

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

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**Members Present**

Dr. M. Benarroch,  
Chair  
Dr. C. Adams  
Prof. A. Alessi-Severini  
Prof. C. Anderson  
Prof. J. Anderson  
Mr. J. Asaminew  
Acting Dean D. Asper  
Mr. A. Azeez  
Prof. M. Ballard  
Ms. L. Best  
Prof. R. Biscontri  
Dr. J. Blatz  
Prof. P. Blunden  
Prof. T. Bone  
Ms. R. Calotes  
Prof. T. Chen  
Prof. N. Cicek  
Prof. S. Clark  
Dr. C. Cook  
Prof. M. Domaratzki  
Mr. Wm. Dowie  
Dean N. Dyck  
Prof. E. Eftekharpour  
Mr. D. Erickson  
Acting Dean T.  
Falkenberg  
Prof. M. Faubert  
Prof. A. Farrell-  
Morneau  
Prof. R. Field  
Prof. C. Figley  
Prof. J. Frank  
Prof. M. Gabbert  
Prof. M. Garcia-  
Holguera  
Ms. A. Ginter  
Prof. E. Haque  
Prof. G. Hicks  
Prof. D. Ireland  
Dean G. Jacoby  
Dr. D. Jayas  
Prof. I. Jeffrey  
Ms. L. Johnson

Dean E. Jurkowski  
Mr. J. Kearsey  
Prof. R. Koop  
Prof. J. Lavoie  
Prof. D. Lobb  
Prof. M. McKenzie  
Chancellor A. Mahon  
Prof. K. Main  
Acting Dean D.  
Mandzuk  
Prof. C. Miller  
Ms. C. Neilson  
Ms. L. O'Hara  
Prof. D. Oliver  
Ms. S. Phillips  
Mr. E. Podaima  
Prof. G. Prehna  
Prof. S. Prentice  
Dean L. Raman-Wilms  
Prof. M. Rastegar  
Ms. C. Reitano  
Dr. J. Ristock  
Ms. H. Ritter  
Ms. G. Romund  
Dean. M. Scanlon  
Prof. A. Schultz  
Mr. M. Shaw  
Acting Dean L. Simard  
Prof. C. Simonot-  
Maiello  
Ms. L. Slegers  
Prof. M. Smith  
Prof. M. Tamtik  
Prof. G. Tranmer  
Prof. C. Trott  
Prof. J. van Lierop  
Prof. D. Watt  
Acting Dean K.  
Wilson Baptist  
Ms. L. Zapshala-Kelln  
Mr. J. Leclerc,  
University Secretary  
Ms. S. Utsunomiya,  
Recording Secretary

**Assessors Present**

Ms. S. Cameron  
Ms. O. Dingwall  
Dr. D. Hiebert-Murphy  
Prof. R. Lastra  
Dr. T. Mondor  
Ms. S. Sekander  
Prof. G. Smith  
Ms. K. Smith

**Regrets**

Mr. J. Adams  
Dean S. Baum  
Prof. O. Botar  
Rectrice S. Bouffard  
Prof. R. Currie  
Ms. C. Dika  
Dr. J. Doering  
Acting Dean A.  
Frederiksen  
Dr. G. Glavin  
Ms. M.-L. Lê  
Prof. K. MacKendrick  
Mr. D. Ness  
Prof. J. Peeler  
Dean B. Postl  
Ms. L. Schnarr  
Mr. G. Sobie  
Prof. R. Souleymanov  
Prof. V. Sparks  
Dr. D. Stewart  
Dean J. Taylor  
Prof. G. Thompson  
Dr. M. Torchia  
Prof. D. Walker

**Absent**

Prof. N. Boorberg  
Very Rev. R. Bozyk  
Dean D. Brown  
Ms. J. Dela Cruz  
Prof. S. Dhingra  
Mr. M. Garrett

Mr. T. Gibbes  
Ms. E. Kalo  
Dean A. Kelekis-  
Cholakis  
Ms. N. Lam  
Prof. D. Mackey  
Prof. S. Mallory-Hill  
Mr. N. Marnoch  
Mr. A. Morakis  
Prof. Q. Mujawar  
Ms. M. Nguy  
Prof. K. Nixon  
Prof. S. Passmore  
Ms. S. Penner  
Mr. B. Petrelli  
Prof. A. Raouf  
Prof. T. Reeve  
Ms. J. Ritchie  
Prof. K. Scott  
Acting Dean N.  
Sepehri  
Ms. H. Smeltzer  
Prof. J. Sorensen  
Mr. R. Talukder  
Ms. J. Tanner  
Mr. E. Teklemariam  
Ms. E. Thomas  
Ms. S. Tombindo  
Dean R. Urbanowski  
Ms. B. Usick  
Mr. C. Villa  
Mr. P. Wheatley  
Dean M. Yellow Bird

**Also Present**

Mr. G. Anderson  
Prof. B. Cohen  
Mr. J. Danakas  
Ms. S. Foster  
Ms. P. Gareau  
Ms. A. Khan  
Mr. A. Konowalchuk  
Ms. A. Spearman  
Ms. P. Trupish

The Chair called the meeting to order, and welcomed members to this special meeting of Senate. He acknowledged that several new members of Senate were participating in their first meeting, and noted that this was his first meeting as president.

## **I REPORT OF THE PRESIDENT**

### **1. Report of the President**

President Benarroch said that he started at the University on July 1, 2020, so that he had now been back at the University for just over a month. He said that he did not imagine, when he accepted the position, to be seeing everyone through video instead of in person, but he thanked members for their patience and understanding.

President Benarroch wanted to inform Senators as to what he had been doing over the past month. He noted that a communication would be sent to the University community very soon about what he had been doing and what he hoped to do for the next while. He said that he had been on a listening tour for the past month, and was connecting with people within the University, one-on-one and in small groups. He recently began meeting with people outside of the University community. He has had four meetings so far with groups of Senators, with a couple more such meetings to come. The meetings with Senators were to hear views on the University, on Senate, what its strengths were, and where its challenges lie. He was meeting with students, members of the Board of Governors, and government officials at the provincial, federal and municipal levels, to get to know them and for them to get to know him as an individual, and as the president. He noted that the meetings had been very collegial, and that people had been honest on their perspective, which gave him a good understanding of how our University was functioning in the eyes of the community. His most recent meetings were with union leadership, in particular, the University of Manitoba Faculty Association (UMFA) and the Canadian Union of Public Employees (CUPE), and he would continue to meet with them to provide him with their perspective of the University, and to help his understanding of the University as a whole.

President Benarroch advised that he was beginning to see some themes arise. One was that we see ourselves as a university that was connected to our province and that served the needs of our province. We took a lot of pride that our students graduate and get jobs in Manitoba, that we connect well with the community and Manitoba, and that information flowed two ways. We took pride in the kind of work we did as a university, and we needed to get our story out to the community as to what the University's strengths were, and how we contributed to the province.

President Benarroch said that he had heard about the directions in which individuals want the University to go. He received a large amount of input on research, scholarly work and creative activity, and was asked his views on how to support the scholarly work of our people. Emphasis was placed on the institution continuing to be bold, and to see if a larger share of resources could be garnered from across Canada to support our research endeavours. He heard about the continuing growth of graduate programs, and about creating excellence of experience for our students. He also heard of the trepidation regarding the fall term, especially for graduate and international students, and he was working with the federal government to get clarity. He learned how the University responded to COVID-19, and wanted to provide a detailed briefing to Senate on the workings of the individuals and committees who were moving us forward to navigate this

difficult time at the University. Before he was president, he attended Senate meetings and heard that Senators wanted to engage on important decision-making, rather than continuing to delegate approval authority to the Senate Executive Committee. He and the Executive Team wanted to share information with Senate on where the University stood now on COVID-19 preparations, and to obtain feedback. Three people would be presenting, and the information from the presentation would be posted on the Senate webpage. He noted that circumstances continue to change quickly, and that this information would be used to update the COVID-19 webpage. As the University campuses slowly re-opened, individuals who wanted to return to work or who wanted to go to the University for short periods, could get access to the institution.

President Benarroch said that, at the small group meetings with Senators, he had talked about his vision and areas in which he was interested on focusing, so he did not want to repeat that today. He said that if members had not yet attended a session, they were encouraged to come to future ones. He indicated that he would be happy to entertain questions. He liked to hear comments, questions and perspectives as they helped him to understand what was happening at the University.

Professor Miller asked about President Benarroch's commitment to, and vision for, diversity. He responded that in his meetings with individuals and groups, he talked about his commitment to diversity. He said that, as a university, we had to be very strong in our commitment to diversity and inclusion. The appointment of Dr. Catherine Cook as our Vice-President (Indigenous) was a very important step to the University as she provided a strong vision of where we wanted to be. She also challenged the University to make further progress to improve the environment for Indigenous members of our community, and to create opportunities for their success. He saw himself as strongly supporting and deeply committed to that vision. He noted that, while we had to come together collectively as an institution to implement the vision, he saw his role as president as ensuring that the momentum kept moving forward aggressively. He had held meetings with the Indigenous community within the University, and had reached out to Indigenous leaders in the province. He said that he would like us to move aggressively towards developing and implementing an anti-racism strategy.

Chancellor Mahon officially welcomed President Benarroch. She acknowledged how challenging a time it was to take on a new role as president. She noted the challenge faced by the entire University, and that everyone was working so hard. She commended President Benarroch, and offered her support to him and to all of his colleagues. She said that times were not easy and we were being tested, but she was happy that he was here and she felt much confidence in his presence. President Benarroch thanked the Chancellor.

## **2. Briefing Presentation on University of Manitoba and COVID-19**

Mr. Konowalchuk, Associate Vice-President (Administration), said that he would begin the presentation, followed by Dr. Jayas, Vice-President (Research and International), who would present on the research response. Dr. Mondor, Deputy Provost (Academic Planning and Programs), would then provide the academic response and strategy moving forward.

Mr. Konowalchuk said that the Emergency Response Plan was activated on March 23, 2020, and was led by the Chief Risk Officer, Mr. Alan Scott, to guide the actions,

decision-making, communications, and coordination of responses. The Emergency Response Plan included the Crisis Management Team, composed of the President's Executive Team, the Chief Risk Officer, the Director of Security Services, and selected expertise, including legal and communications.

Several committees were actively engaged in pandemic planning. The Recovery Working Group, which was co-chaired by Mr. Konowalchuk and Dr. Mondor, and which reported to the Vice-President (Administration), was formed at the end of April to create guidelines and templates for the development of recovery plans. Mr. Konowalchuk advised that a COVID-19 operation subcommittee was led by Mr. Rick Janzen, Director of Security Services, to provide operational advice. The Academic Planning Working Group, chaired by Dr. Mondor, would report to the Provost and Vice-President (Academic), and was formed to develop plans and strategies in order to maintain high-quality academic programming. The Response Planning Committee was a pre-existing committee created for crisis response, and developed strategy to coordinate the response to positive COVID-19 cases on campus, to evaluate the potential impact on the community, and to develop a response plan. This committee was chaired by Ms. Karen Meelker and Ms. Raman Dhaliwal.

Mr. Konowalchuk said that one of the first deliverables of the Recovery Working Group was to draft the principles and preventative measures, which guide recovery planning. The guiding principles had the health and safety of students, staff, faculty, and visitors as the overarching priority. All students, staff and faculty would work remotely unless granted approval to work on campus. Any activity on campus would follow the strict constraints of public health authorities. Recovery of on-campus activities would be gradual, and special circumstances would be considered.

Preventative measures were also developed, and included staying informed, following public health directives, limiting access to campus facilities, health screening playing a role, continuing to practice good hygiene, maintaining a physical distance, not going on campus if displaying any symptoms, wearing a mask being strongly encouraged, and ensuring frequent disinfecting. Because the Recovery Working Group reviewed the principles and preventative measures whenever new parameters were offered by the province, the measures were subject to change as the pandemic evolved.

Mr. Konowalchuk noted that the recovery phases had been defined as follows: Phase 1 started in March of 2020 and included the campus closure, Phase 2 was the summer term, Phase 3 is the fall term, and Phase 4 is the winter term, all of which purposely aligned with the academic terms.

Phase 2 recovery planning included developing planning tools and strategies to support a safe and gradual return to campus. Phase 2 recovery templates and proposed plans were assessed in the context of provincial guidelines. The Recovery Working Group had held over 20 meetings since May 8, 2020, reviewed 34 Phase 2 recovery plans, and launched several tools, including an occupancy database and a COVID-19 recovery website.

Under the Vice-President (Administration) portfolio, Mr. Konowalchuk advised that the numbers on campus were reduced in Phase 2. However, 300 maintenance and caretaking staff remained on campus, along with 75 administrative staff, and 75 ancillary

services staff supporting residence and dining. The majority of staff transitioned to working remotely while providing critical support to the community.

Mr. Konowalchuk said that the pandemic created new demands for administrative support. Information Services and Technology (IST) had a significant increase in activity to support students and faculty, including additional audio-visual support at Bannatyne campus, and support to all staff working remotely and in need of file sharing. Human Resources experienced an increase in requests to support supervisors in transitioning staff to working remotely. The emphasis on caretaking was re-shifted to focus on disinfecting. Campus Planning shifted to provide space planning support to recovery planning. Supply chain shortages were navigated to maintain supplies on campus, and critical communications from internal and external communities increased. Phase 3 for the Administration office remained similar, by working in limited operations with health and safety as the priority. The preference for the fall was to continue working from home. On campus activity would remain limited, and the focus would continue to be on providing the best and safest support.

Mr. Konowalchuk advised that Ancillary Services saw a gradual scale down of essential activities in Phase 1. On March 31, 2020, the residence housed 627 students, mostly international students. The pharmacy remained open as per legislation. He noted that, just before the closure, a fire outside University Centre caused significant smoke damage, and necessitated the closure of three floors. Other closures included the Book Store, parking, retail dining, and conference and catering. Phase 2 recovery for Ancillary Services included online and phone orders at the Fort Garry Book Store. The Book Store on Bannatyne campus offered pick-up options. He noted that, this week, the Fort Garry Book Store would open to the public with access restrictions and reduced hours. Focal Point Optician opened by appointment only. Residences housed 325 students in private rooms in Pembina Hall, and offered a summer meal plan with all necessary precautions. Other facilities also opened with limited recovery plans, such as the Active Living Centre, which opened on July 27, 2020 at reduced capacity; the University Field House, turf fields and soccer fields re-opened on a reduced scale for Bison athletes to train; and the Food and Farm Discovery Centre at Glenlea opened by appointment only.

Mr. Konowalchuk advised that the Phase 3 recovery for student residences would see an increase to a maximum of 514 beds in the Pembina Hall and Arthur V. Mauro residences, which offered single occupancy and private washrooms. The residences were currently about 75% booked, but he noted that travel restrictions for international students may affect occupancy. The Book Store at Fort Garry campus would be open for online, pick-up and limited in-store purchases while the Bannatyne campus Book Store would remain closed for the fall term. Parking would be open and operational for the fall.

Dr. Jayas, Vice-President (Research and International), provided an update for the research side. He said that once the decision to lock down the University was made on March 23, 2020, planning began to develop a process for the Phase 1 continuation of certain essential research. Most of the research that was allowed to continue involved animals, protection of animal colonies, living organisms, critical cell lines, and allowed multi-year critical studies that were biological in nature and could not shut down. Some personnel were allowed to continue in laboratories to avoid the risk of ruining equipment. Dr. Jayas said that COVID-19 research was also allowed to continue with funding from Research Manitoba, and other funding agencies. The process was put in place on March 24, 2020, and of the 218 requests received, 196 were approved. The main guiding

principle was the critical nature of the research, and a request was not approved if the critical nature criteria was not met.

During Phase 2 (May to August), Dr. Jayas advised that consultations with associate deans of research continued the discussion of when would be the right time to allow research to continue. He said that graduate students, in particular, were being significantly impacted as for many, a major part of their program dealt with research, and not doing research could delay their graduation by six months to a year. Another driving force was that when requesting a renewal, funding agency requirements needed product to be shown so researchers would have difficulty competing. He also noted that other U15 universities were allowing research to continue, so we needed to make sure that our researchers were not being put at a disadvantage.

Dr. Jayas said that the guiding principles were followed in their decision-making. A form was developed, and researchers were asked to make a request, and had to justify why their research needed to continue. He noted that many submissions were received and were from almost all faculties, colleges and schools. Approximately 1,200 researchers were allowed to continue in Phase 2, and requests were still being received. Access to laboratories and equipment was allowed by staggering people's attendance, such as allowing some students for three days and other students for two days, or attending only in the morning or afternoon, to maintain at about half of capacity for research laboratories. For most social sciences and humanities communities, if they could continue to work from home, they were asked to do so. But for those who did require access to facilities, their requests were approved. He said that Phase 2 access was focused on the natural sciences and health areas.

Dr. Jayas said that currently, issues in Phase 3 planning were being considered. In the social sciences and humanities, the focus was on the opening of the libraries, which were now providing curbside pick-up and enhanced access to materials. One part of research which had not yet started was those including human participants, particularly ones involving physical contact between researchers and people. Currently, a process was being developed to allow that to happen, which would require permission from the community. Researchers would need to justify why the research needed to be done, a letter of support from that community would need to be included, as well as confirmation that protocols would be followed. He noted that Phase 3 would hopefully be starting in September.

Dr. Mondor, Deputy Provost (Academic Planning and Programs), provided an update on the steps taken on the academic side. He said that in Phase 1, a number of academic moves were made to adjust to the pandemic, including shifting to remote learning on March 23, 2020; suspending sections of the Responsibilities of Academic Staff with regard to Students (ROASS) policy to allow instructors to make changes to evaluation and assessment methods; delaying voluntary withdrawal dates; having no in person final examinations; not offering SEEQ (Students' Evaluation of Educational Quality) at the end of the winter term; for international students having difficulty accessing English language proficiency tests, adding Duo-lingo which was more widely available; suspending the requirement for medical notes and allowing students to declare incapacity; and suspending the Repeated Course policy. Also, a variety of approaches to grading were offered. Students could choose the standard approach of taking the letter grade received, or accepting the letter grade but excluding it from grade point average (GPA)

calculations, or choosing a pass or fail option. He said that adjustments were made very quickly to conclude the winter term.

Convocation, which normally was held in late May or early June, was postponed to the end of June. The External Relations team put together a convocation experience online, which allowed graduating students to provide photos and video messages. Dr. Mondor said that of the 4,300 students, nearly half submitted content. The ceremony was live-streamed with nearly 5,000 viewers, and was hosted on the University's YouTube channel with over 9,000 views and with people tuned in from all over the world, and proved to be a very successful experience. In addition, the 31<sup>st</sup> annual graduation Pow Wow that honoured 60 Indigenous graduates and featured musical performances and messages, was live-streamed in May with more than 250 live viewers and 6,600 video views. Dr. Mondor said that the fact that the accomplishments of these students could be recognized regardless of the pandemic was tremendous.

The Centre for the Advancement of Teaching and Learning had been at the centre of the academic responses, preparations, and changes to accommodate a remote learning approach. Dr. Torchia was leading a great team that provided a number of supports, including enhanced support for instructors and students; the establishment of a toll-free number for video conferencing; multiple approaches to developing remote courses; and resources to develop courses and to preserve academic integrity. Dr. Mondor noted that the Centre had also helped other institutions navigate the transition to remote learning. He observed that the Centre deserved a lot of credit for their work from the start of the pandemic.

In Phase 2, University buildings remained locked. The start of the summer term was delayed to June 1, 2020, rather than early May, to provide a chance to shift to a remote learning format. He said that some access to campus was provided for instructors. Over the summer, research activities increased, and services were maintained, including the delivery of library materials curbside. As provincial restrictions relaxed, requests to return to campus were submitted by deans to the working groups that allowed people access to buildings in order to work and to do research.

Dr. Mondor then shared a chart that showed the summer in terms of courses and sections, and compared this year versus last year. He noted that the number of courses and sessions at the undergraduate level were reduced in 2020, while graduate courses and sections were about the same. He said that although the number of courses and sessions were a bit lower than last year, the amount of work that instructors had to do to change to remote teaching and still offer that level of activity and support for our students was impressive and a tremendous achievement.

Another chart showed undergraduate student participation from this summer versus last summer in the categories of domestic, Indigenous, and international students. Dr. Mondor said that the number of domestic and international students increased this summer from last year, and that the number of Indigenous students stayed about the same. He said that the capacity within sections was up, which allowed more students to engage, and that undergraduate credit hours increased from last year. He noted that this summer actually had more activity than last year in terms of students registered for courses. Regarding graduate courses, although not many courses were offered in the summer, the number of domestic students increased this year, Indigenous students were about the same, and more international students. In total, the number of

undergraduate and graduate students increased by about 1,000. A fantastic job was done by faculty members, faculties and instructors to make the transition.

For Phase 3, Dr. Mondor said that a declaration needed to be made early on as to how instruction would proceed for the fall term. Because registration opened in early July for the fall and winter terms, students needed to know how courses would proceed. Although most instruction would proceed remotely, the activities that could not were vetted and approved for in-person instruction. Of 1,775 courses being offered in the fall term, 205 were approved for some in-person activity, and efforts were taken to minimize the in-person requirements. All of those courses needed to abide by, and adhere to, all safety protocols, and plans were put in place to operationalize those courses for the safety of instructors and students. Another action taken was to delay the start of the winter term by a week to provide a period in early January for the continuation of some activities for fall term courses. Regarding the fall term, Dr. Mondor said that, although the admission cycle was not finished yet, some reason for optimism existed as conversion and acceptance rates appeared to be similar to previous years.

Dr. Mondor advised that Ms. Schnarr, Vice-Provost (Student), and her team worked extremely hard to preserve, and to offer remotely, all student support programs and services. An emergency relief fund was offered by the University, and over \$2 million was disbursed to students to help navigate the transition. A technology support program was running to help students without computers or without resources to get computers subsidized, and IST was refurbishing computers to provide to students. Ms. Usick, Executive Director of Student Engagement and Success, had put together first year orientation and first year initiatives through UM Essentials on UM Learn that provided a series of modules to support the transition to university life and study. A Math Boot Camp was offered to help students prepare for university work; Prep Week included introductory course materials, lectures and workshops to help build a sense of community and put students in a position to succeed; and Welcome Day would be held virtually online to help welcome students, in particular new students who were at risk of feeling isolated in a remote learning environment. Ms. Schnarr also created UM Commons, which pulled together resources and was a welcoming launch pad for students.

Supports for faculty members were put in place as well. Dr. Mondor advised that the libraries were making materials available through digitization and curbside pickup. As well, HathiTrust made book collections digitally available. He said that the tenure period was extended, paid training on remote teaching for sessional instructors was offered, enhanced support for remote teaching was offered by the Centre, and flexibility for research study leaves was also offered.

Regarding the UM Recovery Approach, Dr. Mondor said that the overarching approach was that work that could be done remotely, should continue to be done remotely. Reasons to be on campus were recognized, but all on-campus activity must align with public health directives, should be limited, and follow physical distancing and self-assessment standards. As of September 1, 2020, the maximum percentage of employees within a faculty or unit that could attend campus at one time would increase to 40 percent, which included all activities in a faculty, including research, teaching, support and administration. This number was a maximum possible level of activity, not the target, and only as long as social distancing and health and safety protocols were followed. The expectation continued to be to work at home, but allowed for flexibility. He



said that deans and unit heads would have the responsibility to determine access, and would be tracking building occupancy. The provincial directive was ten square metres per person, which was roughly 50 percent of building occupancy. Dr. Mondor noted that the pandemic trajectory was not linear and was subject to fluctuation, so the need may arise to pull back on the percentage of people allowed to be on campus. He also wanted to mention that a good website with lots of resources about the coronavirus was available at <http://umanitoba.ca/coronavirus>.

President Benarroch said that he had wanted to provide a comprehensive report to Senate. He acknowledged the work of our faculty, staff and students for their efforts and understanding over the past few months. He said that the situation had not been easy, but acknowledged the incredible efforts by everyone, who should be very proud to be part of the university sector that had worked almost at full capacity and made the transition, and proud of how the University ensured that students continued to learn and had a positive experience.

Professor Lobb asked about the impact of the University Centre fire on the medical clinic. Mr. Konowalchuk responded that the clinic was closed and was operating in a virtually. He said that temporary trailer facilities would likely open later this fall, and would continue to operate for about a year. The clinic, which was the closest to the fire, needed to be completely rebuilt, and would reflect new health standards. The University was fully insured for the damage, and the trailers was the quickest solution to get something physically on campus.

Professor Miller asked for how long the tenure period would be extended. Dr. Ristock said that the extension was for one year, and was optional for faculty members who were still in the probationary period. If they wished, they could extend the period for one year, or could stay on their current track. She encouraged members to discuss those options with their deans and department heads.

Professor Eftekharpour asked what the plan was for international graduate students who were originally scheduled to arrive for May 1, 2020 or September 1, 2020 start dates. Dr. Jayas responded that Immigration, Refugees and Citizenship Canada (IRCC) had extended the restrictions to August 31, 2020. Only new students who had received approval for their study permit before March 18, 2020 would be allowed. Students deciding to come would have to quarantine or self-isolate for fourteen days when they arrived in Manitoba. The Canada Border Services Agency (CBSA) would ask students to show why they had to arrive in September in person, and an individualized letter would have to be written to make the case for the student to attend in person when classes were being offered remotely, and would have to show what the quarantine plan was when they arrived, and both must be satisfactory to the CBSA agent. If not satisfied, entry could be refused, and in fact, some students had been returned at their port of entry, which was not a situation we should put our students. Before bringing a student, careful thought should be given as to what was the benefit if courses could be taken remotely, and what was the benefit of coming in September versus January. President Benarroch added that units on campus who worked with international students were working to develop a plan to help with the quarantine period, and had approached hotels. The plan would be finalized soon, and international students would be contacted to see if the risk of their coming could be lessened, and to help with transitioning back to Winnipeg. He noted that this plan also applied to international students who left Winnipeg, but had not left Canada. He noted that additional costs would be incurred by

students, but if they had the right to come back, and chose to come back, we would try to facilitate their return as much as possible.

Mr. Dowie asked about student support. In particular, he said that he was not aware of the IST technology fund. He also asked if any special funding would be directed to counselling services, specifically for undergraduate and graduate support for mental health as we continue to navigate the COVID-19 crisis. Dr. Ristock responded that, regarding the mental health needs of students, she hoped that he was aware of the strong commitment to students' mental health by her and the executive team. This year's strategic budget allocation did provide additional support for counselling services and that support would not be lessened. They were very aware of the needs of our community during COVID-19. With regard to the technology fund, Dr. Ristock acknowledged that things did happen quickly in a state of crisis and that they were looking to provide more technology support for students in the fall. She said that information was available on the web page. She would be in touch with Mr. Dowie to ensure that he had full information that could be communicated to students. Mr. Dowie asked if in-kind support through Shaw or Bell MTS for COVID-19 relief through special internet pricing for students was being sought. Dr. Ristock said that nothing formal could be offered at this time, but that she would be willing to have a conversation with Mr. Dowie outside of this meeting.

Professor Smith asked for an estimated date by which we would receive notice as to whether classes would be offered remotely for the winter 2021 semester. He appreciated the early decision for the fall, but was wondering when a decision might be made for the winter. President Benarroch said that at this point, they did not know, but were turning their attention to that immediately, and would hopefully provide notice well in advance so that people could make the necessary preparations.

Acting Dean Asper said that he had been asked about off-campus student activities, and about professional associations, such as the Law Society of Manitoba and the Manitoba Bar Association, offering orientation activities during the first couple of weeks of school. He asked what the position of the University was on these events. Dr. Mondor responded that an operations committee, chaired by Mr. Janzen, considered one-off events on campus. A proposal should be submitted for review, and a decision would be made as to whether safety could be maintained.

Ms. Smith asked about parking and pricing for students, and also whether a committee chaired by Dr. Mondor had been dissolved in April and then re-struck. Dr. Mondor said that originally, the committee was larger with about 20 to 25 people. The committee was reduced in size and given new terms of reference in order to more easily meet three times per week. He said that offices that had a role in the issues were represented, and that substantive issues went before Senate for discussion and approval. Mr. Konowalchuk advised that parking fees would be restored for the fall. The previous program that offered flex passes would offer full-time, two day, or three day passes; and reduced price casual parking. Capacity would be addressed with the fall term, and more casual parking may be added for staff, faculty and students.

Professor Chen asked if the extension for the probationary period for academic staff would apply to new probationary appointments that started on July 1, 2020. Dr. Ristock said that their attention had not yet turned to that group, but the point was reasonable. The University does not want people to start their position disadvantaged by COVID-19,

and unable to meet the criteria for teaching, research and service. She advised that a decision had not yet been made, but would expect to do so in the next couple of weeks.

Professor Rastegar asked if the University, similar to granting agencies such as Natural Sciences and Engineering Research Council (NSERC) and Canadian Institutes of Health Research (CIHR), would consider a one-year extension to active projects, which were mainly lab based, considering the challenges of working at 50 percent. She confirmed that her question was with respect to bridge funding for a CIHR grant, and that the end date was May 31, 2021. She said that people who were supposed to work on the project had declined, and she was recruiting a person to work at 50 percent of the time starting in September. She did not know if she should ask for an extension, or if automatic extensions to active grants would be offered, similar to NSERC and CIHR. Dr. Jayas said that he would discuss the matter with the dean and then advise her.

Professor Schultz asked, as faculty would likely continue to be required to work from home for over six months of the year, whether the University would be required to provide an income tax form necessary to claim for expenses from working at home. Ms. Zapshala-Kelln responded that information had been posted online, but if that information was not clear, they would try to clarify. She noted that specific guidelines were to be followed, but if required to issue a tax form, the University would do so. Professor Schultz acknowledged that she had not looked online, but would let others in her faculty know. Ms. Zapshala-Kelln advised that she would double-check to make sure the information was clear for everyone.

Professor Schultz noted that additional funding was being provided to students for laptops and for connecting with the internet, but raised concerns regarding internet for faculty who were now working from home until at least Christmas, and especially for people teaching undergraduate classes from home, who were required to do so for their work and in order to provide a service for the University, but who did not have appropriate equipment or space, and who needed to buy office supplies that normally were available in the office. Ms. Zapshala-Kelln said that information was posted on the website as to how to access additional funds and the process to do so. If people were having issues with home internet, they could come into the office, which information was also available on the website. However, if the information could not be found, an email could be sent to Ms. Zapshala-Kelln. Professor Schultz said that she was not aware that people could come to the office for the internet, and that she would pass that information on to her colleagues. President Benarroch noted that the new guidelines regarding 40 percent of a unit at an office at one time was just rolling out now, and would be managed by deans and unit heads. He had heard from faculty members that they wanted to be able to come in to teach and to use the University internet and offices, so he was trying to find ways to accommodate them, and hopefully could do so safely.

Professor Cicek said that members in his department who taught online classes had questions about the integrity of online assessment, and how best to avoid issues of plagiarism and academic dishonesty. He said members had asked about final examinations since larger groups were allowed to gather, and asked if any thought had been given to holding in-class final examinations for the winter term, if not for the fall term, and to maybe bringing some assessment back to a face-to-face environment. Dr. Mondor said that the matter had been discussed, but he noted that the two metre distancing requirement was still in place, and when applied to classrooms, capacity was severely reduced. He said that even the largest lecture theatres would be down to 20 to

25 people so the ability to have large in-person final examinations was not possible if social distancing was required. He also said that registration had already opened, and students had registered. Since they may not be in Winnipeg, they could not now change that the examination would be on campus. But this issue had been discussed and would be discussed for the winter term. Dr. Mondor also mentioned that the Centre had resources to help support instructors on ways to assess learning in a fair manner that preserved academic integrity, including Respondus Monitor, a software system that was piloted this summer. This system detected unusual behaviors on the part of a student when writing a final examination online, and could flag for follow up by an instructor. This system could possibly be made available across campus to help academic integrity concerns.

Ms. Smith advised that UMSU understood that some library or study spaces would be opened, in a socially distant manner, for students whose home life was not conducive to studying, and she asked if this space was still being considered. Ms. O'Hara advised that plans had recently been submitted to open the main floor of the Elizabeth Dafoe (Dafoe) Library, and the main floor of the Sciences and Technology (Science) Library as study spaces. The Science Library would be space that could be booked for an entire day. Dafoe Library would have come-and-go space. She advised that another space, which was undergoing construction, was hoped to be reserved for students who identified as needing study space. President Benarroch asked if those spaces had computer terminals. Ms. O'Hara confirmed that computer labs were available in both the Dafoe and Science libraries. She added that individual study rooms were currently not available for booking, but may open on August 17, 2020. She said that the library at the Bannatyne campus had no plans to reopen for a number of reasons, including that digital copies were available only when no normal access to collections was provided. However, Bannatyne students could come to the Fort Garry campus. Dr. Mondor added that the establishment of other study spaces outside of the libraries to accommodate students was also being considered for situations where, for example, a student came to campus for a lab, which was followed immediately by an online course in which case the student would need a place to participate. He said that some limited availability of study spaces outside of the libraries could be expected in the fall. President Benarroch said that they were trying to accommodate the needs of those individuals who needed the space on campus. Professor Miller suggested considering study space at the William Norrie Centre as well.

Mr. Kearsey reminded Senators of the extensive COVID-19 link on the University's home page, where information was constantly evolving, and that they should reach out if more information was needed.

Professor Prentice said that she had not heard about the membership of all of the committees, and asked if the memberships could be revisited to ensure faculty and student representation, or to include other communities at the table in order to be more inclusive in our planning. Since the committees were continuing to do this work, perhaps their memberships should be broadened. President Benarroch noted that the first question submitted to Senate for Question Period, was of similar content in that it read as follows:

## II QUESTION PERIOD

1. In May the University created two UM COVID-19 groups, a Planning Working Group, and a Recovery Working Group, both of which are composed of senior administrators. Why are there not any faculty members, students, or union representations on these committees?

President Benarroch said that the committees were created quickly at the beginning, and were intensely meeting. A lot of knowledge had been created, which they did not want to disrupt and have to start over. He said that they were open to having representation from faculty and students on those committees, and would look at the memberships, but he noted that individuals would have to have time to meet frequently.

President Benarroch then read the second question posed to Senate:

2. The UM COVID-19 Recovery Working Group seems to cover items and issues related to the roles and responsibilities that already exist for the Organizational Safety and Health Advisory Committee (OSHAC). Would it not be more appropriate to enable OSHAC to manage these items, or to involve them in the work of this committee?

In response, he said that the view was that the committee was specifically focused on COVID-19 matters, and that a separate pandemic recovery working group would better serve to focus on recovery. Also, a separate committee was needed so that the first committee would not be taken away from the work that they did or be overwhelmed. He noted that the committee was modeled on what other universities were doing, and that, in general, having students, faculty, and staff on committees was the practice and was something that he supported. The committees were created in March under extreme pressure and with a lot of work to do at that time. But the point was well taken, and he said that now was a good time to step back and to see if others should be invited onto the committees.

## III CONSIDERATION OF THE MINUTES OF THE MEETING OF JUNE 24, 2020

The Chair asked for any corrections to the minutes of June 24, 2020. None were raised.

**Dean Jurkowski MOVED, seconded by Professor J. Anderson, THAT the minutes of the Senate meeting held on June 24, 2020 be approved as circulated.**

**CARRIED**

## IV BUSINESS ARISING FROM THE MINUTES - none

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

1. **Report of the Faculty Council of the Faculty of Science RE: Temporary Modifications to the Faculty of Science Co-op Regulations**

Page 2

Mr. Geoff Anderson advised that he was the Director of the Science Program, and that the Science Co-op had been impacted by the pandemic. He said that the typical 98 percent co-op placement rate was only at 71 percent for the summer. About 138 students were placed but, pre-pandemic, they had anticipated close to 200. He noted that opportunities had been lost with national, local and international employers, which impacted Work Term 3 (WT3) students. WT3 students were scheduled to complete their third and final co-op work term this summer before coming back to academic classes and graduating in spring of 2021. The students would have no opportunity to catch up from the summer. Science Co-op was requesting to have the regulations modified for this small cohort of approximately 25 students who were impacted by COVID-19, and could not find a work term for the summer through no fault of their own. The students did put in the effort, but employers were either not hiring or were revoking job offers.

In that regard, Science Co-op would like to grant an exception. The proposal was for WT3 students to be able to graduate on schedule with the co-op designation upon the completion of only two, instead of three, co-op work terms. Alternatively, WT3 students would be allowed to defer their graduation to complete the third work term in the summer of 2021, and to finish their degree on a co-op work term, rather than an academic term, which was not usually allowed. WT3 students would make the decision in conjunction with their co-op coordinator. He anticipated that most would opt to graduate in spring of 2021 with the completion of two co-op work terms. As noted, only about 25 students would be impacted.

The Science Co-op felt that this response was a fair way to support our students. Otherwise, graduating with a co-op designation would cause significant delays to their degree. He noted that this request aligned with other co-op programs across Canada, and provided a level of support and security to WT3 students for the loss of opportunities due to the pandemic.

**Professor Miller MOVED, seconded by Professor Chen, THAT Senate approve the Temporary Modifications to the Faculty of Science Co-Op Regulations, section 3.5 of the Faculty of Science section of calendar, as presented, effective upon approval.**

**CARRIED**

2. **Report of the Executive Council of the Max Rady College of Medicine RE: Temporary Revisions to the Promotion and Failure Policy (UGME)** Page 5

Professor Barry Cohen, Undergraduate Medical Education Director of Student Assessment, advised that the Medical College was requesting revisions to a policy in order to be more lenient on students impacted by COVID-19. He noted that with building closures, students living in small apartments, or with small children and such, some students had no access to study space.

Professor Cohen advised that the pre-clerkship years (first two years of medical school) involved mostly classroom-based learning, and that students were assessed based on examinations and assignments. If a student failed an

examination or assignment, supplemental work could be done. However, a stipulation provided that if a student failed a certain number of courses, that student would not be allowed to write supplemental examinations. The request was to waive that policy statement retroactive to March 16, 2020, when the college closed, until the end of the academic year.

**Professor Biscontri MOVED, seconded by Professor Lavoie, THAT Senate approve the temporary revisions to section 3.2 of the Max Rady College of Medicine's Promotion and Failure Policy (UMGE), effective upon approval.**

Mr. Cohen was asked when the academic year for Medicine ended. He responded that examinations would be completed by July or August of 2021.

**CARRIED**

## **VI ADJOURNMENT**

The Chair thanked Senators for attending and participating at this meeting. He wished for everyone to have a good rest of the summer, and hoped that people have had a chance to close their computers since March. President Benarroch thanked everyone for their work and dedication to students and to the University, which has been a great effort, but the work was not yet done. He said that he was very proud to come back to the University of Manitoba, and to be part of this institution in which he deeply believed. For the three years that he was away, he regretted not being in Manitoba. He was looking forward to seeing everyone in person, and to being able to enjoy time together.

The meeting was adjourned at 3:23 p.m.

These minutes, pages 1 to 15, together with the agenda, pages 1 to 16, and the presentation on the University of Manitoba and COVID-19, comprise the minutes of the meeting of Senate held on August 5, 2020.

# UM and COVID-19

Presentation to Senate - August 5, 2020



**University  
of Manitoba**



# Initial Response to COVID-19

- Emergency Response Plan (ERP) was enacted March 23, 2020
- ERP is designed to guide actions, decision making, communications and overall coordination of response to an emergency
- ERP includes:
  - Crisis Management Team which includes members of the President's Executive Team, Chief Risk Officer, Director of Security Services and selected specialists including legal and communications
- Chaired by Alan Scott, Chief Risk Officer

# Response to COVID-19

- COVID-19 Recovery Working Group reporting to the Vice-President (Administration)
  - Review of the academic, research and other recovery plans for a slow, safe and phased-in restoration of on-campus activity
  - Chaired by: Mr. Andrew Konowalchuk, AVP (Administration) and Dr. Todd Mondor, Deputy Provost
- Academic Planning Working Group reporting to the Provost
  - Develop plans, strategies and tactics necessary to maintain high-quality academic programming and consider academic unit recovery plans
  - Chaired by Dr. Todd Mondor, Deputy Provost
- COVID-19 Response Planning Committee
  - UM's coordinated response to positive COVID case on campus(es) - privacy matters and public health liaison
  - Chaired by Karen Meelker and Raman Dhaliwal reporting to the COVID-19 Recovery Working Group

# Recovery - Guiding Principles

- The health and safety of students, staff, faculty and visitors is the overarching priority.
- All students, staff, and faculty will work remotely unless approval has been granted to work on campus.
- Any activity on campus, whatever its nature, will be carried out while strictly respecting the constraints of public health authorities and in accordance with government guidelines and directives.
- Recovery of on-campus activities will be gradual and in keeping with the University's stated principles and recovery plan.
- The University will continue to take into consideration special circumstances for staff, faculty, and students, including health conditions.

# Recovery - Prevention Measures

- Stay informed and follow public health directives.
- Limit your access to campus facilities and spaces.
- Health screening will play a role in assessing access to facilities.
- Continue to practice good hygiene.
- Maintain a physical distance of not less than 2 meters and do not exceed one person per 10 m<sup>2</sup>
- Do not go to campus if you display any symptoms.
- Wear a mask or other appropriate face covering if you are unable to maintain the 2-meter distance. Wearing a mask is strongly encouraged when working in the proximity of others.
- Ensure frequent disinfecting, especially of high-touch surfaces and objects.

# Phases of Recovery

- Initial Response – Phase 1 – March 2020
- Phase 2 – Summer Term
- Phase 3 – Fall Term
- Phase 4 – Winter Term

# Phase 2 – Recovery Planning

- COVID -19 Recovery Working Group was created:
  - Develops planning tools and strategies to support a safe and gradual return to on-campus activities.
  - Provides recommendations to the Vice-President (Administration).
  - Created Guiding Principles and Preventative Measures for the safe recovery of on campus activities.
  - Assesses plans in the context of evolving Provincial guidelines.
  - 20 meetings held since May 8, 2020.
  - Reviewed 34 Phase 2 Recovery Plans.

# Phase 2 - Recovery Summary

- Maximum campus activities are being tracked through approved Recovery Plans (by stakeholder and by building location) to ensure adherence to our Guiding Principles and Preventative Measures



Stakeholder	Occupancy
Academic	827
Admin	372
Research	1192
Other	499
Contractor	208
<b>Total</b>	<b>3098</b>

Location	Occupancy
Fort Garry	2571
Bannatyne	524
Other	3
<b>Total</b>	<b>3098</b>

# ADMINISTRATION





# Phase 2 Recovery – Working Remotely

- On-campus essential activity remained in support of University operations:
  - 301 Physical Plant staff
  - 34 IST staff
  - 15 Financial Services (payroll) staff
  - 13 Security staff
  - 10 Environmental Health & Safety staff
- Majority of staff successfully transitioned to working remotely while providing critical administrative support to the community.

# Phase 2 Recovery - Impacts

- Demand for Administrative support:
  - IST Help Desk saw a significant increase in activity to support students and faculty with remote exams and digital delivery.
  - IST Audio Visual support for Bannatyne dramatically increased in support of Grand Rounds and Virtual Town Halls.
  - IST purchased key software licenses in support UM staff working remotely, including Office 365.
  - HR experienced increased requests support to supervisors in transitioning UM staff to working remotely.
  - Emphasis on Caretaking Services to focus on disinfecting high-touch areas.
  - Campus Planning and Project staff shifted to provide space planning support to recovery plans.
  - Navigating national and global supply-chain shortages.
- Increased complicated and critical communications with record level engagement from internal and external community.

# Phase 3 Recovery Planning

- The campus remains working in limited operations and using the COVID-19 Guiding Principles in all of our planning. The health and safety of students, staff, faculty and visitors is the over-arching priority.
- The preference for fall is to work from home where possible and reasonably practical.
- On-campus activities will remain limited (and regardless of other provincial plans evolving).
- Focused on providing the best and safest support to our University community, both on and off campus.

ANCILLARY



# Phase 1

## Scale down to essential activities

- Student Residences - 627 students (primarily international) on campus March 31.
- Residence Dining - to support remaining students.
- University Centre Pharmacy – remains open as per legislation.

## Closures

- Bookstore, UM Retail in UMSU University Centre, Parking & Transportation Services, Retail Dining Services, and Conference & Catering.

# Phase 2 - Recovery

- Fort Garry Bookstore fulfilled online and phone orders for course materials for summer term and began procurement for fall term. Bannatyne pick-up option for summer term.
- Fort Garry Bookstore opens to the public with restrictions and reduced hours August 4.
- Focal Point Optician by appointment only.
- Student Residences housed all remaining 325 students in private rooms in Pembina Hall and a summer meal plan was put in place.

# Phase 2 – Recovery cont'd

- Active Living Center opened July 27, 2020 at a reduced capacity.
- University Field House, Turf Fields, and Soccer Fields open on a reduced scale to allow for Bison athletes to train.
- Food and Farm Discovery Center at Glenlea open by appointment.

# Phase 3 - Recovery

- Student Residences - will operate Pembina Hall and Arthur V Mauro residences only with single occupancy and private washroom facilities (maximum 514 students). Currently about 75% booked, evolving travel restrictions for international students will affect occupancy.
- Bookstore - Fort Garry Bookstore will be open for online, pick up and limited in-store purchases. The Health Sciences Bookstore on Bannatyne Campus will remain closed for the fall term.
- Parking & Transportation Services - will be open and operational.



# RESEARCH



# Initial Response - Phase 1 (P1)

- UM locked its buildings on March 23<sup>rd</sup> in response to the pandemic
- Researchers required access to (locked) buildings to:
  - look after animals, other living organisms, critical cell lines
  - continue multi-year critical studies
  - maintain equipment
  - avoid losing years of research progress and/or funding
- Created a P1 form to receive requests to continue research
- Intake of forms began on March 24<sup>th</sup>
- Approximately 218 requests to continue research were received between March 24<sup>rd</sup> and May 24<sup>th</sup> (end of P1)
- 196 requests were approved

# Phase 2 (P2)

- On May 25<sup>th</sup> a communique was sent to all researchers outlining a process for a phased re-opening of research (P2) requiring access to labs and facilities and field research stations
- P2 did not include research that can be conducted remotely
- Maximum building occupancy of 50% at any time
- Staggered scheduling, where possible, to accommodate the majority of requests
- PIs required to complete an attestation

# Phase 2 cont'd

## Number of P2 forms received by faculty

- Agriculture (94)
- Architecture (4)
- Art (12)
- Arts (6)
- Engineering (72)
- Environment (30)
- Health Sci. and affiliated institutes (196)
- Kinesiology (4)
- Music (2)
- Science (124)

≈ 1192 researchers

# Current Issues

- Researchers (especially social sciences and humanities) requiring access to libraries
  - libraries have submitted a plan to RWG (approved) and is providing curbside pickup
- Requests to begin/resume research involving human participants
  - create approval form
  - vulnerable communities (permission), modification to ICF

# ACADEMIC



# Phase 1 - Winter Term 2020

- Shift to remote learning as of March 23<sup>rd</sup>
- Suspended sections of ROASS to allow 'pivoting'
- Delay of voluntary withdrawal date
- No in-person final exams; SEEQ not conducted
- Duo-lingo as an approved English Language Proficiency test for Fall 2020 and Winter 2021
- Suspension of requirement for medical notes, and repeated course policy
- Flexibility offered for course grading:
  - Standard approach - letter grade accepted
  - Accept letter grade but exclude from UM GPA calculations
  - Pass/Fail

# Convocation 2020

- Successful virtual Spring Convocation
  - Graduating students invited to submit a photo and/or video message
  - 4,255 students convocated and nearly half submitted content
  - Ceremony live-streamed with nearly 5,000 viewers and also hosted on the UM's YouTube with over 9,000 views;
  - Viewed around the world – i.e., Canada, U.S., United Kingdom, India, Nigeria etc.
- 31<sup>st</sup> Annual Traditional Graduation Pow Wow
  - Live-streamed celebration for 60 Indigenous graduates
  - Featuring Indigenous musical performances and messages from Indigenous community and alumni.
  - More than 250 live viewers and 6,600 video views



# The Centre for the Advancement of Teaching and Learning

## Contingencies for Teaching



### Announcements

[Centre Endorsed & Supported Teaching & Learning Technologies](#)

[UM Learn Login Changed](#)

[Foundations of Online and Remote Learning \(5 hour course\)](#)

[Information / Resources to Assist with the Move to Remote Learning](#)

View our resources below to access video tutorials and information regarding teaching remotely, creating and adding content on UM Learn, and guides on Webex.



### Quick Start to Teaching Remotely

A quick step-by-step guide to teaching remotely using Centre resources.



### Online Workshops

Register for an online teaching or Framework support workshop.



### PowerPoint

Guides to narrating your presentation.



### UM Learn

Tutorials, **Respondus 4.0**, resources and support for delivering courses and assessments.



### Promoting Integrity in Online Learning

Strategies to support academic integrity and copyright considerations for online and remote courses.



### Cisco Webex

Quick guides and support for online classrooms.



### Alternative Forms of Assessment

Best practices and alternative formats for online and remote courses.



### Well-being & Support

Resources to support coping during the pandemic.



### Resources for Teaching Assistants

Resource page for TAs working remotely to support course instructors and students.

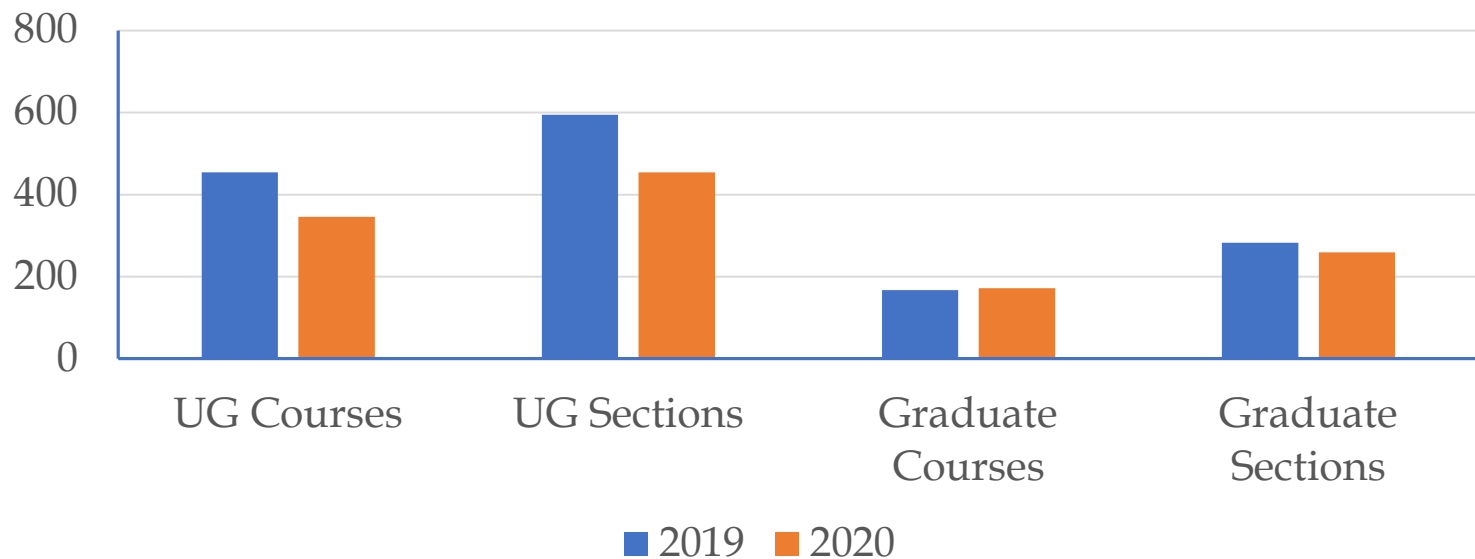
- Contingencies for Teaching Remotely website
- Enhanced support for instructors and especially students for on-line exams
- Established a toll-free number for video-conferencing for students with limited internet connectivity
- Multiple approaches to support remote course design
- Large pool of resources for academic integrity support for instructors

# Phase 2 - Summer Term 2020

- University buildings remain locked.
- Summer Term was declared as entirely by remote learning and with a delayed start (June 1).
- Limited in-person activities on campus:
  - Teaching: support for summer course and preparation for Fall term
  - Research: essential research activities
  - Services: essential services and/or activities that could not be completed by remote means, including library materials curbside pickup for faculty and graduate students.
- As provincial restrictions relaxed, some increase in access by faculty and staff has been made possible

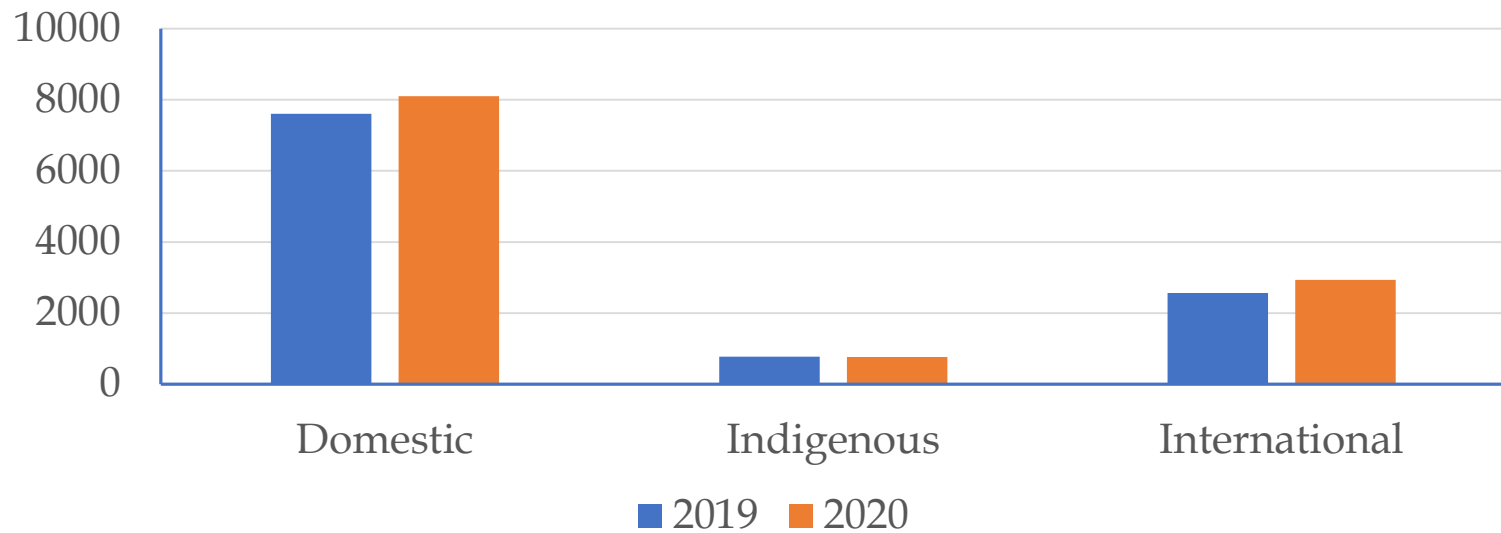
# Summer Term by the Numbers

## Courses & Sections



# Summer Term by the Numbers

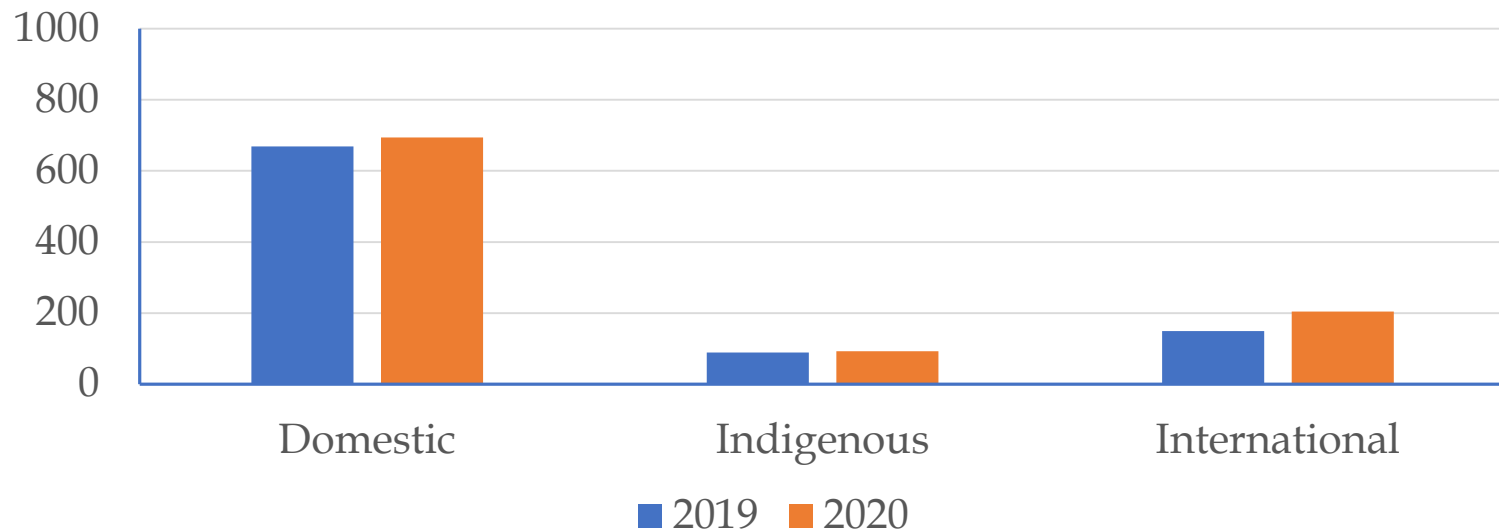
## Undergraduate Student Participation



*Total Undergraduate Credit Hours increased to 66,425 in 2020 from 59,009 in 2019*

# Summer Term by the Numbers

## Graduate Student Participation



*Total U & G students increased to 11,933 in 2020 from 10,988 in 2019*

# Phase 3 - Fall Term 2020

- All possible courses for the Fall Term offered through remote learning.
- Some courses, or activities within courses, that could not be offered remotely were approved for in-person instruction. All of these were either program / degree requirements or would cause a significant delay in progression for students if not offered (205 courses approved out of 1775)
- All courses approved for in-person instruction are required be operationalized in accordance with all health and safety and social distancing requirements.
- Delayed the start of Winter Term 2021 to allow for delayed allowing for some possible critical in-person activities for Fall Term courses to be held between January 5 and 15, 2021. (56 courses approved)

# Fall Term - Reason for Optimism

- Acceptance rate:
  - Fall term 2020 admission cycle is still not complete.
  - Preliminary figures indicate that the conversion/acceptance rates for competitive programs, direct entry, and advanced entry are at **similar levels** when compared to previous years.
  - Preliminary figures for non-competitive programs, direct entry, and advanced entry are also at **similar levels** to previous years.

# Support for Students

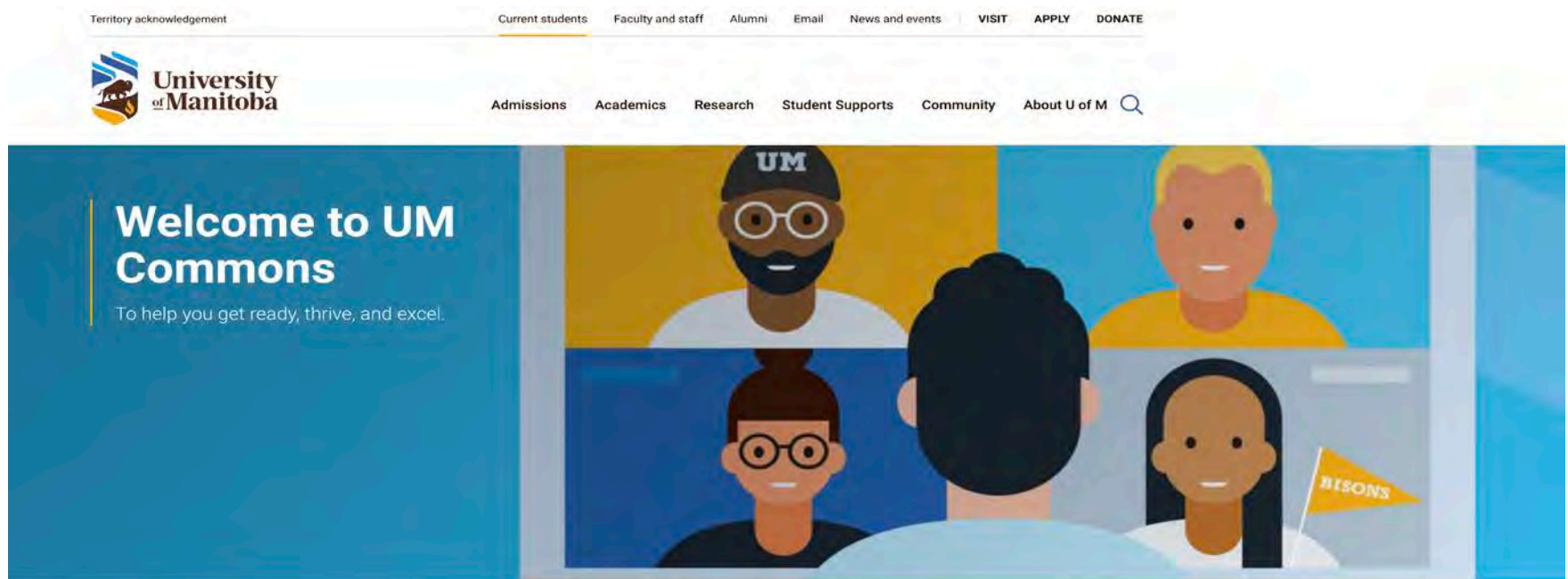
- All student support programs, services, and supports delivered remotely
- COVID-19 Emergency Relief Fund
  - Approximately \$2.1M disbursed to students
- Technology Support
  - Minimum technology requirements
  - On-line exam technology support
  - Financial support for computers
    - \$76k raised; 113 students supported for Summer term
    - Program to continue (pending donors) for Fall term
  - IST computer refurbishing



# First Year Experience Initiatives

- UM Essentials: on UMLearn platform – series of modules to support the transition to university life and study
- Math Boot Camp: 3-week refresher in August
- Prep Week (Aug 31-Sept 4): introductory course material launched, special lectures, academic success workshops, homerooms, and community building
- Welcome Day: official welcome/invocation, faculty program meetings, club & student org sessions

# UM Commons: Virtual gateway to resources, supports & connections



We're excited you're joining the UM community, new Bisons! This site was created just for you. Come back often as information will be continually updated to ensure you have what you need when you need it.

#### UM Commons

- [Territory acknowledgement](#)
- [The Spirit of the Bison](#)
- [UM Essentials](#)
- [Student communities](#)
- [Student government](#)

# Support for Faculty

- Libraries: Digitization project, HathiTrust & curbside pick up for faculty and students
- Extended tenure period – one year
- Paid training on remote teaching for sessional instructors
- Enhanced support by CATL for remote teaching including a robust suite of in-person and online supports for instructors, and a pilot of Respondus Monitor for summer term exams with possible rollout to Fall term
- Flexibility regarding changes to research study leaves.

# UM Recovery Approach



# UM Recovery Approach

- Work that may be done remotely still should continue to be done remotely where possible and practical.
- Activity in support of approved on-campus instruction and research plans should be prioritized
- All on-campus activity must:
  - Align with public health guidelines which are outlined on the [UM COVID Recovery website](#);
  - Activities should be limited, and where possible scheduled using a phased or staggered approach;
  - All physical distancing, and health and safety standards must be met and [self-assessment tools](#) must be used.

# UM Recovery Approach – Phase 3

- As of September 1 the maximum percentage of employees within a Faculty or unit that may be permitted to attend on-campus at a given time is restricted to **40%**.
- This percentage is to include all research, teaching, support and administrative activities within a Faculty/Unit.
- Deans and Unit heads will have the responsibility for determining access.
- Building occupancy will be tracked and monitored.
- In the event of a resurgence in the pandemic or an increase in risk to the UM community, then activity may need to be reduced and restrictions strengthened.

# For Further Information and Updates

<http://umanitoba.ca/coronavirus>



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