those of us who are engaged in the work of collegial governance at the University, thank you.

On a personal note, I would like to thank you for your support for the work I have done over your time as President. You have always been trusting, encouraging, and affirming. I appreciate that you always gave me the room to grow while never being too far away with encouraging words and with sage advice and perspective. Remembering back on those first meetings with you back in 2007, I remember the first poem you read in my presence and it was the poem *Largesse*, by Micheal O'Siadhail. The first two stanzas of that poem have resonated with me since:

The generous sink into traces they leave in us,
In tiers of personality, gestures, words we use,

Flashbacks to small confirmations, that hand lain
On a shoulder. The generous are still a glow within.

Thank you for always being a generous leader and colleague. Congratulations on a job well done and thank you for being a generous and passionate voice for promoting our collective work.

Mr. Leclerc invited several Senators to offer tributes to President Barnard.

Chancellor Mahon offered the following remarks:

I am very pleased and want to give thanks for the opportunity to give tribute to you today. I asked Chancellor Emeritus Harvey Sectar, who served as Chancellor for nine years with you, for his thoughts, so I will speak first to what he said. Chancellor Emeritus Sectar said one of your many legacies will be the significant difference you have made enabling the connection of the University to the greater community. Three highlights he expressed to me were, firstly, the way you have helped the University to connect to the Indigenous community. He cited your apology, the first by a university President after the Truth and Reconciliation Commission, instituting the Vice-President (Indigenous) role at the University, and securing the National Centre for Truth and Reconciliation and its archives on our campus. He also spoke to an increase in the geographical connection between the University and the greater community, including through the creation of the stadium (IG Field), the rapid transit route, the Southwood Lands purchase, and the forthcoming Taché Arts Centre. Through these, you have helped to create an opportunity for engagement between our greater community and the community at the University of Manitoba. Finally, Chancellor Emeritus Sectar cited the huge success of the Front and Centre Campaign. With your commitment and with support from Mr. Kearsey, Vice-President (External), staff, and others at the University, the campaign had surpassed the projected and hopeful target. As a result, you are leaving the University of Manitoba community feeling it is a more integrated part of Winnipeg and the province.

Speaking for myself, three legacies I have seen you engage and create, in my first year as Chancellor, are the commissioning of the report on senior Indigenous leadership at the University (*University of Manitoba Indigenous Senior Leadership: Report and Recommendations to the Provost and Vice-President (Academic)*) and the sexual violence report (*Responding to Sexual Violence, Harassment & Discrimination at the University of Manitoba: A Path Forward*). I feel this is giving power and voice to people who are possibly disempowered on our community campus and that those reports will have a long rippling effect and hopefully will bring about empowerment. Like Chancellor Emeritus Sectar, I believe that the institution of the role of Vice-President (Indigenous) and the hiring of the very capable Dr. Cook will be something that will hopefully put our University in the position of continuing to lead in that vein. It is very important that there be an Indigenous person in a position of senior leadership. As well, you and your senior administration have done heroic efforts when it comes to the pandemic. Everyone has had to face this, no one has had a choice. It has been a significant, never-before-seen event that you have had to lead the University through during your last four months as President. I would like to salute and to say thank you, David, marsee, merci, chi-miigwech, kinanaskomitin.

Dr. Ristock, Provost and Vice-President (Academic) offered the following remarks:

I am very pleased to be able to say a few remarks about our President, David Barnard. It is fair to say that his twelve years in office have spanned many years of significant

change. In Senate, under your presidency, we have seen the introduction of a range of new academic programs for our students, including peace and conflict studies, human rights, finance, a Master of Social Work in Indigenous Knowledges, and jazz, just to name a few. We have seen changes in the way we have organized ourselves, including the establishment of a Faculty of Health Sciences that promotes interprofessional health training for our students, and the recent creation of a new position and office of a Vice-President (Indigenous). For me, personally, David's statement of apology to the Truth and Reconciliation Commission stands out as a testament to his leadership. That apology set a tone for the years that have followed, one in which we as a community have become increasingly focused on reconciliation with Indigenous peoples and have become more aware of the responsibility that this University has not only in redressing past wrongs, but in contributing to a decolonized future.

Many of you here today likely know David best through his role as Chair of Senate. Over the years, we have seen both brief and lengthy discussions at Senate. Some of our interactions that have been light-hearted, while some debates have been challenging and more heavily-charged. All of this, has taken place within a context in which it has been extremely clear that David, our Chair, believes that this system of collegial governance is the way academic decisions should be made; that colleagues should work together to decide what to include in our teaching programs, in our policies, and in our research initiatives. This strongly-held value of collegial governance has underpinned our discussions about everything from contracts with external organizations to specific academic program delivery issues to the concept of academic freedom itself. Personally, I have been grateful that this University has had a President for whom pursuing changes in academic direction without engaging with Senate would be antithetical to his values.

Your principles are what drew me to want to be part of your leadership team. Since 2016 when I became Provost, I have had the privilege of working with David more closely and I have come to know him on a more personal level and I will share a few observations of things you might not be aware of. You may not be aware, for example, that David spends time, one-on-one, with our students who are facing very real challenges. I have been with him as he has sat with students, hearing from them about their experiences with racism, with transphobia, and with sexual violence; and he always listens carefully and shares his genuine empathy. What you may not see is what he does privately, like his annual challenge to the members of the Board of Governors to donate to the Student Food Bank; funds that he then personally matches. I have had people ask me what David is like and I think he is best described as a Renaissance man. He has a diversity of interests that he pursues with great enthusiasm that are far flung from his discipline of computer science. You may not know that he is an avid guitar student and possibly an even more avid collector of guitars. During his presidency, he also somehow found time to pursue a Master of Law degree. He reads voraciously, everything from mystery novels to books about higher education and leadership. And, who here has not been present for one of his readings of poetry? This in particular has been a defining characteristic of David's presidency. It conveys his desire to share poetic ideas in order to cut through the noise of the moment and have us go deeper to foster greater understanding and create connections among people.

In closing, David, it has been a pleasure to work with you and for you. I think I can speak on behalf of my colleagues on Senate to say thank you for your leadership and significant contributions. We wish you and Gursh all the best in your next adventure.

Dean Halden, Clayton H. Riddell Faculty of Environment, Earth, and Resources, as Senior Dean of the University, offered the following remarks:

David, it would never have occurred to me that I would be saying thank you to you at Senate on behalf of the deans, in a setting from a science fiction movie. It is times like these that human contact is most missed; even if your first question to me at a Gimli retreat many years ago was why did I always seem to keep my arms crossed in front of me? Yes, we Scots have long memories. My earliest sense of you was that you were someone dedicated to the academic enterprise and your words “the people and the cause are good” struck a chord. Along the way you set the tone. It is a good tone, one that is straightforward, honest, and one that everyone can grasp, because it is true.

You have changed the heart, soul, and prospects of the University. Others have already spoken well to the Front and Centre Campaign and how it has permanently altered our campus and the lives of our students and professors. The advancement of Indigenous achievement is taking major steps as a result of your personal leadership and example. The future holds both promise and excitement.

Echoing earlier remarks, you have put the University of Manitoba squarely on the map. Forty years ago, when I first arrived here, the University was viewed off in the distance from Pembina Highway behind fields of sheep. The Bison gym was the biggest thing on campus. Now you can see the stadium from the Perimeter Highway knowing that is where the University of Manitoba is located. With the Active Living Centre at the intersection of Dafoe and University Crescent you can sense the energy of a busy community that will grow all the more with Southwood and rapid transit development. The University of Manitoba is more connected to Winnipeg than it has ever been. On the world map I won't forget the day in your office when the decision was made to compete in the Canada Excellence Research Chair program. Historically the University has been historically shy about promoting itself, but the sense of challenge and excitement around taking on an idea from good to great was more palpable that day. We built on strengths that had been accumulating for about twenty years and gave the flywheel one more extra push. You set your own sights high and set ours high as well.

As you know over the years I have read many rocks, but I have to admit to having read little poetry. However, I have appreciated your thought provocations because contrary to popular myth I actually like people. These exercises you have put us through stretch our emotional and philosophical muscles in ways that we are not used to, but perhaps more importantly they also provide us with important insight in to your sense of purpose and your humanity. Thank you, David for all that you have done for the University of Manitoba.

Professor Gabbert, Faculty of Arts, offered the following remarks:

David, it's hard to believe that in a couple of months it will be twelve years since you first chaired a meeting of Senate. Of those who were in the room on September 3, 2008, only a handful are still in Senate today. Like me they may remember that your first official word in that meeting was "colleagues". As I did, they might have thought, well this is a very encouraging opener. As it turns out, I doubt there has ever been a meeting where you were in the chair and have not explicitly reminded us, as well as yourself, that we are all "colleagues". The word, of course, means co-workers or, more precisely, persons of the same profession. In the University, though, we think immediately of collegial

governance. It's one of the things that makes the University a workplace unlike any other. Senate and its committees are uniquely the arena in which the President engages in the collegial process. Taken together with academic freedom, collegial governance puts the President in the awkward position of having a huge amount of responsibility, but something rather less than the powers of an ordinary CEO in the private sector. Not only that, the President is expected to cultivate this very same collegial relationship, never mind the complications that it can have for carrying out executive responsibilities. Indeed, encouraging collegiality is an essential task that comes with the territory. Of course, as the collegium deliberates and debates and votes and recommends, there are winners and losers. As a result, some colleagues are likely to be more or less happy and others more or less upset with the results of collegial debate. And unlike in other public and private institutions, in the University those who lose are perfectly entitled to continue publicly criticizing the decision that was taken.

In these years of your presidency we've had a lot of collegial discussion, debate and disagreement. One thinks of our debates about the creation of the Faculty of Health Sciences; over what to do about the difficulties in the Department of Economics; how to deal with academic freedom questions in our affiliated faith based institutions; what sort of terms upon which to continue our relations with Navitas; how to manage the issues eventually taken up by the Cooper Commission; what to do about the properties of the former golf course; what the strategic plan should contain; and what the content of the respectful workplace policy should be. More recently, of course, there has been the pandemic; and not so long ago, there was the challenge of restructuring the academic year in the aftermath of the faculty strike. In short, it has not always been easy to be the chair of Senate and the chair of the Senate Executive Committee. But in all these controversies, David, you have encouraged and supported our participation. You have continuously called us your colleagues and, more to the point, you have treated us like colleagues. You have been able reliably to convey your continuing warm regard for us and this has made it much easier to say what we think in these sometimes difficult discussions.

So much of the willingness of colleagues to carry out their collegial duties depends on the manner and the character of the person at the front of the room. To get that right takes a lot of emotional self-possession and steadiness. Failing that, the often considerable challenges of collegial debate and conflict are made worse. The inevitable emotional wear and tear becomes more problematic. The willingness of colleagues to participate becomes less certain. In all the many meetings of Senate and its committees that I have attended over these years, I have never felt that the room was toxic or that an objection or concern was ruled out in advance. Nor was an issue brushed aside simply because it came up at the spur of the moment, without warning. This achievement of yours is a matter of both personal character and commitment to principle. It is not a quality that reveals itself in some metric, or in the details of a strategic plan, or the results of a fundraising campaign. Yet this rare quality is absolutely essential to healthy academic life. I'm sure I speak for my colleagues here today when I say that this has been a major contribution to our work together and that we are enormously grateful for it. We shall certainly miss you, David; and we shall think of you with great affection and respect. We wish you the very best in all your future endeavors.

There was a round of applause for President Barnard.

President Barnard thanked all of those who offered remarks. He indicated he would respond to those at the end of the meeting.

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II ELECTION OF SENATE REPRESENTATIVE

1. To the Senate Executive Committee Page 6

The Chair said one Senator was to be elected from among members elected by faculty and school councils for the balance of a term, from July 1, 2020 to May 31, 2021, to replace Professor Austin-Smith whose term on Senate had ended.

The University Secretary opened nominations.

On motions duly moved and seconded, Professor Souleymanov, Faculty of Social Work, and Professor John Anderson, Faculty of Science, were nominated.

On a motion duly moved and seconded, nominations were closed.

Following a secret ballot vote, Professor Souleymanov was declared **ELECTED** to the Senate Executive Committee for the balance of a term, from July 1, 2020 to May 31, 2021.

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Senate Committee on Curriculum and Course Changes (Addendum to Report of April 30, 2020) Page 7

2. Modification of the Certificate in Applied Management, Division of Extended Education Page 8

3. Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: BFAR Statements, Departments City Planning, Native Studies Page 61

4. Reports of the Faculty Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

a) RE: Department of Biochemistry and Medical Genetics Page 73

b) RE: Faculty of Kinesiology and Recreation Management Page 75

Dean Jurkowski MOVED, on behalf of the Senate Executive Committee, THAT Senate approve the:

- **Report of the Senate Committee on Curriculum and Course Changes (Addendum to Report of April 30, 2020);**
- **Modification of the Certificate in Applied Management, Division of Extended Education;**

- **Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: BFAR Statements, Departments of City Planning and Native Studies;**
- **Reports of the Faculty Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes**
 - **RE: Department of Biochemistry and Medical Genetics;**
 - **RE: Faculty of Kinesiology and Recreation Management.**

CARRIED

IV MATTERS FORWARDED FOR INFORMATION

1. In Memoriam: Professor Cliff Eyland

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Professor Botar offered a tribute for Professor Cliff Eyland who had joined the School of Art in 1998 as Professor of painting and Director-Curator of Gallery One One One. He represented the School on Senate for many years and had played an instrumental role in the establishment of the Master of Fine Art program. Professor Eyland was an influential and generous teacher and mentor, who promoted the work of up-and-coming artists. He was a prolific and skilled artist who produced thousands of his paintings and drawings in the format of library catalogue cards. His strong association with libraries and archives was reflected in major public art commissions from several libraries, including the Millennium Library, and in artist residencies at the National Gallery of Canada Library and Archives, in Ottawa, Ontario, and the Library of the New Schools University in New York, New York. Professor Eyland exhibited widely, including at the National Gallery of Canada, the Art Gallery of Ontario, the Art Gallery of Nova Scotia, and the Winnipeg Art Gallery.

2. In Memoriam: Reverend Dr. Egil Grislis

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Professor MacKendrick offered a tribute for Reverend Dr. Egil Grislis. Professor Emeritus Grislis (2009) held an appointment in the Department of Religion, Faculty of Arts, for thirty-one years. He was a superb teacher and a Luther scholar of international reputation. Dr. Grislis also published extensively on, and edited the work of, Richard Hooker. He was the recipient of four honorary degrees, including one from St. John's College, outreach and graduate teaching awards, and, in 1998, was recognized by the Sixteenth Century Conference as a Fellow of Early Modern Studies.

Professor MacKendrick said Dr. Grislis would be remembered by colleagues and students as a kind and thoughtful person filled with stories of the love of learning. His students and colleagues continued to share his stories and to pass on what they had learned. Professor MacKendrick said he would remember Dr. Grislis with his books, his office of a maze of bookshelves all built by hand, at the end of which labyrinth one would find a friendly face, a scholar working at a desk, and a supportive colleague with sage advice and the wisdom of experience. He observed that the work and successes of Dr. Grislis made research such as his

own possible and for this, he and his colleagues extended to Dr. Grislis a debt of thanks.

3. **Report of the Senate Committee on Awards [May 14, 2020]** Page 81
4. **Report of the Senate Committee on Academic Review** Page 90
RE: Annual Report on the Status of Academic Program
Reviews and Accredited Programs, May 1, 2019 –
April 30, 2020
5. **Report of the Senate Committee on University Research** Page 98
RE: Establishment of C-19 Wild Research Group, Clayton H.
Riddell Faculty of Environment, Earth, and Resources
6. **Correspondence from President and Vice-Chancellor**
 - a) **Request for Extension of Suspension of Admissions** Page 101
to Programs: B.Sc.(Maj.) and B.Sc.(Hons.) in
Biotechnology, P.B.Dip. in Agrology, Integrated
B.Mus./B.Ed., P.B.Cert. in Applied Leadership

President Barnard reminded Senate that, under the *Admission Targets* policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation with the dean or director and with Senate and the Board of Governors, subject to the provisions of the provincial *Programs of Study Regulation*. He asked if Senators had any questions or comments concerning a request to extend the suspension of admissions to the programs listed below, for the reasons indicated in the memo from Dr. Mondor (dated May 11, 2020).

- Bachelor of Science (Honours) and Bachelor of Science (Major) in Biotechnology;
- Post-baccalaureate Diploma in Agrology
- Integrated Bachelor of Music/Bachelor of Education
- Post-baccalaureate Certificated in Applied Leadership.

Senate did not raise any concerns regarding the request.

- b) **RE: Request to Revise Admission Target, Bachelor of** Page 105
Commerce (Honours), I.H. Asper School of Business,
President's Approval

V **REPORT OF THE PRESIDENT**

1. **President's Reports**
 - a) **May 19, 2020** Page 106
 - b) **June 24, 2020** Page 117

2. **Taking Our Place: University of Manitoba Strategic Plan, 2015-2020 Final Report** (for information)

Page 129

President Barnard said he was pleased to bring the final report on the *Taking Our Place: University of Manitoba Strategic Plan 2015-2020* to Senate. Over the previous five years, the University had made many important advances, as reflected in the *Final Report*. President Barnard recalled that *Taking Our Place* had been developed as a community, with broad engagement and input and it reflected the breadth and depth of the mission of the University. He remarked that, while the *Final Report* was presented by the President and the Provost, the accomplishments documented reflect the collective efforts of faculty and staff across the University who had brought the plan to life. President Barnard said he was proud of all that the University had been able to accomplish together.

President Barnard remarked that there was always more to be done and, in the upcoming year, work would be done on developing new plans. He expressed his hope that this *Final Report* would allow the University community to reflect on all that had been accomplished and to celebrate the progress made. President Barnard thanked all those who were involved in the development of this comprehensive report.

3. **Updates to the Respectful Work and Learning Environment (RWLE) and Sexual Assault Policies**

Ms. Zapshala-Kelln said the University was committed to providing all members of its community with a safe environment in which to learn, teach, work, and live, including by creating a campus free from all forms of harassment, discrimination, and sexual violence. All members of the University have a role to play in addressing these things and ensuring a safe work and learning environment. The *Respectful Work and Learning Environment (RWLE)* and *Sexual Assault* policies and the related *RWLE and Sexual Assault* procedure were to be updated, to make these expectations clear, to provide members of the University community with the tools they need to speak up and to act, and to ensure individuals who either experience harassment, discrimination, or sexual violence, or who receive a disclosure are properly supported. Ms. Zapshala-Kelln said the University wanted to ensure individuals who had experienced harassment, discrimination, or sexual violence, were treated with dignity, compassion and respect and had their rights respected. The University was also required to treat anyone accused of engaging in prohibited conduct with procedural fairness. Together, the revised policies and their procedure would set out a comprehensive process for responding to disclosures of prohibited behaviour, so all members of the University community would understand their rights and obligations, and ensure compliance with provincial legislation, including *The Advanced Education Administration Act*, *The Workplace Safety and Health Act*, and *The Human Rights Code*.

Ms. Zapshala-Kelln said the creation, administration, and ongoing revision of the policies involved the hard work of many faculty, students, and staff. She thanked those who had contributed, including, in particular, the Co-Chairs of the policy review committee, Ms. Schnarr, Vice-Provost (Students), and Ms. Andrew, Associate Vice-President (Fair Practices and Legal Affairs) and General Counsel.

Ms. Schnarr said part of her responsibility as Vice-Provost (Students) was to support and promote a community that embraced equity, diversity, and inclusion and recognized the dignity of all people. Members of the University community, including every student and employee, were entitled to a respectful work and learning environment that was free from harassment, discrimination, and sexual violence. In an effort to achieve this goal, the University had created the *RWLE* and *Sexual Assault* policies and the *RWLE and Sexual Assault* procedure. The policies and procedure required regular review and revision, to ensure they were effective, conformed with best practices, were compliant with legislation, and met the needs of community members. The *RWLE and Sexual Assault Policies* Advisory Committee, which undertook the review, comprised staff, students, and faculty, and was Co-Chaired by the Vice-Provost (Students) and the Associate Vice-President (Fair Practices and Legal Affairs). The Advisory Committee had completed extensive research on applicable legislation and legal principles, reviewed practices at other U15 universities, and considered the University's collective bargaining agreements. It had undertaken extensive consultations with community members through an online feedback website, in person, targeted consultation sessions, community townhalls, and through written requests for feedback. Diversity and representation had been prioritized and feedback had been sought from a variety of groups and areas at both campuses. The Advisory Committee had received 124 unique responses through the online feedback website and had spoken with nearly 260 community members representing 28 diverse stakeholder groups. Feedback and suggestions received had informed changes to the policies and also had informed the University on adapting practices in other areas.

Ms. Schnarr said the revised policies included changes based on recommendations in the report, *Responding to Sexual Violence, Harassment & Discrimination at the University of Manitoba: A Path Forward (the Path Forward Report)*. The Advisory Committee was aware that several recommendations were yet to be integrated and was looking forward to undertaking that work with the University community. Ms. Schnarr said she and Ms. Andrew were grateful to all who had engaged thoughtfully in the review process. They also recognized the work of Ms. Gottheil, formerly the Vice-Provost (Students), and Ms. Gruber, formerly the Human Rights and Conflict Management Officer, who had Co-Chaired the Advisory Committee from 2017 - 2019.

Ms. Andrew made a presentation on *Policy Changes: Updates to the Respectful Work and Learning Environment and Sexual Assault Policies*. A copy of the presentation is appended to the minutes of the meeting.

Ms. Andrew briefly reviewed the Advisory Committee's goals for the policy review, including to: undertake research into best practices, particularly in the Canadian context; integrate legal advice, to ensure compliance with legislation; receive broad feedback; provide clarity regarding the rights and responsibilities of members of the University community.

Ms. Andrew said feedback was received not only on policy content but on connected issues of education and training, desired legislative changes, and accessibility of the policy content. Consultations occurred with various stakeholders. In addition to those noted by Ms. Schnarr, consultations had

occurred with: faculty, including through Provost's Council and the Dean's Council, Rady Faculty of Health Sciences; student groups, including the University of Manitoba Students' Union Board of Directors and the Inner City Student Council; staff groups, including the Local Area Health and Safety Committee and residence staff; groups with perspectives on intersectionality, including Indigenous, LGBTQ, women's, and international student groups, and groups representing community members with disabilities; and the University of Manitoba Faculty Association.

Ms. Andrew briefly reviewed key changes to the policies and related procedure, including to rename the *Sexual Assault* policy as the *Sexual Violence* policy, to better align with definitions and obligations imposed by legislation. Sexual harassment and sexual assault would be removed from the *RWLE* policy and would be dealt with under the *Sexual Violence* policy. The *RWLE and Sexual Assault* procedure would be renamed as the *Disclosures and Complaints* procedure, based on feedback received concerning the name of the document. The various documents would be revised to:

- clarify how a community member might choose to tell the University about something that had happened;
- update the definition of consent, to ensure clarity that consent must be active and ongoing;
- add intersectionality, as a defined term, to the guiding principles, to reflect the University's commitment to advancing equity, diversity, and inclusion;
- increase emphasis on protections from reprisals for those who come forward.

The revised documents would also clarify that "disclosure" meant telling someone and receiving support, which might include academic or workplace accommodations, as well as more direct supports, such as student counselling. A disclosure would not necessarily result in further action. A "formal complaint" would result in support being provided and would also lead to a formal action, which might include interim measures such as safety planning, campus restrictions, or changes to class or work schedules. A formal complaint might also lead to an investigation, a finding of fact, and possible discipline, which might be corrective, mitigative, or restorative.

Ms. Andrew said the revised *Sexual Violence* policy would clarify the purpose of the policy, given a question frequently asked during community consultations regarding why the University, rather than the police, would receive and investigate sexual violence disclosures. The University did not have power to obtain or compel evidence, but it could provide safety planning and protective measures in its education and work environments. It was also obligated by provincial legislation to have robust protocols in place to address sexual violence. The guiding principles would recognize the role of societal factors on sexual violence, including that intersectionality had impacts on sexual violence risk factors and outcomes, to direct commitments by the University and the responsibilities of members of the University community. Requirements for annual reporting would be improved, to ensure the information collected could be used to identify needs and make good decisions moving forward.

Ms. Andrew reviewed key changes to be made to the *Disclosures and Complaints* procedure, including to explicitly include, and to explicate, an informal resolution process, including options for mediation, conflict coaching, and facilitative dialogue. The revised procedure would also: expand upon interim measures, which involved temporary changes to work, learning, and living environments imposed by the University while a matter was being resolved; give emphasis to trauma-informed practice; explicitly prohibit cross-examinations; no longer limit the period for filing a complaint; introduce an amnesty clause for community members who disclose substance abuse. Ms. Andrew said, in response to concerns raised by community members, the revised procedure would attempt to balance expectations and legal obligations for confidentiality by, in rare cases, providing for the disclosure of limited information where a group, department, or faculty was impacted by a matter or an investigation.

Ms. Andrew said recommendations 18 through 20 in the *Path Forward Report*, which concerned the banning of intimate relationships between teaching staff and students, and recommendation 32, which concerned mandatory reporting for individuals in supervisory positions, would not be addressed in the current set of revisions to the policies and procedures, as these required further significant clarification and community consultations, to be properly implemented. The Path Forward Implementation Committee would be guiding these consultations and the implementation of these recommendations.

Ms. Andrew said the revised policies and procedure would be forwarded to the Board of Governors in September 2020, for approval.

VI QUESTION PERIOD

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

No questions were received.

VII CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 13, 2020

On page 27, the recommendation was revised to read as follows, for consistency with the language used in the Final Report:

THAT Senate approve a revised instrument for Student Ratings of Instruction, as described in the *Final Report and Recommendations, Teaching and Course Evaluation Review Sub-committee*, effective upon Senate approval.

Dean Taylor MOVED, seconded by Professor M. Smith, THAT the minutes of the Senate meeting held on May 13, 2020 be approved as amended.

CARRIED

VIII BUSINESS ARISING FROM THE MINUTES - none

**IX REPORTS OF THE SENATE EXECUTIVE COMMITTEE
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

1. Reports of the Senate Executive Committee

a) June 10, 2020 Page 245

Dean Jurkowski reported that the Senate Executive committee had held its regular monthly meeting on June 10, 2020. At the meeting, the committee approved two Special Summer Senate Meetings, to be held on August 5th and September 2nd, as detailed in the Attachment to the Report. Other comments of the committee accompany the reports on which they were made.

b) Approvals by Senate Executive on behalf of Senate during the Emergency Period (May 6 – May 27, 2020) Page 247

Dean Jurkowski recalled that, at a Special Meeting of Senate on March 16, 2020, Senate had delegated its approval authority to the Senate Executive Committee for academic matters arising during the emergency period arising from the COVID-19 pandemic. At several Special Meetings of Senate Executive, the committee had approved those items outlined in agenda item IX (1) (b) Approvals by Senate Executive on behalf of Senate during the Emergency Period (May 6 – May 27, 2020).

2. Report of the Senate Planning and Priorities Committee

Professor Watt said the Senate Planning and Priorities Committee (SPPC) had not met as scheduled on May 25th, as no items of business had been received. He thanked members of the committee for the work they had done so well over the Senate year.

**X REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**

**1. Report of the Faculty Council of the Faculty of Education
RE: Modification of Program Requirements and Academic
Regulations for the Post-baccalaureate Diploma in Education**

**a) Report of the Senate Committee on Curriculum
and Course Changes Page 249**

Professor Smith said the Senate Committee on Curriculum and Course Changes (SCCCC) had met on May 14, 2020, to consider a proposal from the Faculty of Education to modify the program requirements and academic regulations for the Post-baccalaureate Diploma in Education. The objectives for the changes were to allow educators to undertake broader and deeper studies in education, at the undergraduate level, and to address advanced practices not taught in the Bachelor of Education degree or at the graduate level. The Faculty was proposing to increase the required number of credit hours of 5000- level courses taken from the

Faculty of Education, from 12 to 18 credit hours, and to reduce the maximum number of credit hours of courses below the 5000- level from 18 to 12 credit hours.

Professor Smith said the Faculty was proposing to require that the 18 credit hours of 5000- level courses must be met using courses taken from the Faculty of Education at the University of Manitoba. Based on the advice from SCCCC, the Faculty was also proposing to introduce a residence requirement, as detailed in the Report.

b) Report of the Senate Committee on Instruction and Evaluation Page 251

Dr. Torchia said the Senate Committee on Instruction and Evaluation (SCIE) had met on May 14, 2020, to discuss the same proposal, including editorial revisions to the regulation on *Transfer of Credit*, which would clarify that courses completed toward the Certificate in Adult and Continuing Education, offered by the Division of Extended Education, may be available for credit toward the P.B.D.E. program.

Dr. Torchia said SCIE was recommending the proposal to Senate.

Professor G. Smith MOVED, on behalf of the committees, THAT Senate approve the Reports of the Senate Committees on Curriculum and Course Changes and Instruction and Evaluation, concerning modifications to the program requirements and academic regulations for the Post-baccalaureate Diploma in Education, Faculty of Education, effective September 1, 2022.

CARRIED

**2. Undergraduate Course Changes Beyond Nine Credit Hours
RE: Faculty of Law**

a) Report of the Senate Committee on Curriculum and Course Changes Page 255

Professor Smith said that, at its meetings on March 31 and May 14, 2020, the SCCCC considered course and curriculum changes proposed by the Faculty of Law. The Faculty was proposing to delete one course, to introduce twelve courses, and to modify the title of one course. The overall number of credit hours offered by the Faculty would increase by 34 credit hours. The twelve new courses were being introduced in order to regularize courses successfully offered for many years under topics course numbers. The Faculty was also proposing program modifications that followed from the course changes, including changes to lists of elective courses.

Professor Smith said the SCCCC was recommending the course and curriculum changes proposed by the Faculty of Law to Senate.

b) Report of the Senate Planning and Priorities Committee Page 256

Professor Watt said that, at its meeting on February 24, 2020, the SPPC had considered and endorsed the same proposal from the Faculty of Law, to introduce a net increase of 34 credit hours of course offerings. The Faculty would delete one course and introduce twelve courses. No additional resources were needed, as most of the courses had been offered as topics courses for more than five years with strong enrolments. The Library had indicated it could support the course introductions with its current collections.

Professor Watt MOVED, on behalf of the committees, THAT Senate approve undergraduate curriculum changes and course changes beyond nine credit hours in the Faculty of Law, effective Fall 2020.

CARRIED

**3. Report of the College Council of the College of Nursing Page 264
RE: Delivery of the Bachelor of Nursing Program to a Collaborative University College of the North Cohort**

Dean Dyck said the College of Nursing and the University College of the North (UCN) were proud of their twenty-two-year partnership, for the collaborative delivery of the University of Manitoba's Bachelor of Nursing program in The Pas and Thompson, Manitoba. She acknowledged Dr. Smith, Vice-President (Academic and Research), Dr. Zeran, Dean, Health, Services, and Prof. Howatt, Nursing Program Coordinator, UCN, who had joined the meeting as guests. Dean Dyck informed the committee that, in 2018, when the two institutions engaged in a process to renew the legal agreement concerning the delivery of the B.N. program at The Pas and Thompson, it became apparent that, other than a letter of notification to Senate (September 4, 1996), the structure of the program delivery at UCN had not been approved by Senate, which had been an oversight. In 1996, the province closed the Diploma in Nursing programs and announced a new Nursing education strategy. The Faculty of Nursing, at the University of Manitoba, was at the centre of this strategy and was called upon to establish multiple partnerships for the delivery of the B.N. program in Manitoba, including at Brandon University, Red River College, and Keewatin Community College, which is now UCN. In order to address the oversight, the College of Nursing had prepared the current proposal, to formally approve the partnership. In order to promote alignment with the Senate proposal, a legal agreement has been negotiated concurrently.

Referring to the proposal, Dean Dyck said no curriculum changes were proposed. The same B.N. curriculum would be delivered at all three sites, including the University of Manitoba (UM), in Winnipeg, and at the UCN locations at The Pas and Thompson. The academic and non-academic policies of the UM would apply to students in the Collaborative UCN Cohort. Select UCN non-academic policies (Appendix C) would also apply to students in this Cohort. Application, admission, and registration processes would be managed through the UM and student information related to the Collaborative UCN Cohort would be shared with UCN. Students would be charged UM tuition, student fees, and

laboratory fees, which would be collected by UM through its admissions process. The legal agreement sets out the process for remittance of tuition revenue to UCN.

Dean Dyck said the College of Nursing had received accreditation from the College of Registered Nurses of Manitoba for five years, and, in November 2020, the College would engage in a national accreditation review process.

a) **Report of the Senate Committee on Admissions** Page 299

Ms. Schnarr said the Senate Committee on Admissions (SCADM) had considered a proposal to establish an admission category for the University College of the North Cohort, as set out in the Appendix D of the proposal. The admission requirements would be the same as those for the regular admission category, with the exception that applicants who applied to the UCN Cohort must have completed at least 18 credit hours in Year 1 of the B.N. program while physically residing in Northern Manitoba. Any spaces allocated for the UCN Cohort admission category that were unfilled would be redistributed to the regular applicant pool.

b) **Report of the Senate Committee on Instruction and Evaluation** Page 300

Dr. Torchia said that, at its meetings on September 25, 2019 and May 14, 2020, SCIE had considered a proposed regulation on *Transfer to an Alternate Delivery Site*, which would allow students who were in good academic standing to apply to transfer to an alternate delivery site within the B.N. program. The committee had also considered revisions to the *Professional Unsuitability Bylaw* for the B.N. program, including: the addition of a reference to being under the influence of cannabis; changes to membership of the Professional Unsuitability Committee (PUC); and revisions to section 3.01, which related to the handling of anonymous allegations, for alignment with similar bylaws for other professional programs at the University. Dr. Torchia noted, in particular, that the final phrase in section 3.01 (i) would be revised to define anonymous materials as authorship that has not been disclosed to both the PUC and the student. Proposed changes to the hearing procedures included the introduction of provisions for the Dean to provide the PUC and the student with additional relevant material to support the grounds for a hearing and for the Chair of the PUC to permit hearings to be conducted by teleconference or other video or electronic means or at one of the three program delivery sites, including Winnipeg, The Pas, or Thompson.

Dr. Torchia said SCIE was recommending the proposal to Senate.

Dean Dyck MOVED, seconded by Professor Schultz, THAT Senate approve a proposal from the College of Nursing to establish the delivery of the Bachelor of Nursing program to a Collaborative University College of the North Cohort, which also entails (i) the establishment of a Collaborative University College of the North (UCN) Cohort admissions category, (ii) the introduction of a

regulation concerning *Transfer to an Alternate Delivery Site* within the Bachelor of Nursing Program, and (ii) revisions to the *Professional Unsuitability Bylaw* for the Bachelor of Nursing, effective for the Fall 2021 intake.

CARRIED

4. **Reports of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes**

a) **RE: Revised Academic Guide, Faculty of Graduate Studies**

Page 302

Acting Dean Simard said proposed changes to the Academic Guide for 2020-2021 were primarily editorial ones intended to provide clarity. She called attention to two specific changes, including the addition of descriptions for (i) GRAD 7300 – Research Integrity Online Course, which is a mandatory course and a Faculty of Graduate Studies BFAR requirement and (ii) the Graduate Focus on Aging Concentration, which would allow graduate students to declare that their coursework and program were focused on aging.

Acting Dean Simard MOVED, seconded by Dean Mandzuk, THAT Senate approve the Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes concerning revisions to the Academic Guide, Faculty of Graduate Studies, effective Fall 2020.

CARRIED

b) **RE: Closure of Diploma in Population Health, Department of Community Health Sciences**

Page 357

Acting Dean Simard said the Department of Community Health Sciences was proposing to close the Diploma in Population Health. There were no students currently enrolled in the program. Following a review of its curricula and extensive consultations internally, the Department had determined that students would be better served by preceding to the Master of Population Health, which had been created subsequent to the Diploma program.

Acting Dean Simard MOVED, seconded by Professor Lavoie, THAT Senate approve the Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes concerning the closure of the Diploma in Population Health, Department of Community Health Sciences.

CARRIED

c) **RE: Department of Biosystems Engineering, Proposal for Graduate Specialization in Engineering Education**

Page 372

Acting Dean Simard said the Department of Biosystems Engineering was proposing to introduce a Graduate Specialization in Engineering

Education, which would be open to Doctoral students in the Department. The program would require the completion of 12 credit hours of courses at the 7000- level or higher. The courses were previously approved by Senate (November 6, 2019).

Acting Dean Simard MOVED, seconded by Professor Oliver, THAT Senate approve the Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes concerning a proposal for a Graduate Specialization in Engineering Education, Department of Biosystems Engineering, effective for the next available term.

CARRIED

- d) **RE: College of Pharmacy, Proposal for Concentration in Pharmacoepidemiology** Page 392

Acting Dean Simard said the College of Pharmacy was proposing to introduce a thesis-based Pharmacoepidemiology concentration, which would be open to students in the Master of Science and Doctor of Philosophy in Pharmacy, who would be required to complete 15 and 12 credit hours, respectively, including two 3 credit hour, discipline-specific courses that would be introduced as part of the program proposal.

Acting Dean Simard MOVED, seconded by Professor Raouf, THAT Senate approve the Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes concerning a proposal for a concentration in Pharmacoepidemiology, College of Pharmacy, effective for the next available term.

CARRIED

- e) **RE: College of Dentistry** Page 409
- f) **RE: Faculty of Education** Page 416
- g) **RE: Faculty of Engineering, M.Sc., Ph.D. in Biomedical Engineering** Page 427
- h) **RE: Department of Community Health Sciences** Page 434
- i) **RE: Department of Electrical and Computer Engineering** Page 458
- j) **RE: Department of Food and Human Nutritional Sciences** Page 460
- k) **RE: Faculty of Graduate Studies, Individual Interdisciplinary Studies** Page 499
- l) **RE: Department of Linguistics** Page 520
- m) **RE: Department of Medical Microbiology and Infectious Diseases** Page 523

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|----|--|----------|
| n) | <u>RE: Natural Resources Institute</u> | Page 542 |
| o) | <u>RE: College of Nursing</u> | Page 548 |
| p) | <u>RE: Department of Political Studies</u> | Page 562 |
| q) | <u>RE: Department of Preventive Dental Sciences</u> | Page 587 |
| r) | <u>RE: Department of Psychology</u> | Page 594 |

Acting Dean Simard said the Faculty of Graduate Studies was bringing forward changes to supplemental regulations for graduate programs in fourteen units. The majority of revisions were of a housekeeping nature and were intended to enhance clarity and rigour of the individual programs. Acting Dean Simard called attention to three proposals. First, the Faculty of Graduate Studies was proposing changes to the supplemental regulations for the Master's and Doctoral programs in Individual Interdisciplinary Studies, to streamline processes and to increase flexibility to promote interdisciplinary studies within and between faculties. Second, the Natural Resources Institute would re-introduce a practicum stream, as an alternative to the thesis, which would necessitate the introduction of a 3-credit hour course for a practicum project in a professional workplace (NRI 7380 – Project Management in Natural Resources and Environmental Management). The proposal responded to a recommendation in a program review and to feedback from current students and graduates. Finally, the Department of Political Studies was proposing to introduce a Major Research Paper Stream, which would replace the Comprehensive Exam Stream, in the Master of Arts in Political Studies. It would result in an increase the number of credit hours required in the thesis stream from 12 to 15 credit hours.

Acting Dean Simard MOVED, seconded by Professor Haque, THAT Senate approve the Reports of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes, effective for the next available term, with the exception that the various course and curriculum changes proposed by the Department of Political Studies would take effect for either the Fall 2020 or the Fall 2021, as specified in that Report:

- RE: College of Dentistry
- RE: Faculty of Education
- RE: Faculty of Engineering, M.Sc., Ph.D. in Biomedical Engineering
- RE: Department of Community Health Sciences
- RE: Department of Electrical and Computer Engineering
- RE: Department of Food and Human Nutritional Sciences
- RE: Faculty of Graduate Studies, Individual Interdisciplinary Studies
- RE: Department of Linguistics

- RE: Department of Medical Microbiology and Infectious Diseases
- RE: Natural Resources Institute
- RE: College of Nursing
- RE: Department of Political Studies
- RE: Department of Preventive Dental Sciences
- RE: Department of Psychology

CARRIED

The Chair thanked Acting Dean Simard and members of the committees in the Faculty of Graduate Studies that had reviewed the proposals for their work.

5. **Report of the Senate Committee on Academic Review** Page 597
RE: Revised Mission Statement, Centre for Engineering Professional Practice and Engineering Education, Price Faculty of Engineering

Dr. Mondor said that, as part of its periodic review of the academic centre, the Senate Committee on Academic Review had requested that the Centre for Engineering Professional Practice and Engineering Education provide an updated mission statement. The committee had received and endorsed the revised mission statement and, as a consequence, was recommending a five-year renewal of the Centre.

Dr. Mondor MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Academic Review concerning (i) the revised mission statement, including vision, values, and goals, for the Centre for Engineering Professional Practice and Engineering Education, effective upon Senate approval, and (ii) the renewal of the Centre for a period of five years, ending on June 23, 2025.

CARRIED

6. **Reports of the Senate Committee on Admissions**

- a) **RE: Revised Admission Requirements, International Dentist Degree Program, Dr. Gerald Niznick College of Dentistry** Page 606

Ms. Schnarr said SCADM had considered a proposal from the Dr. Gerald Niznick College of Dentistry to add a second option to the Track A requirements for admission to the International Dentist Degree Program, for applicants, who had achieved a score of 75 or higher on the Assessment of Fundamental Knowledge (AFK) examination, to be admitted after two years without having to rewrite the exam in those instances where their letter of offer is extended after two years had passed. The AFK examination is a rigorous examination, with a 44.6 percent pass rate. Those who achieve a score of 75 or higher are well-prepared to progress in the program. Given this and considering the cost to write the examination (\$800) and that the application cycle for the program can be quite lengthy, the College determined that requiring these

applicants to re-write the examination caused an unnecessary financial burden.

Ms. Schnarr MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning revised admission requirements for the International Dentist Degree Program, Dr. Gerald Niznick, College of Dentistry, effective for the Fall 2022 intake.

CARRIED

- b) **RE: Revised Direct Entry Admission Requirements, Faculty of Science** Page 610

Ms. Schnarr said the Faculty of Science was proposing to modify its Direct Entry admission requirements to align with the institutional Direct Entry framework that was approved in 2018. Direct Entry applicants would require a minimum average of 80 percent over the four academic courses required, with no less than 60 percent in any one course.

Ms. Schnarr MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning revised Direct Entry admission requirements for the Faculty of Science, effective for the Fall 2022 intake.

CARRIED

- c) **RE: Revised Admission Requirements, Bachelor of Social Work, Faculty of Social Work** Page 613

Ms. Schnarr said the Faculty of Social Work was proposing modifications to the admission process for the Bachelor of Social Work. Under the revised process, applicants would be assessed for admission based on the completion of at least 24 credit hours and the minimum required Grade Point Average. Once admitted, students would only be allowed to transfer incoming grades of "C" or higher toward the degree, with the exception that a minimum grade of "D" would be accepted for courses that would meet the University's Mathematics course requirement. The change would apply to courses completed at the University of Manitoba and any partner post-secondary institution.

Ms. Schnarr MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning revised admission requirements for the Bachelor of Social Work, Faculty of Social Work, effective for the Fall 2021 intake.

Ms. Smith asked, first, whether the proposal to lower the minimum grade requirement for the Mathematics course to "D" would adversely affect the quality and competitiveness of the B.S.W. program relative to programs offered at other Canadian institutions and, second, which courses could be counted as an institutional math credit. In particular, she asked whether MSKL 0100 – Mathematical Skills, which was a high school level

course offered through the Division of Extended Education, would count as an institutional math credit.

Dean Yellow Bird said that, because the proposed change had yet to be implemented, there was no evidence of whether the change would lessen the competitiveness of the program. The proposal had been brought forward, as the requirement for a minimum grade of “C” for a Mathematics course had been a barrier to some students’ time-to-completion of the program, which did affect the program’s competitiveness. Dean Yellow Bird noted that mathematics was not an accreditation standard for B.S.W. programs.

Mr. Montgomery, Academic Advisor, Faculty of Social Work, confirmed that MSKL 0100 was not considered a university level mathematics course and that it could not be used toward the institutional mathematics requirement. Courses that could be used included any MATH or STAT course at the 1000-level or higher or any other course that had been assessed as meeting the University’s Mathematics requirement.

CARRIED

7. Reports of the Senate Committee on Instruction and Evaluation

a) RE: Revised Academic Regulations, Bachelor of Nursing, College of Nursing

(i) Requisite Skills and Abilities for the Bachelor of Nursing Page 616

Dr. Torchia said that, at its meeting on May 14, 2020, SCIE considered proposed revisions to the policy on *Requisite Skills and Abilities for the Bachelor of Nursing Program*, which are based on, and in accordance with, the College of Registered Nurses of Manitoba’s *Requisite Skills and Abilities*. Students in the B.N. program would be required to meet, and demonstrate progression in, requisite skills and abilities identified in the document. Students who cannot attain the requisite skills and abilities may be required to withdraw from the program. Students requesting reasonable accommodations would need to register with Student Accessibility Services, in accordance with the University’s Student Accessibility procedure.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revisions to the policy on Requisite Skills and Abilities for the Bachelor of Nursing Program, College of Nursing, effective September 1, 2020.

Ms. Ritchie how the skills and abilities would be assessed and who would assess them. Dean Dyck replied that the requisite skills and abilities were assessed throughout the curriculum by Nursing faculty, clinical education facilitators, and preceptors, through various methods

including, skills demonstrations, participation in simulation scenarios, through clinical practice education, and the senior practicum. The information in the policy on *Requisite Skills and Abilities for the Bachelor of Nursing Program* was also used by prospective students to the B.N. program, as it provided them with a sense of the nature of the activities that Nursing students engage in, which helped them to determine their personal fit with the requirements for registered nursing as a career choice. Counsellors could also use the information when discussing career choices with students.

Mr. Azeez asked, first, why the College of Nursing did not adjust the admission requirements to assess students' skills prior to entering the program and, second, what system would be put in place to prevent bias against minority and international students in the selection process for admissions. Observing that the required skills and abilities were soft skills that could be learned over time, he asked why the College would not simply suspend students, to given them time to improve their skills and return to the program once they had demonstrated improvement.

Dean Dyck replied that the requisite skills and abilities were required to achieve the competencies set by the regulatory body. The B.N. program included 1,450 hours of clinical practice education, so students had many opportunities to develop the required skills and competencies rather than being screened out prior to admission. Dean Dyck said the College of Nursing did admit international students to the B.N. program and was proud of the diversity within its student body, who represented a broad range of students, including international, Indigenous, local, and domestic students.

CARRIED

(ii) **Criminal Record, Child Abuse Registry, and Adult Abuse Registry Checks**

Page 634

Dr. Torchia said that, at the May 14th meeting, SCIE had reviewed proposed revisions to the College of Nursing's regulations concerning *Criminal Record Check, Child Abuse Registry, and Adult Abuse Registry*, which currently required students to obtain these various background checks upon admission to the Bachelor of Nursing program. The College was proposing that students also be required to obtain these background checks prior to beginning their community clinical rotations in Year 4, Term 2 of the program, because many clinical sites at which students completed their placements required that students have up-to-date background checks prior to the start of their rotation.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revisions to the regulations on Criminal Record, Child Abuse Registry, and Adult Abuse Registry checks, College of Nursing, effective September 1, 2020.

CARRIED

- b) **RE: Proposed Requisite Skills, Abilities and Standards for Capacity for the Bachelor of Midwifery, College of Nursing** Page 637

Dr. Torchia said that, at the May 14th meeting, SCIE reviewed a proposal from the College of Nursing, for a policy on *Requisite Skills, Abilities and Standards for Capacity for the Bachelor of Midwifery Program*, which was based on the *Canadian Competencies for Midwives* established by the Canadian Midwifery Regulators Council. Graduates of the B.Mid. program would be required to demonstrate core competencies in eight areas indicated in observation 2 of the Report of SCIE and standards for capacity in five areas indicated in observation 3. Students who could not attain the requisite skills, abilities, and standards for capacity might be required to withdraw from the program. Students requiring an accommodation would need to register with Student Accessibility Services, in accordance with the University's *Student Accessibility* procedure.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning a proposed policy on Requisite Skills, Abilities and Standards for Capacity for the Bachelor of Midwifery Program, College of Nursing, effective September 1, 2020.

CARRIED

- c) **RE: Revised Academic Regulations, Bachelor of Social Work, Faculty of Social Work** Page 648

Dr. Torchia said that, at its meeting on May 14th, SCIE considered a proposal from the Faculty of Social Work, to revise various academic regulations for the Bachelor of Social Work program. The Faculty was seeking formal approval of the regulations, which represented current standards and practices within the program but had not previously been considered by SCIE or approved by Senate. Dr. Torchia called attention to a number of the proposed changes, including that: (i) all required and elective courses must be completed within nine years, (ii) for compliance with the University's policy on *Grade Point Averages*, the Degree Grade Point Average be used for assessments of students' progression, rather than the Social Work Grade Point Average; (iii) students not registered in the Distance Delivery program site be permitted to complete up to 6 credit hours of Distance Delivery Social Work courses; (iv) consistent with requirements of the accrediting body, students be required to complete a minimum of 48 credit hours of non-social work elective courses toward the B.S.W.

Dr. Torchia said the regulations concerning Field Instruction would be revised to specify that (i) students completing a field placement would need to meet various agency-specific requirements, such as a Child Abuse Registry Check, Vulnerable Sector Record Check, or required immunizations, among others; (ii) students who voluntarily withdraw from either SWRK 3150 - Field Instruction 1 or SWRK 4120 - Field Instruction

2 more than once would be required to withdraw from the Faculty. The Faculty was also proposing to formally introduce a policy on Transfer Credit Equivalency for social work courses.

Dr. Torchia noted, with respect to the regulation limiting students not registered in the Distance Delivery program site to 6 credit hours of Distance Delivery courses, that courses currently being offered by remote delivery due to the COVID-19 pandemic were not considered distance delivery courses in this context.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revisions to the following academic regulations for the Bachelor of Social Work, Faculty of Social Work, effective September 1, 2020:

- **Scholastic Progress**
- **Field Instruction**
- **Transfer Credit Equivalency Policy.**

Referring to the regulation on Field Instruction, which would require that students with more than one Voluntary Withdrawal from either SWRK 3150 or SWRK 4120 be required to withdraw from the Faculty, Ms. Smith proposed that the regulation be amended to explicitly state that an Authorized Withdrawal was different from a Voluntary Withdrawal. Mr. Leclerc observed that the University policy on *Authorized Withdrawal* made the distinction between Authorized and Voluntary Withdrawals.

Ms. Smith asked whether the regulation limiting students to 6 credit hours of social work courses offered by Distance Delivery would be suspended during the COVID-19 pandemic, when students would complete all social work courses by remote delivery, or if Distance Delivery courses completed during this time would, nonetheless, continue to be counted toward the 6 credit hour limit.

Dr. Torchia replied the regulation would not be suspended, given that the Distance Delivery courses were distinctly different than the remote course offerings that had to be delivered as a result of the pandemic. Dean Yellow Bird confirmed that the regulation would not be suspended, as the Faculty needed to ensure there would be sufficient enrolment in the courses offered at Fort Garry. When the Faculty had briefly suspended the regulation the previous year, enrolment in courses offered at Fort Garry had dropped dramatically.

Ms. Smith said it would be important for the Faculty to communicate to students the distinction between Distance Education courses and online and remote courses offered as a result of COVID-19.

Ms. Ginter was concerned that the regulation limiting students to 6 credit hours of Distance Delivery courses could present problems for some students, given the ongoing remote delivery of social work courses in

response to the circumstances created by COVID-19. Some students might feel there were fewer course options and tend toward registering for the Distance Delivery courses. Mr. Montgomery said students were required to meet with an Academic Advisor in order to register for Distance Delivery courses. The regulation gave the Associate Dean authority to approve exceptions where a circumstance warranted a student completing more than 6 credit hours by Distance Delivery.

Referring to a regulation specifying that social work subject courses were valid for nine years in the B.S.W. program, from the point at which a student completed the course, Ms. Smith asked whether this would impact graduates who subsequently sought admission to a Master of Social Work degree at the University.

Dean Yellow Bird said applicants to the M.S.W. program would be considered for admission to the Faculty of Graduate Studies based on the previous 60 credit hours of full-time university study regardless of when they had completed their B.S.W. degree.

CARRIED

8. Report of the Senate Committee on University Research Page 671
RE: Proposal to Establish the Manitoba Quantum Institute

Dr. Jayas said the Senate Committee on University Research had considered a proposal to establish the Manitoba Quantum Institute and was recommending it to Senate, as it met the requirements of the policy and procedure on *Research Centres, Institutes, and Groups*. The main goal of the Institute would be to bring together quantum researchers from the University of Manitoba, including from the Departments of Physics and Astronomy, Faculty of Science, and the Faculty of Engineering, as well as Brandon University, and the University of Winnipeg. The Institute would play a role in nascent research in the quantum area and would represent Manitoba in a national initiative to establish a Canadian quantum program.

a) Report of the Senate Planning and Priorities Committee Page 674

Professor Watt said the SPPC had considered a proposal from the Faculty of Science, to establish the Manitoba Quantum Institute, at its meeting February 24, 2020. The Institute would have a budget of \$10,000, based on contributions of \$2,500 from each of the Faculties of Science and Engineering, and \$5,000 from the Office of the Vice-President (Research and International). The SPPC was satisfied this would meet the Institute's budgetary needs and had also noted that the new Institute would not require any new space or other physical resources at the University of Manitoba. Professor Watt said the SPPC was pleased to support initiative.

Dr. Jayas MOVED, on behalf of the committees, THAT Senate approve the Report of the Senate Committee on University Research concerning a proposal to establish the Manitoba Quantum Institute.

The motion was **CARRIED**.

9. **Report of the Senate Committee on Nominations** Page 692
[June 11, 2020]

Professor Edwards said the Report of the Senate Committee on Nominations [June 11, 2020] represented the completion of the most recent round of nominations of faculty and students, for all of the Senate Committees.

There were no further nominations.

Professor Edwards MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Nominations [dated June 11, 2020].

CARRIED

XI **ADDITIONAL BUSINESS**

1. **Revisions to the Academic Schedule for 2020 - 2021, COVID-19 Related Changes**

- a) **School of Agriculture** (*Addendum, June 18, 2020*) Page 2
- b) **Rady Faculty of Health Sciences** (*Addendum, June 18, 2020*) Page 4
- c) **Faculty of Education** (*Addendum, June 24, 2020*) Page 2

The Chair referred Senators to two addenda to the agenda, which had been circulated on June 18 and June 24, 2020, concerning changes to the Academic Schedule for 2020 - 2021.

Mr. Marnoch said the various revisions to the Academic Schedule for 2020 – 2021 that were being proposed related to the interruption of the 2020 Winter Term caused by COVID-19 and the need to reschedule experiential components of some 2020 Winter Term and Fall Term courses. Each of the Faculties of Agricultural and food Sciences, Education, and Rady Faculty of Health Sciences had made the appropriate changes presented in the addenda to the agenda.

Ms. Schnarr MOVED, seconded by Dr. Ristock, THAT Senate approve COVID-19 related revisions to the Academic Schedule for 2020 – 2021, for the School of Agriculture, the Rady Faculty of Health Sciences, and the Faculty of Education.

CARRIED

XII **ADJOURNMENT**

President Barnard said it was his final Senate meeting. He expressed his appreciation for comments made at the beginning of the meeting. He said it was a strange thing to come to the end of things in this way. He shared part of a poem by William Butler Yeats,

titled *The Municipal Gallery Revisited*, which was a result of visiting the municipal gallery and seeing portraits of individuals who he knew and his reflections of their impact on him and his interactions with them. At the end of the poem, Yeats says this, “Think where [one’s] glory both begins and ends, And say my glory was I had such friends.” President Barnard said these lines expressed what his experience at the University of Manitoba had been; time to make twelve years of friendships and working relationships that were very meaningful to him. He thanked Senators for the privilege of serving with them.

Senators expressed their appreciation with a round of applause and many said “thank you” to President Barnard.

The meeting was adjourned at 3:52 p.m.

These minutes, pages 1 to 30, together with the agenda, pages 1 to 712, the addenda posted on June 18 and June 24, and the presentation on *Policy Changes: Updates to the Respectful Work and Learning Environment and Sexual Assault Policies*, comprise the minutes of the meeting of Senate held on June 24, 2020.

Policy Changes

Updates to the RWLE & Sexual Assault Policies



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Why have the policies been updated?

- *The Advanced Education Administration Act* requires a comprehensive review to an institution's sexual violence policy every four years.
- The policies themselves contain commitments to review content every three years.
- Specific changes to policy were recommended in the *Responding to Sexual Violence, Harassment & Discrimination at the University of Manitoba: A Path Forward* report



Policy Review Goals

- Seek and address feedback received from community since the last review;
- Clarify the rights and responsibilities of community members;
- Update policies to reflect best practices regarding the process for addressing and responding to prohibited conduct within our community;
- Ensure ongoing compliance with *The Human Rights Code* (Manitoba), *The Advanced Education Administration Act* (Manitoba), *The Workplace Safety and Health Regulation* (Manitoba), *The Freedom of Information and Protection of Privacy Act* (Manitoba), *The Personal Health Information Act* (Manitoba), and the *Criminal Code*.



Previous Versions

- The RWLE and SA policies were most recently revised as of September 1, 2016
- The Policy Review Committee has been working on the review process since 2017.



Community Consultation Process

- From May 2018 to November 2018, the Policy Review Committee undertook consultations with the UM community.
- Feedback for the policies was sought through:
 - An online feedback website
 - In-person targeted consultation sessions
 - Community town halls
 - Written requests for feedback



Community Consultations

- Diversity and representation were prioritized in consultations.
- Feedback was sought from a variety of areas and groups from a wide variety of University of Manitoba campus locations.
- Representatives were sought to speak on behalf of 28 different groups.
- The Committee received 124 unique responses through the online feedback website, and spoke with 260 community members through in-person sessions and town halls.



Community Consultations (continued)

- The Review Committee also undertook a 40-day consultation period with UMFA in early 2019
- An additional 40-day consultation period was undertaken in early 2020 following the receipt of the Path Forward Report.



Key Changes Overall

- Sexual harassment and sexual assault removed from *RWLE Policy*
- *Sexual Assault Policy* now *Sexual Violence Policy*, addressing sexual harassment and sexual assault
- *RWLE and Sexual Assault Procedure* renamed *Disclosures and Complaints Procedures* and is procedure for both *RWLE* and *SV* policies
- Emphasis on ensuring documents are easier to understand for UM community



Key Changes Overall (continued)

- Clarification of “disclosure” and “formal complaint” and expanded explanations
- Updated definition of “consent”
- Intersectionality has been added to Guiding Principles and reflects UM commitment to advancing EDI
- Greater emphasis on protection from reprisals
- Focus on supports and resources



Key Changes – Sexual Violence Policy

- Clarification of purpose:
 - Guiding Principles
 - Recognition of role of societal factors on sexual violence
 - University commitments with emphasis on education and training
 - University community responsibilities as collective effort
- Revised definition of SV
- Formalized annual reporting



Key Changes – Procedure

- Expanded explanation of:
 - Informal Resolution process
 - Interim Measures
- Emphasis on trauma-informed practice
- Explicit prohibition of cross-examinations
- Limitation period for filing a complaint has been removed
- No disciplinary action if alcohol or substance abuse is involved



Key Changes – Procedure

- Confidentiality obligations and expectations have been clarified for Disclosures and at various stages of Formal Complaint
- In rare cases, University may disclose limited information where group, department, faculty impacted



Path Forward Recommendations Not Yet Integrated

- **Recommendation #32 – Mandatory Reporting**
- **Recommendations #18-20 – Intimate Relationships**

These Recommendations will require significant community consultations in order to be properly implemented, and their implementation is being guided by the Path Forward Implementation Committee





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