

April 5, 2017

Minutes of a meeting of Senate held on the above date at 1:30 p.m. in the Senate Chamber, Room E3-262 Engineering and Information Technology Complex

Members Present

Dr. D. Barnard,
Chair
Dr. C. Adams
Prof. A. Alessi-Severini
Prof. C. Anderson
Prof. G. Anderson
Prof. John Anderson
Prof. Judith Anderson
Mrs. S. Araujo
Prof. B. Austin-Smith
Mr. J. Bass
Dean S. Baum
Dean J. Beddoes
Dean M. Benarroch
Prof. R. Bhullar
Dean J. Black-Branch
Prof. P. Blunden
Prof. T. Booth
Prof. O. Botar
Very Rev. R. Bozyk
Prof. M. Brabston
Dean. D. Brown
Prof. F. Burczynski
Prof. A. Calder
Prof. J. Carlberg
Prof. T. Chen
Prof. D. Churchill
Recteur G. Csepregi
Ms. E. Cummings
Prof. P. Dass
Dean E. Dawe
Prof. D. Delay
Ms. L. Demczuk
Prof. R. Desai
Mr. L. Dojack
Prof. M. Domaratzki
Mr. R. Duarte
Fernandez
Ms. A. Ducas
Prof. A. Farenhorst
Prof. G. Fitzell
Prof. M. Gabbert
Ms. S. Gottheil
Acting Dean X. Gu

Prof. J. Guard
Dean N. Halden
Prof. R. Hechter
Dean G. Hepburn
Prof. J. Honeyford
Acting Dean R. Hoppa
Prof. J. Hughes
Dean A. Iacopino
Dr. D. Jayas
Ms. L. Johnson
Ms. M.-A. Kandrack
Dr. J. Keselman
Prof. W. Kinsner
Mr. D. Kushner
Prof. L. Landrum
Mr. A. Latif
Prof. S. Logsetty
Dean D. Mandzuk
Ms. C. Mastromonaco
Mr. A. Menon
Prof. B. Milne
Acting Dean, T.
Mondor
Dean J. Mulvale
Ms. T. Nagra
Prof. D. Oliver
Ms. S. Olson
Prof. S. Passmore
Mrs. K. Pearson
Prof. T. Peter
Prof. D. Polyzois
Dean B. Postl
Mr. G. Prairie
Ms. S. Ragheb
Prof. M. Rastegar
Ms. C. Reitano
Prof. G. Restall
Dr. J. Ristock
Dr. M.-J. Romaniuk
Prof. A. Schwann
Prof. B. Shay
Ms. K. Sigurdson
Mr. G. Sobie
Prof. R. Tate
Prof. C. Trott
Dean R. Urbanowski

Prof. D. Walker
Prof. B.-C. Wang
Dean K. Wittenberg
Mr. B. Zhang
Mr. J. Leclerc,
University Secretary
Dr. S. Coyston,
Recording Secretary

Assessors Present

Mr. E. A-iyeh
Mr. J. Adams
Dr. D. Collins
Dr. F. Deer
Mr. S. Dorge
Ms. D. Hallock
Prof. D.
Hiebert-Murphy
Ms. H. Jalbani
Prof. R. Lastra
Mr. N. Marnoch
Prof. J. Morrill
Dean B. O'Connell
Mr. S. Saad
Prof. G. Smith
Dr. D. Stewart

Regrets

Ms. A. Ameis
Ms. S. Connelly
Prof. R. Currie
Mr. N. Eissa
Prof. W. El-Matary
Prof. B. Elias
Prof. T. Falkenberg
Ms. C. Gabrielle
Prof. M. Gallant
Prof. G. Giesbrecht
Prof. J. Gilchrist
Prof. B. Hallman
Prof. P. Hess
Prof. P. Hultin
Prof. S. Karimi
Mr. J. Kearsey

Ms. E. Kiely-Smith
Prof. S. McClement
Ms. J. McConnell
Prof. D. McMillan
Ms. S. Popowich
Dr. H. Sectar
Mr. I. Veloso
Ms. M. Villegas
Prof. P. Wener

Absent

Prof. R. Biscontri
Prof. N. Cicek
Prof. J. Cranston
Dr. J. Doering
Mr. C. Friesen
Dr. G. Glavin
Mr. M. Gundhu
Mr. M. Haroon
Ms. K. Metcalfe
Ms. D.
Nedohin-Macek
Prof. A. Schultz
Dr. M. Torchia

Also Present

Ms. N. Andrew
Ms. L. Asher
Prof. K. Busby
Prof. C. Cook
Ms. C. Davidson
Prof. A. Desmarais
Mr. G. Dyck
Ms. H. Fallding
Mr. G. Flemming
Ms. P. Gareau
Ms. C. Hill
Ms. B. Hudson
Ms. A. Kilgour
Ms. A.
Lievana-MacTavish
Prof. R. Lobdell
Ms. H. Loewen
Prof. Z. Lutfiyya

Prof. A. Muller
Mr. H. Piyadasa
Mr. D. Rollins
Ms. S. Utsunomiya
Ms. A. Waxman
Ms. M. Yoshida

The Chair informed Senate that the Speaker of the Senate Executive Committee was Professor Mark Gabbert, Faculty of Arts.

The Chair welcomed new student Senators, whose terms began on April 1st.

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Revision to the Academic Schedule for 2016-2017** Page 5

Professor Gabbert MOVED, on behalf of the Senate Executive Committee, THAT Senate approve a revision to the Academic Schedule for 2016-2017.

CARRIED

III MATTERS FORWARDED FOR INFORMATION

1. **Report of the Senate Committee on Awards – Part A [February 21, 2017]** Page 9

2. **In Memoriam: Dr. James N. Wright** Page 21

Dean Iacopino offered a tribute to Dr. James N. Wright, who had served as Dean of the Faculty of Dentistry from 1994 – 1997. Dr. Wright completed his dental degree through the Canadian Armed Forces (CAF) and served in the CAF Dental Corps for thirty-three years, achieving the rank of Brigadier General. He joined the Faculty of Dentistry in 1986, serving as Head of the former Department of Stomatology, and subsequently as Associate Dean and Dean of the Faculty.

3. **Report on Research Contract Funds Received, July 1, 2016 - December 31, 2016** Page 22

4. **Memo from University Secretary RE: Change in Location of June 21, 2017 Senate Meeting to Bannatyne Campus** Page 26

The Chair called attention to a memo from Mr. Leclerc concerning a change in location for the June Senate meeting, which would take place at the Bannatyne Campus.

IV REPORT OF THE PRESIDENT Page 27

President Barnard provided a response to the statement by Arts Senators made at the previous meeting. He recalled that the Arts Senators had requested that Senate be apprised of the policies upon which the draft budget had been based and how these policies determined the allocations under the proposed budget. In the statement, the Arts Senators had recalled that Senate was empowered to make recommendations to the Board of Governors respecting budgetary policies and had suggested that, to carry this out, Senate would need an opportunity to respond to the University's budget proposal in a timely way.

President Barnard identified six principles that inform the formation of the University's budget: (1) produce a balanced operating budget that positions the University for a strong sustainable future, with balanced investments in the academic mission and in support functions and infrastructure; (2) enhancing the student experience; (3) furthering the University's commitment to Indigenous achievement; (4) as a U15 university, enhancing research competitiveness and maintaining an internationally competitive and supportive research structure; (5) investing in critical institutional infrastructure and its renewal; and (6) strengthening community engagement, partnerships and institutional support. These principles were intended to protect academic and administrative units, to the greatest extent possible, from further budget reductions through careful and ongoing monitoring of revenues and expenses and through the optimum use of revenue sources.

President Barnard said there would be additional conversations about the budget proposal at the Budget Advisory Committee.

V QUESTION PERIOD

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

The following question was received from Professor Wang, Faculty of Engineering:

Starting from February 2017, the Faculty of Graduate Studies Graduate Enhancement of Tri-Council Stipends (GETS) program has experienced a significant financial cut. This would result in a significant negative impact on the graduate program at the U of M (in terms of graduate student enrolment and research and development programs). Across campus, many colleagues are feeling deeply concerned. As we know, in comparison to Ontario universities, we do not have any substantial provincial scholarship programs to support our graduate students. The GETS program plays a critical role in our graduate program, and we like it. Of course, many thanks to the University and FGS for their joint efforts on the GETS program.

- (1) Question to VP Research and International: How to support FGS, so that the GETS program may survive and sustain?
- (2) Question to Dean of FGS: How to reform the GETS program in the future? As we know, GETS provides match funding to Tri-council grants. On the science and engineering side, three NSERC funds are matched through GETS, including the Discovery Grants, the Collaborative Research and Development Grants (or CRD), and the Strategic Partnership Grants. The CRD grant is typically for a large project involving multiple researchers. It is funded by an industry, and then the industrial funds are matched by NSERC in terms of both cash and in-kind contributions. In other words, the industrial funds are already magnified through the NSERC CRD program by a factor or two or three. Under the tight financial situation, why would GETS further match NSERC CRD contributions? In the future, unless the University financial supports for research improve significantly, it would be better if GETS may just focus on matching the individual NSERC Discovery Grants. For other Tri-council grants such as CHIR and SSHRC, it is suggested that the FGS may consider similar reformations.

Dr. Jayas's response included several slides, which are appended to the minutes of the meeting (*GETS Program Update*).

Dr. Jayas emphasized that, although the rules for allocating GETS stipends had changed in January 2017, there had been no reduction to the budget for the program. He said the GETS budget and funds allocated to stipends had increased since the inception of the program in 2010-11 as had demand for funding through the program. Although the total budget for the program in 2017-18 was more than \$4.3 million, only about \$1 million was available for new stipends.

Dr. Jayas reviewed the objectives of the GETS Program, which were to: (1) increase highly qualified personnel training, given the emphasis on this in Tri-Council funding competitions; (2) increase graduate student enrolment and the proportion of doctoral students, which was consistent with the University's strategic enrolment management targets; (3) lower the cost of supporting graduate students, for researchers, in order to be more competitive with institutions in other jurisdictions. He said it was not clear whether the program had contributed to meeting the first two objectives, as graduate student enrolment had not increased substantially in the last few years.

Dr. Jayas said the revised rules for allocating GETS Program funds would provide for a 1:1 matching ratio. Also, researchers could receive only one GETS stipend for each grant held. One objective of the revisions was to motivate researchers to apply for multiple grants, as vibrant research programs require multiple grants and the University, collectively, was not taking advantage of all granting agencies' programs. A second objective was to establish more control over future allocations, with a view to examining the program, including some of the questions that had been raised by Professor Wang.

Given the importance of the GETS Program to the University, Dr. Jayas said he hoped the budget would increase over time but, in the current fiscal environment, any increases would be modest. Dr. Jayas said he and the Dean, Faculty of Graduate Studies, would co-chair a working group to examine the program, with a view to establishing stable, predictable allocation rules that would support researchers and graduate students and would allow the University to meet its objectives for the program.

Professor Wang asked if the University had approached the current provincial government about the importance of funding, to support research and development, that was competitive with other provinces and would contribute to the economy by producing highly trained personnel at the graduate level. Dr. Jayas said the University discusses the need for additional research funding with the province on an ongoing basis.

Professor Oliver suggested that GETS stipends might be targeted to researchers holding Discovery Grants, which, unlike some other grants, fund only a part of a research program. He suggested that any changes to the rules for the program, particularly if they would limit the number of applicants, should take into account the timeline for newly admitted graduate students to register at the University, which could take as long as fifteen months for international students who had to obtain student visas.

1150 – Introduction to Statistics and Computing and STAT 2150 – Statistics and Computing. He said the Department was proposing to add tutorial sections to four courses, STAT 1000, STAT 1150, STAT 2000, and STAT 2150, to address high DFW rates in the two existing courses and the consequences for student success.

Professor Smith said the SCCCC had endorsed the proposal, given the potential for the course changes to have a positive impact on student success. The SCCCC had concerns about the resources that would be required to add tutorials for courses with a large number of course sections, but had been assured by the Registrar's office that there was sufficient classroom space to schedule the tutorials and by the Dean that the Faculty would cover any costs arising from the tutorials that were not covered by laboratory fees.

b) Report of the Senate Planning and Priorities Committee

Page 48

Ms. Ducas referred Senators to the Report of the Senate Planning and Priorities Committee (SPPC). She said the introduction of tutorial sections for STAT 1000, STAT 1150, STAT 2000, and STAT 2150 would be cost neutral. The committee had been concerned that the additional teaching costs might lead to a reduction in the number of course sections that would be offered for STAT 1000, as this could potentially impact students in programs across the University who complete the course to meet a program requirement or the University's Mathematics (M) requirement. Ms. Ducas said, notwithstanding the uncertainty regarding the resources, the SPPC had endorsed the proposal on the basis of the strong pedagogical objectives of the course and curriculum changes.

Professor Smith MOVED, on behalf of the committees, THAT Senate approve undergraduate curriculum and course changes proposed by the Department of Statistics, Faculty of Science, effective September 1, 2017.

CARRIED

3. Reports of the Faculty Council of Graduate Studies on Program and Curriculum Changes

a) RE: Proposal for a Master of Human Rights

Page 71

Acting Dean Mondor said the Faculty of Graduate Studies had reviewed the academic merits of the proposal for a Master of Human Rights (M.H.R.) degree and had arranged for an external evaluation of the program, which had been very positive. It was anticipated that there would be strong demand for the program and that graduates would readily find employment. Students in the proposed program would be well-positioned to take advantage of local opportunities including with the National Centre for Truth and Reconciliation and the Canadian Museum for Human Rights. The proposed program would support the University's

objective to increase graduate enrolment, as outlined in its *Strategic Enrolment Management Planning Framework, 2013-2018*.

Acting Dean Mondor said the Faculty Council of Graduate Studies had endorsed the proposal.

**(i) Report of the Senate Planning and
Priorities Committee**

Page 77

Ms. Ducas said the proposed program would be the only Master of Human Rights degree offered in Canada, and it was anticipated there would be strong demand for the program. Enrolment in the program would be limited to a maximum of fifteen students per year.

Ms. Ducas said the cost of offering the program would be \$117,566 by Year 4. Revenue to support the program would be generated by tuition fees (\$79,932) and annual income from endowment funds of \$5 million (\$212,180) and \$3 million (\$127,308) that would be used to fund a research chair and graduate student awards, respectively. The revenue would be used to cover the costs outlined in observation 10 of the Report. Ms. Ducas said it was anticipated that the program would be housed in the Tier Building, which would require \$402,900 for space renovations.

Ms. Ducas said the SPPC noted that program could not be implemented before sufficient funds had been raised to support an endowed Chair.

Ms. Ducas said the committee had recommended that the University assign a high priority level to the proposal.

Acting Dean Mondor MOVED, seconded by Dr. Keselman, THAT Senate recommend that the Board of Governors approve a proposal for a Master of Human Rights degree.

Professor Churchill was concerned that the proposed M.H.R. was to be administered by the Faculty of Graduate Studies, which was principally an administrative structure with only a small number of permanent academic staff, rather than a department, with a collegium of scholars in cognate disciplines. He was concerned that this would place significant responsibility for sustaining the program on individual faculty, including with respect to administration, service, and peer assessment.

Professor Churchill raised a concern that, because faculty teaching in the M.H.R. would hold appointments in various departments and faculties, they would be assessed for promotion under various promotion and tenure guidelines and by colleagues with different expectations for teaching load and service requirements. He also cautioned against establishing micro-programs that would not require faculty to teach introductory and advanced undergraduate courses, in addition to participating in graduate instruction, and making faculty appointments with significant teaching release, given potential for these practices to adversely affect collegiality.

Professor Churchill raised a concern that there was no corresponding undergraduate program in Human Rights at the University. He suggested that free-standing graduate programs are costly and are vulnerable to changes in student demand and vagaries of academic life.

Concerns were raised that the proposed M.H.R. would have significant overlap with existing programs, including graduate programs in Peace and Conflict Studies and Disability Studies. It was noted that students already have opportunities to complete graduate research in the area of human rights in graduate programs offered by various departments in the Faculty of Arts; the Department of History was cited as an example. Professor Churchill suggested that the proponents of the M.H.R. had not made the case that human rights represented a distinct field of study (i.e. separate from peace and conflict studies), given their position that the M.H.R. would be a broad, interdisciplinary program staffed by faculty from a range of disciplines. He proposed that it would be more appropriate to establish a Human Rights concentration that could be completed by students within various existing Master of Arts degree programs.

Professor Churchill observed that the proposal was not clear about whether the program would draw from the same pool of potential applicants as the Master of Arts in Peace and Conflict Studies or if the program would attract a separate pool of applicants.

Responding to the concerns, Acting Dean Mondor contended that the Faculty of Graduate Studies had established a good governance model for administering interdisciplinary graduate programs. He said that, unlike faculty members in the graduate programs in Peace and Conflict Studies and Disability Studies, academic staff who would contribute to the M.H.R. program would hold appointments in departments, in various budget faculties, that would be responsible for their salaries. Faculty contributing to the program would constitute a group of scholars interested in human rights who would serve as colleagues to each other and as advisors to students in the program. Regarding the question of overlapping content, he observed that external evaluators who had reviewed the proposal had thought that the M.H.R. program would complement existing programs and would allow the University to establish a program in a new area for which there would be strong student demand.

Responding to concerns about overlapping content, Professor Muller observed that the Faculty Councils of the four faculties that would partner in the governance of the program had approved motions to support the establishment of the M.H.R. program. Citing other examples of disciplinary overlap, including English and history and political studies and literary history, he said this was not necessarily negative. He said that, whereas programs in Peace and Conflict Studies centered on peace-building, the M.H.R. would be anchored in human rights law and would produce graduates who would be dedicated human rights professionals rather than peace-builders.

With respect to the issue of collegiality, Professor Muller said the process of developing the proposal and the intent to work collaboratively with graduate programs in Peace and Conflict Studies and Disability Studies, to promote research in social justice, illustrate that the M.H.R. would be part of collaborations and collegial undertakings that already exist among the four partner faculties.

Several Senators expressed concerns about the cost and the financial viability of the program. Professor Churchill was concerned that the program would be supported by income from an endowment fund, which would be subject to fluctuations in the investment market. He said the proposed budget should be based on a more conservative estimate of the annual return on the fund, for example, 3.5 percent, rather than 4.25 percent. Professor Chen was concerned that a significant portion of the monies required to establish the endowment funds for the research chair and graduate student support (approximately \$7.5 million) had not yet been received by the University and there was no indication of when these funds might be received. She worried that the projected cost of the program could change during the time that might elapse between the University approving the program and the total \$8 million being raised, at which point revenue from the endowment funds might not be sufficient to cover the higher cost. Several Senators contended that, because it was not possible for Senate to determine whether the program would be financially viable, Senate should not take a decision on the proposal until all of the funds required to support the program were in place.

Professor Chen was concerned that, given changes to the fiscal context in various departments since the program proposal was initially drafted several years earlier, the number of elective courses identified in Appendix A and the number of instructors who had originally expressed interest in teaching in the program might not be current. She suggested that there might not be sufficient spaces in the elective courses identified for students in the M.H.R. program and, if there were, these students might not be able to register in the courses before the end of August when any registration restrictions were removed. She suggested that some faculty members who had originally committed to teaching in the program might no longer have time in their teaching load to do so.

Professor Morrill suggested that the proposal does not reflect the true cost of the proposal. She pointed to an indication that some teaching in the program would be undertaken by faculty, from various departments, who would participate in the program without requesting teaching release from their home department. Professor Guard added that Dean Taylor had indicated that the Faculty of Arts would not provide instructors to teach in the program; teaching releases would have to be purchased (Arts Faculty Council, February 11, 2016).

Professor Oliver suggested, and Professor Desai concurred, that in the context of current resource constraints at the institution, the University should not introduce new programs without rationalizing its existing

program offerings. This might involve giving some consideration to programs that could be closed when a new program is introduced.

Mrs. Arajuo raised a concern about establishing another graduate program, which would admit fifteen additional students each year, when the institution already cannot provide graduate student awards or office spaces for all graduate students.

Declaring his role as Chair of the Mauro Centre Board of Directors, Professor Adams spoke in favour of the proposal for the M.H.R. He observed that some of the proponents of the proposal had also been involved in the development of the graduate programs in Peace and Conflict Studies, which attract many applicants from around the world each year and which, he noted, are managed quite capably within the Faculty of Graduate Studies. He suggested that the M.H.R. degree would complement these programs and would produce graduates who might subsequently complete a Ph.D. in Peace and Conflict Studies.

Ms. Ducas called attention to the SPPC's recommendation, which stated that the Provost would not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Dr. Ristock observed that some of the questions raised with respect to whether sufficient resources would be available at the point in time at which the program would be implemented were not unique to this proposal. When any program proposal was assessed for implementation, it was necessary to take into account whether circumstances had changed in the department following approval of a program by Senate and the Board of Governors.

Acting Dean Mondor said the proposed M.H.R. degree would be a groundbreaking program that would, as external reviewers had indicated, meet a need for this sort of program at the University, within Winnipeg, and across Canada. He reiterated that the proposal had been strongly supported within the University, including by the Faculty Councils of the Faculties of Arts, Education, Law, and Social Work, and the Faculty Council of Graduate Studies, which includes representatives from across the University.

Dr. Ristock proposed an amendment to the motion, to include the conditions stated in the SPPC's recommendation. Acting Dean Mondor agreed to the friendly amendment and the motion was revised as follows:

THAT Senate recommend that the Board of Governors approve a proposal for a Master of Human Rights degree, with the *proviso* that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Responding to concerns about the cost and the viability of the proposed program, Professor Muller explained that monies that would potentially be contributed by a donor to fund the program had been targeted for this initiative. The program would not draw resources away from existing programs, therefore. Professor Muller acknowledged that the proposed M.H.R. degree would not be viable without the donor's funding. He said the proponents would not proceed with the program if this funding was not received. With respect to the availability of elective courses, Professor Muller said about two-thirds of the courses listed in Appendix A, which represented 172 available seats, had been offered in 2016-2017. If the program were implemented, it would require 45 of these spaces each year. Considering these things, he suggested that capacity would not be an issue.

Professor Churchill MOVED, seconded by Professor Kandrack, THAT Senate postpone its consideration of a proposal for a Master of Human Rights degree indefinitely.

CARRIED

b) RE: Department of Agribusiness and Agricultural Economics

Page 194

Acting Dean Mondor said the Department of Agribusiness and Agricultural Economics was proposing to establish three streams within the Master of Science in Agribusiness and Agricultural and Economics degree (in Agricultural Economics, Agribusiness, and Environmental and Resource Economics), to communicate areas of focus to prospective students and to allow graduates to present their qualifications.

Acting Dean Mondor MOVED, seconded by Dean Wittenberg, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Department of Agribusiness and Agricultural Economics, effective September 1, 2017.

CARRIED

c) RE: Asper School of Business

Page 197

Acting Dean Mondor said the I.H. Asper School of Business was proposing to amend the English language proficiency requirements for admission to the Master of Business Administration, to require a minimum score of seven (7) on the International English Language Testing System (IELTS), with no score less than six (6) on any of the components for listening, reading, writing, and speaking.

Acting Dean Mondor MOVED, seconded by Dean Benarroch, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Asper School of Business, effective September 1, 2017.

CARRIED

- d) **RE: Department of Computer Science** Page 199

Acting Dean Mondor said the Department of Computer Science currently required international graduate students admitted to its programs to complete the Canadian Test of English for Scholars and Trainees (CanTEST), to determine whether additional English language instruction was required. The Department was proposing to eliminate the requirement, which would not preclude it from recommending that particular students complete additional English language training following admission. Acting Dean Mondor said applicants admitted to graduate programs in the Department were required to meet the minimum English language proficiency requirements for admission to the Faculty of Graduate Studies.

Acting Dean Mondor MOVED, seconded by Professor Kinsner, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Department of Computer Science, effective September 1, 2017.

CARRIED

- e) **RE: Department of Curriculum, Teaching and Learning** Page 201

Acting Dean Mondor said the Department of Curriculum, Teaching and Learning was proposing to modify the specialization in Studies in Curriculum, Teaching and Learning, in the Master of Education, including the course-based and thesis options, as outlined in the Report. The changes would increase the number of courses available to students that could be used to satisfy the program requirements while still maintaining the standards of the program. The intent was to reduce time-to-completion, as students would not have to wait for particular courses to be offered.

Acting Dean Mondor MOVED, seconded by Dean Mandzuk, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Department of Curriculum, Teaching and Learning, effective September 1, 2017.

CARRIED

- f) **RE: Department of Landscape Architecture** Page 204

Acting Dean Mondor said the Department of Landscape Architecture was proposing a number of changes to the English language proficiency requirements for admission to the Master of Landscape Architecture. It was proposing to increase the minimum score required on the IELTS to 7.0. It would also restrict the English language proficiency tests that would be accepted to the CanTEST, the Test of English as a Foreign Language (TOEFL), and IELTS. The Department believed these tests provide the

best indicator of English language competency. Also, applicants to the program typically have completed one of these tests.

Acting Dean Mondor MOVED, seconded by Dean Beddoes, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Department of Landscape Architecture, effective for the Fall 2018 intake.

CARRIED

g) RE: Department of Occupational Therapy

Page 206

Acting Dean Mondor said the Department of Occupational Therapy was proposing to amend the English language proficiency requirements, for admission to the Master of Occupational Therapy, to accept the results of only three tests, the TOEFL (iBT), IELTS, and CanTEST. The Department was also proposing to increase the minimum scores required on these tests, as set out in the Report.

Acting Dean Mondor MOVED, seconded by Professor Shay, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Department of Occupational Therapy, effective for the Fall 2018 intake.

CARRIED

h) RE: Department of Sociology

Page 209

Acting Dean Mondor said the Department of Sociology was proposing to increase the minimum scores required on two English language proficiency tests, the IELTS and TOEFL, as set out in the Report. The Department would continue to accept the results of all English language proficiency tests accepted by the Faculty of Graduate Studies.

Acting Dean Mondor said the Department was proposing to revise the criteria for admission to the Master of Arts in Sociology, to establish a process for special admission consideration for applicants who self-identify as Indigenous, including First Nations, Métis, and Inuit. The proposed process would formalize current practice in the Department.

Acting Dean Mondor said the Department was proposing to revise the requirements for the Ph.D. in Sociology to require that students complete any two of the available research methods courses (6 credit hours). Currently, students must complete one quantitative and one qualitative research methods course. The objective was to make the requirements more flexible.

Acting Dean Mondor MOVED, seconded by Dean Brown, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Department of Sociology, with changes to the admission

requirements to take effect for the Fall 2018 intake and changes to the program requirements for the Ph.D. in Sociology to take effect for the Fall 2017.

CARRIED

i) RE: Faculty of Social Work

Page 212

Acting Dean Mondor said the Faculty of Social Work was proposing to establish an Indigenous Practice concentration within the Master of Social Work program, as outlined in the Report. No additional resources would be required to offer the cluster, which would make use of existing courses. Students who completed the concentration would have it noted on their transcript.

Acting Dean Mondor MOVED, seconded by Dean Mulvale, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the Faculty of Social Work, effective September 1, 2017.

CARRIED

j) RE: Revisions to the Faculty of Graduate Studies Academic Guide

Page 214

Acting Dean Mondor referred Senators to the Report of the Faculty Council of Graduate Studies on Regulation Changes for a summary of various changes that the Faculty was proposing to make to the *Academic Guide*. Most of the changes were minor ones intended to improve clarity or to update the regulations to reflect current practices.

Acting Dean Mondor MOVED, seconded by Professor Kinsner, THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning revisions to the Faculty of Graduate Studies Academic Guide, effective September 1, 2017.

CARRIED

**4. Report of the Senate Committee on Academic Review
RE: Proposal for an Indigenous Institute of Health and Healing**

Page 303

Dr. Collins referred Senators to a proposal for an Indigenous Institute of Health and Healing, and to the Reports of the Senate Committee on Academic Review (SCAR) and the *ad hoc* Committee of SCAR on the same proposal.

Dr. Collins MOVED, on behalf of the committee, THAT Senate recommend that the Board of Governors approve the Report of the Senate Committee on Academic Review concerning a proposal to establish the Indigenous Institute of Health and Healing for a period of five years, with continuation subject to a review process and with the proviso that, at the end of the first twelve months, the Head of the Institute would forward clear procedures for

appointing members to the Institute, for review by the Senate Committee on Academic Review and Senate.

CARRIED

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

- a) **RE: Revised Admission Regulations, Diploma in Agriculture, Faculty of Agricultural and Food Sciences** Page 334

Ms. Gottheil said the Faculty of Agricultural and Food Sciences was proposing to establish Advanced Entry to the Diploma in Agriculture, to allow students who had completed at least 24 credit hours of postsecondary studies to be considered for admission. Currently, Direct Entry from high school was the only pathway for admission to the Diploma. The Advanced Entry requirements that were proposed were consistent with those for other programs at the University.

Ms. Gottheil MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning Revised Admission Regulations for the Diploma in Agriculture, Faculty of Agricultural and Food Sciences, effective for the September 2018 intake.

CARRIED

- b) **RE: Updated Supplementary Regulations, Environmental Design Program, Faculty of Architecture** Page 337

Ms. Gottheil said the Faculty of Architecture was updating existing academic regulations for the Bachelor of Environmental Design program. The changes entailed minor clarifications and editorial changes.

Ms. Gottheil MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning Supplementary Regulations in the Environmental Design program, Faculty of Architecture, effective for the September 2018 intake.

CARRIED

6. **Report of the Joint Senate Committee on Joint Masters Programs RE: Revised Admission Requirements for the Joint Master of Public Administration** Page 344

Professor Lutfiyya recalled that the Senates of the Universities of Manitoba and Winnipeg had recently approved changes to the curriculum of the Master of Public Administration degree, which is offered jointly by the two institutions (Senate, University of Manitoba, October 5, 2016). The current proposal was to amend the admission requirements for the program, to require that students meet the admission requirements of the Faculty of Graduate Studies, University

of Manitoba, including a requirement for a four-year undergraduate degree. Currently, applicants may be admitted with a three-year undergraduate degree.

Professor Lutfiyya said the Joint Senate Committee on Joint Masters Programs had endorsed the proposal.

Professor Lutfiyya MOVED, on behalf of the committee, THAT Senate approve the Report of the Joint Senate Committee on Joint Masters Programs concerning revised admission requirements for the Joint Master of Public Administration, effective for the Fall 2018 intake.

CARRIED

7. Reports of the Senate Committee on Instruction and Evaluation

- a) **RE: Proposed Regulation on Accommodation for Missed Undergraduate Term Examinations, I.H. Asper School of Business** Page 346

Dr. Hiebert-Murphy said the I.H. Asper School of Business was proposing to formally establish a regulation concerning *Accommodation for Missed Undergraduate Term Examinations*, which outlined the circumstances in which students might request a deferred term examination.

Dr. Hiebert-Murphy MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning a Regulation on Accommodation for Missed Undergraduate Term Examinations, I.H. Asper School of Business, effective upon Senate approval.

CARRIED

- b) **RE: Revised Academic Regulations, Faculty of Engineering** Page 358
- (i) **Procedure Regarding the Inclusion of Elective Courses Taken Towards a Student's Degree Requirements** Page 361
- (ii) **Course Selection** Page 361
- (iii) **Grading and Assessment** Page 362
- (iv) **Withdrawal from Courses** Page 362

Dr. Hiebert-Murphy said the Faculty of Engineering was proposing to revise a number of its academic regulations, to ensure these were consistent with recent revisions to the University's *Grade Point Averages* and *Repeated Course* policies (Senate, June 22, 2016).

Dr. Hiebert-Murphy MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revisions to Academic Regulations for

undergraduate programs in the Faculty of Engineering, effective September 1, 2017:

- Procedure Regarding the Inclusion of Elective Courses Taken Toward a Student's Degree Requirements
- Course Selection
- Grading and Assessment
- Withdrawal from Courses

CARRIED

- c) **RE: Revised Academic Regulations for the Bachelor of Environmental Design, Faculty of Architecture** Page 363
- (i) **Qualifications for Graduation** Page 367
- (ii) **Dean's Honour List** Page 367
- (iii) **Residency Requirement** Page 367
- (iv) **Probation and Academic Suspension** Page 368
- (v) **Incomplete Term Work** Page 368

Dr. Hiebert-Murphy said the Faculty of Architecture was proposing to update a number of academic regulations for the Bachelor of Environmental Design program, to ensure these reflect practices and standards currently being followed within the program.

Dr. Hiebert-Murphy MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning Revised Academic Regulations for the Bachelor of Environmental Design program, Faculty of Architecture, effective upon Senate approval, including:

- Qualifications for Graduation
- Dean's Honour List
- Residency Requirement
- Probation and Academic Suspension
- Incomplete Term Work

CARRIED

8. Reports of the Senate Committee on University Research

- a) **RE: Proposal to Convert Bryce Douglas Professorship in Finance to a Chair** Page 373

Dr. Jayas MOVED, on behalf of the committee, THAT Senate recommend that the Board of Governors approve the Report of the

Senate Committee on University Research concerning a proposal to convert the Bryce Douglas Professorship in Finance¹ to a Chair.

CARRIED

b) RE: Periodic Reviews of Research Centres and Institutes

- | | |
|--|----------|
| (i) <u>Centre for Human Rights Research</u> | Page 380 |
| (ii) <u>Health Leisure and Human Performance Research Institute</u> | Page 384 |
| (iii) <u>Manitoba Centre for Nursing and Health Research</u> | Page 388 |
| (iv) <u>Centre for Earth Observation Science</u> | Page 393 |
| (v) <u>Centre for Professional and Applied Ethics</u> | Page 394 |

Dr. Jayas MOVED, on behalf of the committee, THAT Senate approve the Reports of the Senate Committee on University Research, on the periodic review of the:

- (i) Centre for Human Rights Research, regarding a recommendation that the Centre be renewed for a term of five (5) years, from April 1, 2017 through March 31, 2022;**
- (ii) Health Leisure and Human Performance Research Institute, regarding a recommendation that the Institute be renewed for a term of five (5) years, from June 1, 2017 through May 31, 2022;**
- (iii) Centre for Nursing and Health Research, regarding a recommendation that the Centre be renewed for a term of five (5) years, from April 1, 2017 through March 31, 2022;**
- (iv) Centre for Earth Observation Science, regarding a recommendation that the Centre continue in its present form until December 1, 2017; and**
- (v) Centre for Professional and Applied Ethics, regarding a recommendation that the Centre continue in its present form until December 1, 2017.**

CARRIED

¹ Secretary's Note – The Chair in Finance had initially been established as the Professorship in Corporate Finance.

X ADDITIONAL BUSINESS

1. International College of Manitoba Renewal

Page 395

President Barnard recalled that, at the October 7, 2009 meeting, he had made a commitment that if there were a recommendation to renew the University's agreement with Navitas concerning the International College of Manitoba (ICM), it would be brought to Senate for consideration. He invited Dr. Ristock to provide an overview of the recommendation to renew the agreement.

Dr. Ristock said ICM delivered two pathway programs for international applicants who would not normally qualify for admission to the University. The Foundation Studies Program, or the University Transfer Program I (UTP I), allowed students to attain the equivalent of Grade 12 prerequisites for university studies. Students who completed UTP I would qualify to transfer to the University Transfer Program II (UTP II). Dr. Ristock said the curriculum for the UTP II was based on first-year courses offered at the University of Manitoba. Both the courses and the instructors were assessed and reviewed by academic units at the University. The UTP II program was designed to allow students to qualify for admission to the University and to prepare them for success if they transferred into a degree program.

Dr. Ristock said the benefits of ICM were that it offered small class sizes, additional instruction time, and a high degree of interaction between students and instructors. It emphasized helping students to understand the Canadian learning environment, with particular emphasis being given to academic integrity, and provided psycho-social supports to ensure that students adapt to a new environment and develop healthy social support networks.

Dr. Ristock said the University provided services and facilities to support ICM teaching for which it received royalty fees.

Dr. Ristock said the University's agreement with ICM was aligned with the University's goal for internationalization. Enrolment in ICM had grown from thirty-three (33) students in September 2008 to 1,300 students in September 2016. The growth had contributed to the University surpassing its target for international student enrolment. In November 2015, 16 percent of the University's student population comprised international students, 20 percent of whom were ICM graduates. The success of these students would strengthen the University's reputation as a provider of relevant and high-quality university programs.

Dr. Ristock observed that the relationship between the University and ICM, which had proven to be viable for students and beneficial to the University community, had evolved and matured since it was established. A number of issues and challenges that were identified in the first years of the relationship had been addressed and were reflected in the revised Agreement.

Dr. Collins provided a brief overview of the University's financial agreement with Navitas and academic benefits of the ICM programs. A copy of his presentation, *Recognition and Educational Services Agreement between the UM and ICM, Supplemental Information*, is appended to the minutes of the meeting.

Dr. Collins said the ICM program had grown from thirty-three (33) students at the initial intake in 2008 to a current enrolment of 1,300 students from 126 countries. Referring to Table 5, he said enrolment had leveled off and would be at steady-state in ten years. This was important to consider when reviewing information included in the *ICM Review Document for Senate for the Period 2008-09 to 2015-16*, and particularly the financial information.

Dr. Collins said the renewal Agreement included a provision to review enrolment annually and to recommend any enrolment changes to the Provost and Vice-President (Academic). This control would ensure that the University would not exceed its capabilities to support international students.

Referring to Figure 2, which shows student diversity at ICM, Dr. Collins said one benefit of ICM was that it had a large number of students from various countries, including not only China but Pakistan, Nigeria, other parts of Africa, and India.

Dr. Collins said all instructors in the UTP II program were appointed on a sessional basis and were approved by the relevant department or faculty at the University. With respect to teaching supports, he said ICM instructors were given opportunities for professional development. In a survey evaluation, instructors had expressed a high level of satisfaction with the program and teaching conditions. Dr. Collins said that, in response to concerns previously raised at Senate, the renewal Agreement with ICM introduced a clause to address instructors' academic freedom.

Dr. Collins said that, on average, students required 3.5 terms to complete the UTP II program. He said 1,720 students had successfully completed the program and 1,610 of these graduates had registered and had completed at least one term at the University. In order to graduate from ICM, students were required to complete at least 30 credit hours, with a minimum 2.0 Grade Point Average. Dr. Collins said the report does not take into account the students who had been admitted by various faculties before completing the UTP II program.

Dr. Collins said that, to be considered for admission to the University, ICM graduates must complete 30 credit hours, with a minimum 2.0 Grade Point Average, and must meet all of the University's admission requirements, including specific university-level course requirements. ICM graduates were not guaranteed admission to competitive entry programs or to programs subject to an enrolment quota. They do receive transfer credit for courses completed in the UTP II program.

Dr. Collins said the academic performance of students admitted to the University through the ICM pathway was comparable to other international and domestic students. Considering that these students did not meet the University's admission standards prior to completing the UTP II program, he suggested that this was a reasonable outcome of ICM. In terms of progression, Dr. Collins said students admitted through the ICM pathway took longer to complete their programs but they tend to be admitted with fewer transfer credits than many other international students.

Dr. Collins said that, as of February 2017, 505 students who had entered the University via the ICM pathway had graduated from the University.

Dr. Collins said disbursements of royalty fees to faculties had been increased in 2015 from \$7,000 per 3 credit hour course to \$10,500 per 3 credit hour course. The disbursements would be reviewed annually moving forward. In addition, student ancillary fees levied by ICM were transferred to the University, the English Language Centre, and the Active Living Centre, and ICM covered all costs associated with laboratory courses, including consumables and laboratory instructors.

Dr. Collins said the University had received a total of \$14.4 million in royalties from ICM by 2015-2016, including \$4.13 million in that last year covered by the report. In 2016-2017, ICM had paid \$5.2 million in royalties. The increase was related to enrolment growth in the ICM program. Dr. Collins briefly reviewed how this revenue was disbursed to faculties, support units, and special projects (including the Learning Commons in the Library), and to cover ICM expenses.

Dr. Collins said tuition fees paid by students who had entered the University via the ICM pathway had generated \$47.1 million from international differential fees. This amount would grow exponentially as the number of ICM graduates entering the University each year would continue to increase as a result of enrolment growth in ICM over the period of the agreement.

Dr. Collins provided updated information on total revenue, for various revenue streams generated by the Agreement with ICM, which included revenue for 2016-2017: \$18.2 million in royalties; \$2.0 million to Student Service and the Active Living Centre; \$2.9 million to the English Language Centre; \$2.2 million to Student Residences; \$10 million to instructors' salaries. Assuming a steady-state enrolment of 1,200 – 1,300 students, he estimated that the University's Agreement with ICM would generate (i) \$5.2 million in royalties annually and \$52 million in royalties over the length of the ten-year contract and (ii) \$50 million of revenue from international differential fees paid by ICM graduates who would enter the University. These figures did not take into account revenue that would be generated by ancillary and residence fees or the impact that ICM students would have on the Manitoba economy.

Dr. Collins said the University also benefited from the substantial recruitment network and recruitment activities of ICM, which it provided at its expense and which included twenty-seven regional offices and 170 recruitment staff who traveled to over 130 countries, to recruit students to ICM and to its other partner institutions.

Dr. Ristock MOVED, seconded by Dean Brown, THAT Senate recommend to the Board of Governors that the Recognition and Educational Services Agreement between the University and the International College of Manitoba be renewed.

President Barnard recalled that there had been considerable dissatisfaction with procedures that had been followed when the University's agreement with Navitas was established and with some of the content of the agreement. In order to

address procedural concerns, he had committed to having a conversation at Senate when the contract with Navitas was renewed.

Professor Gabbert remarked on the inclusion of provisions for protection for academic freedom in the renewal of the *Recognition and Educational Services Agreement*, which Senate had identified as a concern with the current Agreement. He observed that the language used in section 7.10 (a) of the renewal Agreement clearly conveyed that the intellectual property of UMFA members would be protected under the *UMFA Collective Agreement*, which he said was appropriate. He suggested that similar language should be included in section 4.1 (a). Ms. Andrew indicated that this language would be added to the section in question, pending negotiations with Navitas concerning the proposed amendment.

Professor Gabbert said he was pleased that the renewal of the *Recognition and Educational Services Agreement* with ICM had been brought to Senate. He recalled that Senate had not been given an opportunity to discuss the implications of the initial Agreement when it was established, which, he observed, was one reason why some members of the University had not been enthusiastic about ICM. Professor Gabbert said that, in principle, he was not enthusiastic about contracting out the University's first-year courses to ICM, which, as a for-profit corporation, had a duty to shareholders to maximize income that governed its activities. He said the University should bring its academic programs back under its own jurisdiction, so these would be directly subject to the institution's standards, procedures, and collegial processes. Professor Gabbert recognized that it would not be reasonable to cancel the Agreement with ICM, given certain dependences entailed in the relationship and that there were students in the process of completing ICM programs. He said he would be in favour of the renewed Agreement but not for ten years, as this would make it impossible for the University to develop its own pathway program, if it determined it should and could do so, as the Agreement prohibits the University from offering programs that would compete with the ICM programs.

Professor Gabbert suggested it would be premature to commit to renewing the Agreement with ICM for another decade before the University had a clearer understanding of, first, how many international students it could effectively teach and, second, the proportion of international students that should be admitted through the ICM pathway.

Dr. Collins replied that the renewal of the Agreement would give the University full control over the number of students enrolled in the UTP II program. Also the University could exercise control at any stage based on the number of courses that it offered through the program.

Ms. Gottheil said the Strategic Enrolment Management Planning (SEMP) Committee reports to Senate annually on strategic enrolment management targets, including for international students, and makes recommendations to the Provost and Vice-President (Academic). The SEMP Committee had reviewed international student targets about eighteen months earlier, as international student enrolment had exceeded the targets. The committee had found that, compared with other Canadian institutions, international student enrolment at the

University of Manitoba was slightly higher than the average. Ms. Gottheil said the question of how many students the University would want to admit via the ICM pathway versus other pathways for international students was one that would be considered by the SEMP Committee. She said one advantage of the ICM pathway was the diversity of countries from which students came.

Professor Guard expressed concern that the University was contracting out its first year courses to a for-profit, transnational corporation, which other institutions had elected not to do. She suggested that the University, with its highly trained and committed educators and demonstrated excellence in teaching, would be better positioned to deliver its own international student pathway program, although it would have to identify a way to address the challenges of international student recruitment. Professor Guard said that, in order to assess whether the University could do a better job of delivering an international pathway program, it would be necessary for Senate to receive information redacted from section 7.2 of the Agreement, which relates to progression of students and transfer credit. She was also concerned that section 7.9, which deals with termination of the Agreement had been redacted.

Professor Guard proposed that the Agreement should be renewed for a term of two years and that Senate should be provided with additional details in the Agreement so it could determine whether it would be possible for the University to deliver its own international student pathway program, with its own resources.

Professor Guard MOVED, seconded by Professor Austin-Smith, THAT the motion be amended to specify that Senate recommend to the Board of Governors that the Recognition and Educational Services Agreement between the University and the International College of Manitoba be renewed for a term of two years after which time the Administration would report to Senate with a complete cost-benefit analysis supporting the assessment that the costs incurred to create, resource, and maintain such a complex program internally would be beyond the current abilities of the University.

Dean Iacopino spoke against the motion to amend, on the basis that two years would not give sufficient time to undertake the review that would be required, to determine if the University could deliver a similar pathway program, particularly in the context of other initiatives already underway at the University. He noted that, in the discussion of item IX (3)(a) on the agenda, the possibility of having to rationalize existing programs at the University, rather than introduce new ones, had been raised, given concerns about current resource context.

Dean Baum concurred with Dean Iacopino's remarks. She indicated that she would not support the motion to amend, but Senate decided that the length of the renewal Agreement was to be shorter than ten years, it should be at least five years. She suggested that ICM had taken on an important role and had served the University well. In the Faculty of Science, departments had developed positive, interactive working relationships with ICM. Dean Baum said the Faculty should focus its resources on delivering and improving its existing programs, rather than investigating whether the University could take on the task of delivering an international student pathway program.

Professor Oliver MOVED, seconded by Dean Benarroch, THAT debate of item X(1) International College of Manitoba Renewal be extended by twenty minutes.

CARRIED

Professor Hechter supported the motion to amend. Notwithstanding ICM's resources for international student recruitment, he suggested that the University should deliver its own program rather than having ICM deliver the program and pay the University only a portion of the revenue as royalties. He noted that the University already had responsibility for quality assurance and enrolment levels in ICM.

Professor Morrill supported the motion to amend. She said Navitas's annual reports showed that partnership pathway programs such as ICM were very profitable. She proposed that, if the University were to offer its own international student pathway program, it could benefit by receiving every dollar of revenue or could offer the program at a lower cost to international students.

Dean Benarroch cautioned that there were many examples of businesses that had not succeeded where they had taken over an existing enterprise with a view that they could do better. He said he would not support the motion to amend, for the following reasons: two years would not be sufficient to determine whether the University could offer its own international student pathway program; the University could not recruit the same diversity of international students; the Asper School of Business had benefitted by having international students enter the faculty fully prepared to integrate into Year 2 of the B.Comm.(Hons.) program and by receiving revenue from instructors teaching ICM, which departments had used to make multiyear funding commitments to graduate students. If the Agreement was renewed for only two years, it would not be possible to plan into the future.

Professor John Anderson said he would not support the motion to amend, for the same reasons identified by Dean Benarroch. He said departments in the Faculty of Science had benefitted by using revenue generated by ICM to offer multiyear funding to international and domestic graduate students. For this reason, he would support the original motion to renew the Agreement for ten years. Professor Anderson recalled that members of Senate had, on different occasions, raised concerns about the growth of the budget for administrative areas, which supports various activities including recruitment. He noted that, were the University to offer its own international student pathway program, a portion of the revenue would have to be directed to that office to support recruitment activities that were undertaken by ICM.

Professor Chen proposed that the amendment be changed, to extend the renewal of the Agreement to five years, rather than two, to allow time to accomplish the work that would be required for the University to establish its own international pathway program. The mover and seconder agreed to the friendly amendment and the motion to amend was revised as follows:

THAT the motion be amended to specify that Senate recommend to the Board of Governors that the Recognition and Educational Services

Agreement between the University and the International College of Manitoba be renewed for a term of five years after which time the Administration would report to Senate with a complete cost-benefit analysis supporting the assessment that the costs incurred to create, resource, and maintain such a complex program internally would be beyond the current abilities of the University.

A number of Senators spoke in support of the amended motion, to renew the Agreement for a period of five years, based on their view that it would be a sufficient period of time for the University to determine whether it could offer its own international student pathway program.

Dean Halden asked Senators to consider the potential outcomes and consequences of undertaking the proposed review, which would require significant resources, and of the University delivering its own international student pathway program. He suggested that the possibility of faculty members being asked to teach in the program would not be popular.

Dean Postl said he agreed with comments made by Dean Baum and Dean Halden. He said the ICM program appeared to be successful and it generated revenue for the University, which was shared between central administration, departments, and instructors, at a time when additional resources were required. Reminding Senate that the University was about to engage in a new budget model and in new relationships with the provincial government, which would both consume time and energy, he suggested that it would not be prudent to divert attention to attempting to develop a competitive business model, in an area in which the institution had no reasonable experience, to recruit international students to an internal pathway program. He said the Agreement with ICM should be renewed for ten years.

Professor Guard clarified that she had suggested that the University should assume the teaching duties currently carried out by ICM but not the recruitment activities.

Professor Booth called for a vote on the amendment to the motion.

The motion was **DEFEATED**.

Dean Brown MOVED, seconded by Professor Judy Anderson, THAT debate of item X(1) International College of Manitoba Renewal be extended by twenty minutes.

CARRIED

Ms. Hallock said UMSU was aware that some students were dissatisfied with ICM and with the experience of transferring from ICM to the University. Concerns that had been expressed were primarily related to the need for additional student support during the transition to the University. She suggested that a critical examination of the supports that were provided should be at the forefront of the discussion to renew the Agreement with ICM. Ms. Hallock said academic integrity should also be a focus of the discussion. She questioned the notion held by some that the ICM program prepared international students for University.

Professor Oliver echoed the concern that ICM graduates were not sufficiently supported in the transition to the University. He also raised a concern that the cost of obtaining a degree was higher for students admitted to the University via the ICM pathway relative to other international students. Referring to Table 10 in the *ICM Review Document for Senate*, he remarked that the information on Sessional Grade Point Averages, which he suggested was a better indicator of ICM graduates' performance at the University than their Degree Grade Point Averages, showed that these students do not perform as well as other international students. Considering this together with information that ICM graduates take longer to complete their programs than other international students, he surmised that they would experience greater stress and spend more time and money to obtain their degrees compared to other international students.

In response to a question, Dr. Collins said that section 6.1 (f) of the renewal Agreement would not preclude the University from establishing articulation agreements with international institutions, as these were not considered pathway programs.

Professor Austin-Smith observed that the renewed Agreement would include a provision noting that the University was neither a joint enterprise with ICM nor a partnership. She suggested that this was redundant given that there never was a joint enterprise or partnership between these two entities.

Referring to sections 7.2 (e) and 7.6 of the Agreement, Professor Austin-Smith expressed concern that the document implied that the University would consider undertaking joint marketing for ICM and the University. She said section 7.2 (e) appeared to suggest that a joint letter of offer would be sent from both ICM and the University. Suggestions of a joint marketing enterprise and a joint letter of offer raised concerns about the potential for reputational risk, if applicants had the impression that they were being recruited to the University rather than ICM.

Ms. Andrew said a number of provisions in the Agreement were explicit that ICM must inform students that they were not University of Manitoba students and that they were not guaranteed admission to the University. Also, she said ICM and its recruiters would be bound by provisions in the province's new *International Education Act* to adhere to certain recruitment practices.

Mr. Adams said that joint marketing referred to recruitment activities that would be undertaken together, for example, the University and ICM might set up booths side-by-side at an education fair in order to promote opportunities that exist at the University of Manitoba and provide information on the different pathways for international students to enter the University, including after completion of the UTP II program in ICM, conditionally through the Intensive English Language Program, or by applying directly to the University. With respect to the joint letter of offer, Mr. Adams said the offer of admission was from ICM for a seat in ICM. The letter clearly states that, upon completion of the UTP II program, students would be eligible to apply to the University of Manitoba. The letter was not a formal offer of admission to the University but an offer of admission to ICM. The letter also informs applicants to ICM that successful completion of the UTP II program would provide a pathway for admission to the University, provided that

the student met the minimum admission requirements and was competitive against any other applicant applying to the same faculty.

Professor Botar was concerned that the visual language of the ICM website, which mimics the layout and colour scheme of the University's website, might mislead some potential applicants who did not have strong English-language skills to believe that ICM was part of the University.

A vote was called on the main motion.

The motion was **CARRIED**.

XI ADJOURNMENT

The meeting was adjourned at 4:23 p.m.

These minutes, pages 1 to 28, together with the agenda, pages 1 to 588, and the presentations *GETS Program Update* and *Recognition and Educational Services Agreement between the UM and ICM, Supplemental Information*, comprise the minutes of the meeting of Senate held on April 5, 2017.

TRAILBLAZER ADVENTURER
INNOVATOR DEFENDER CHALLENGER
ADVENTURER TRAILBLAZER DEFENDER VISIONARY
VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY

GETS Program Update



UNIVERSITY
OF MANITOBA

GETS Budget and Expenditure

Fiscal	Allocation	Expenditure	No. Stipends Funded	Match Rules
2010 – 11	\$701,301	\$35,504		CIHR: 1:1, NSERC 1:1.4, SSHRC: 1:2.5
2011 – 12	\$1,700,000	\$306,030		CIHR: 1:1, NSERC 1:1.4, SSHRC: 1:2.5
2012 – 13	\$2,495,273	\$1,459,292		CIHR: 1:1, NSERC 1:1.4, SSHRC: 1:2.5
2013 – 14	\$2,780,568	\$2,626,853	456	CIHR: 1:1, NSERC 1:1.4, SSHRC: 1:2.5
2014 – 15	\$2,999,274	\$2,971,836	448	CIHR: 1:1, NSERC 1:1.4, SSHRC: 1:2.5
2015 – 16	\$3,934,544	\$4,643,852	543	1:2.5
2016 – 17	\$4,308,262	\$6,330,044	729	1:2
2017 – 18	\$4,308,262	\$3,300,000		1:1



GETS by Faculty

Faculty	GETS Expenditure	% of Total
Agri. & Food Sci.	\$507,565	9.3%
Architecture	\$4,585	0.1%
Arts	\$281,570	5.1%
Asper	\$153,660	2.8%
Riddell	\$470,333	8.6%
Dentistry	\$66,008	1.2%
Education	\$6,000	0.1%
Engineering	\$1,718,068	31.3%
Graduate Studies	\$93,812	1.7%
Kin. & Rec. Mgmt	\$53,099	1.0%
Medicine	\$616,907	11.2%
Nursing	\$6,667	0.1%
Pharmacy	\$17,761	0.3%
Science	\$1,490,015	27.2%
Grand Total	\$5,486,051	100.0%

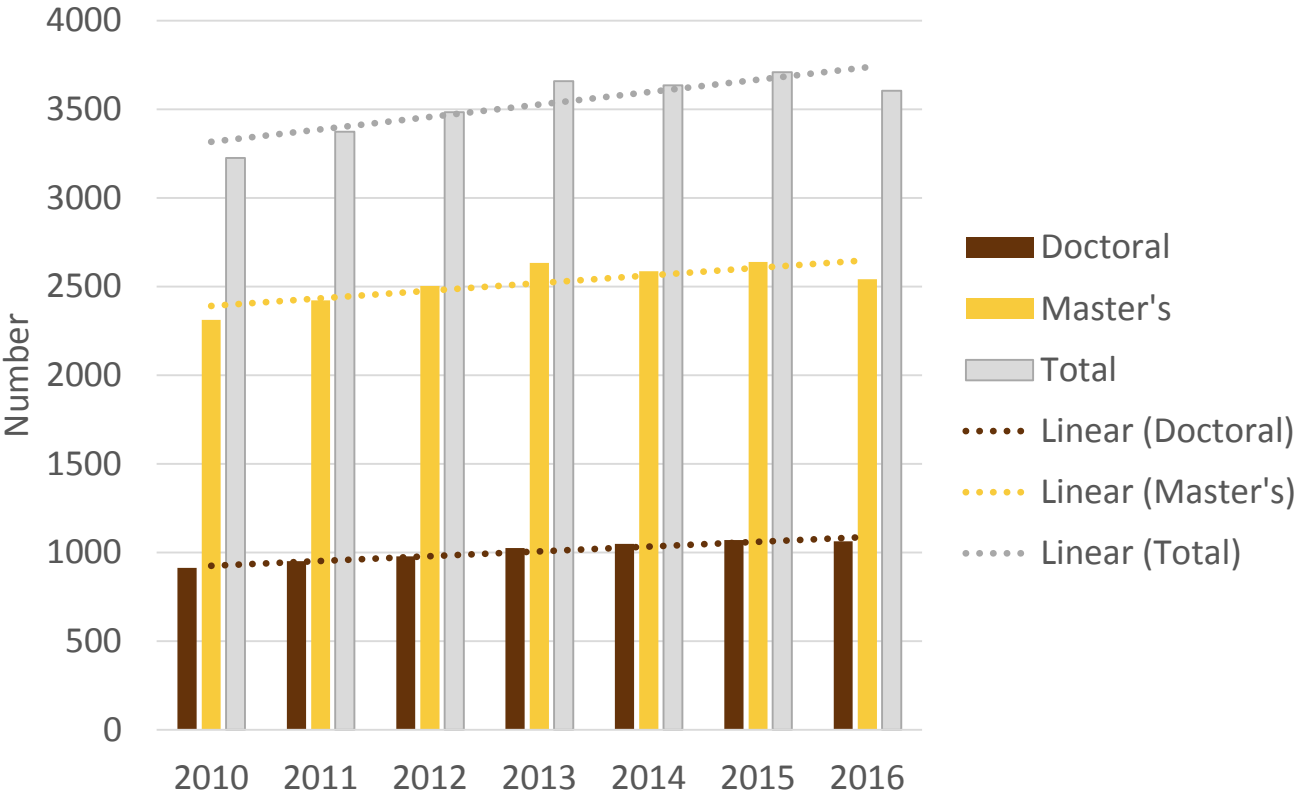


Objectives

- To increase the opportunity to enhance HQP Training for tri-agencies (increase tri-agency grant numbers, types and amount)
- To facilitate growth of our graduate student population as per SEM by defraying cost of taking additional graduate students
- To level the “playing field” by lowering the cost of supporting a graduate student to that of other jurisdictions, especially, Ontario.

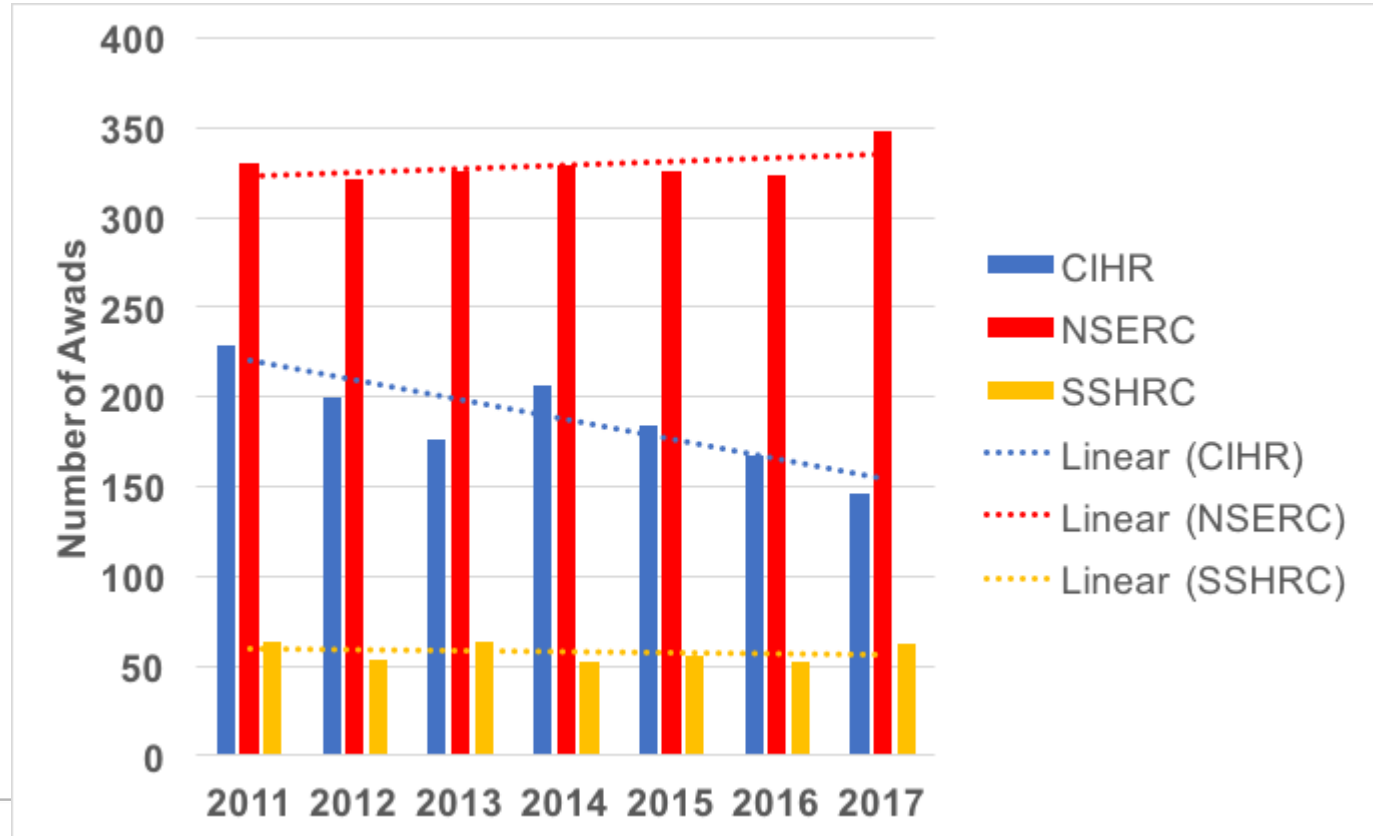


Graduate Enrolment [PT+FT]



Number of Tri-Agency Awards

Excluding Engage & Engage Plus



Recognition and Educational Services agreement between UM and ICM

Supplemental Information

Senate

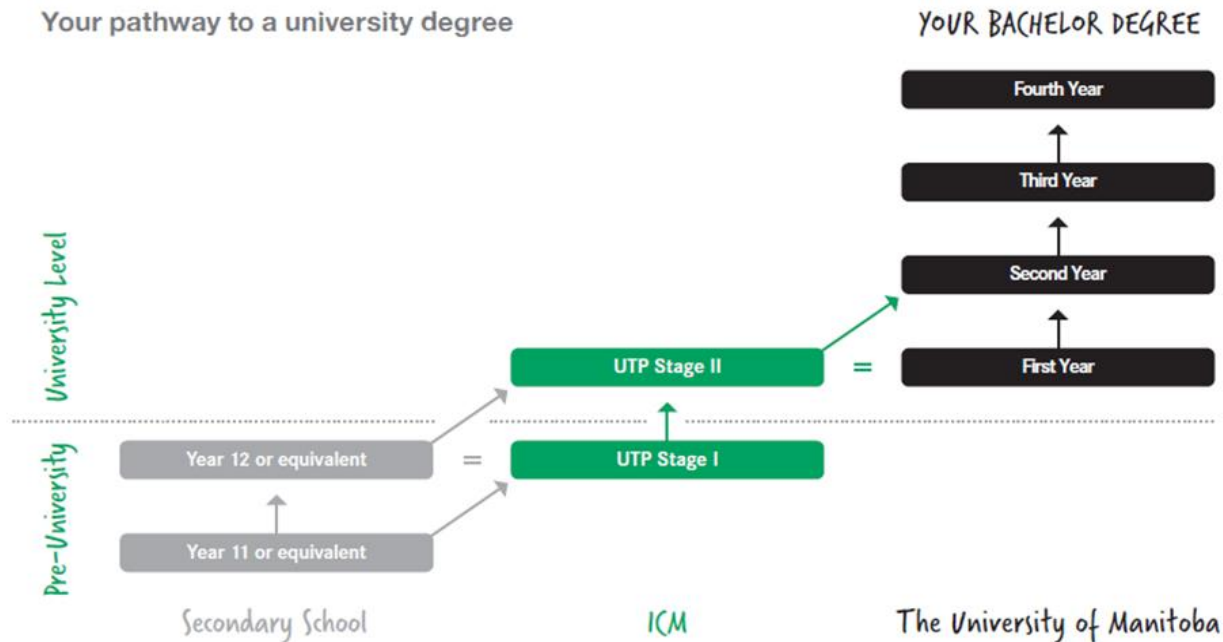
April 05, 2017

Introduction and Background

ICM was created in 2007 as a pathway program for international students who would not normally qualify for direct entry to UM. ICM--

- offers two University Transfer Programs: UTPI and UTPII.
- operates three 13-week terms each year.
- offers classes of less than 35 students with one additional contact hour/week, an adaptive teaching model, and mandatory attendance.
- a mandatory first-term Interactive Learning Series that develops skills in listening, analytical and critical thinking, research, academic writing, individual and group work, and academic integrity.
- assisting with socio-cultural adaptation to enhance students' success.
- a host of pre-departure services, compulsory orientation, peer & education advising , academic workshops, student council, social events, advising (courses, programs, conflict, mental health, etc.), volunteering, & tutorials.

Figure 1: ICM University Transfer Program Stage I and Stage II Program Framework



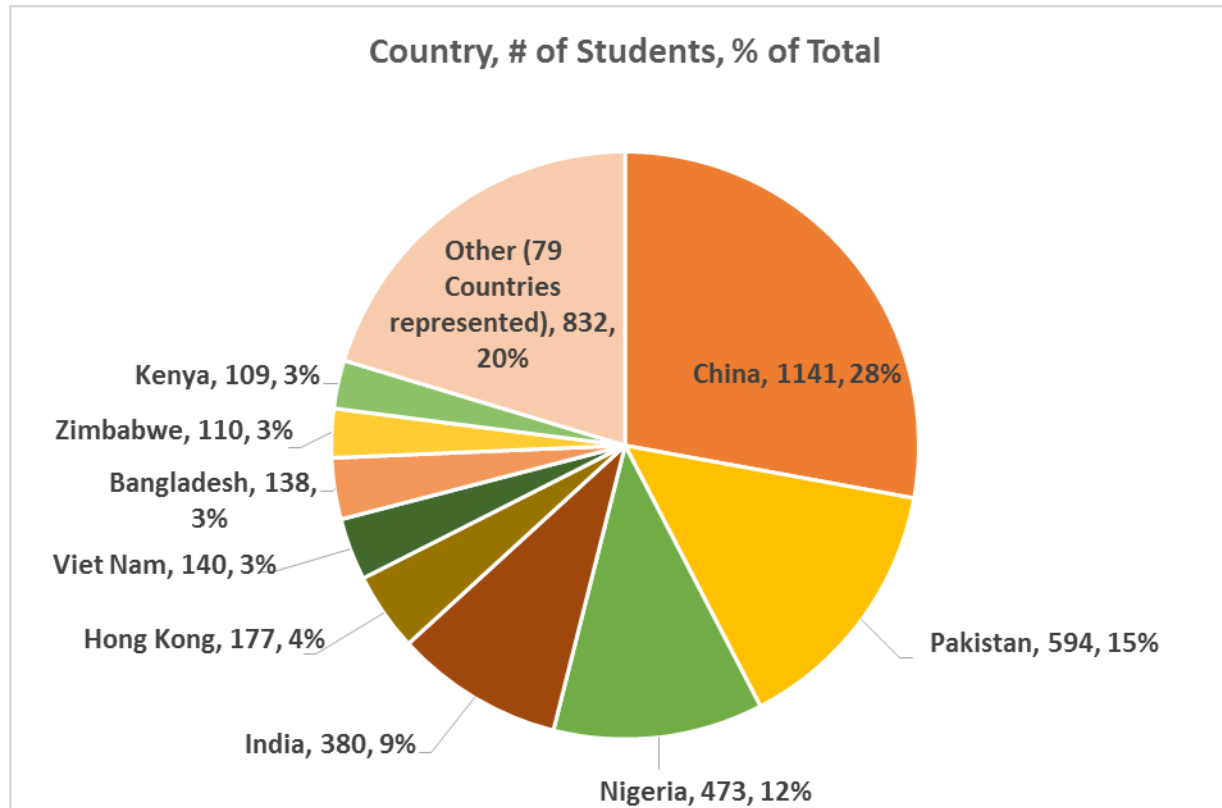
Entry into UTP Stage II is dependent upon successful completion of UTP Stage I or satisfactory completion of Year 12 or equivalent.

Entry into second year of your university degree is dependent upon successful completion of UTP Stage II with the specified Grade Point Average (GPA).

ICM Students

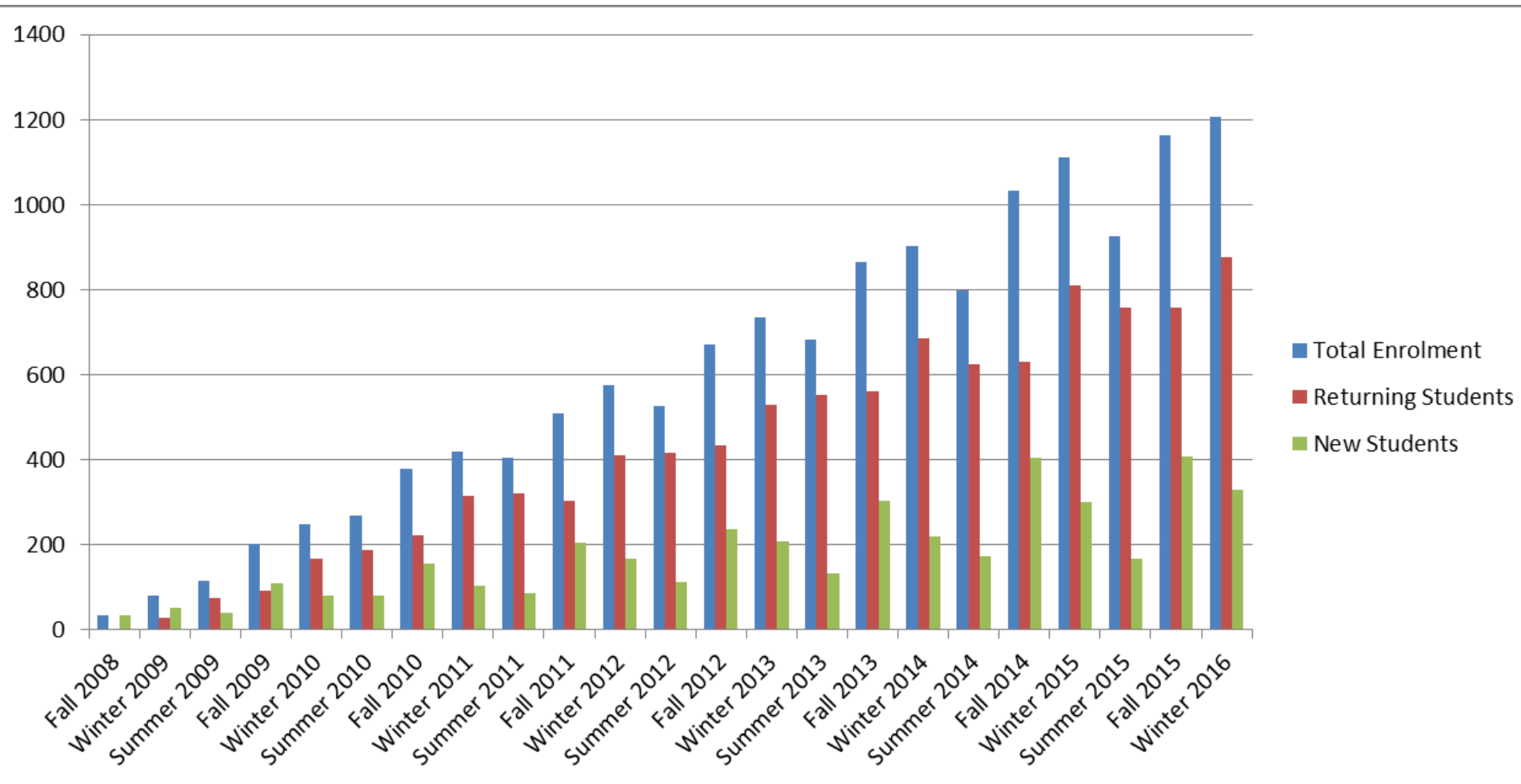
- A variety of reasons why students choose ICM and its popularity has grown from a first intake of **33** students, there are now over **1,200** students in the program.
- Student mix is diverse with representation from over **80** countries.
- Student attrition rates are low and **95%** of ICM 'graduates' move on to UM. (Section 3(d), Table 6)
- **NEW**--ICM programs not to exceed an approximate enrollment maximum determined annually by the Provost on recommendation of Academic Advisory Committee (initially 1,300). (RESA, Second Schedule, clause 1)

Figure 2--Student Diversity at ICM 2008-2009 to 2015-2016



ICM students from over 80 countries through 2008-09 to 2015-16. This Figure presents the proportion of students from the countries with the largest representation (see Section 3(c), Figure 2; Appendix 10).

Table 5: ICM Enrolment, by Term



Section 4(a-e)--Teaching and Teaching Support

- All UTP II instructors are appointed on a sessional basis must be approved by the relevant Department or Faculty.
- Instructors receive professional development opportunities and support and are invited to participate in an Instructors' Committee. They are provided feedback each term by means of Students' Evaluation of Educational Quality (SEEQ) surveys.
- ICM instructors express a high level of satisfaction with 92% providing positive comments on their working conditions. ([Appendix 12: Instructor Feedback to Vice-Provost, 2013 and 2015](#))
- **RESA 4.1(a) OBLIGATIONS OF THE COLLEGE** The College covenants and agrees with the University that it shall:
(Academic Freedom) remain committed to the principles of academic freedom and ensure that should any difficulties arise in relation to these principles they will be dealt with in a fair manner. The College shall entitle its instructors to freedom in carrying out teaching duties, including but not limited to examining, questioning and engaging in debate on issues related to the subject being taught and freedom from institutional censorship, subject to College policies and regulations on responsibilities of academic staff to students and in accordance with the course description.

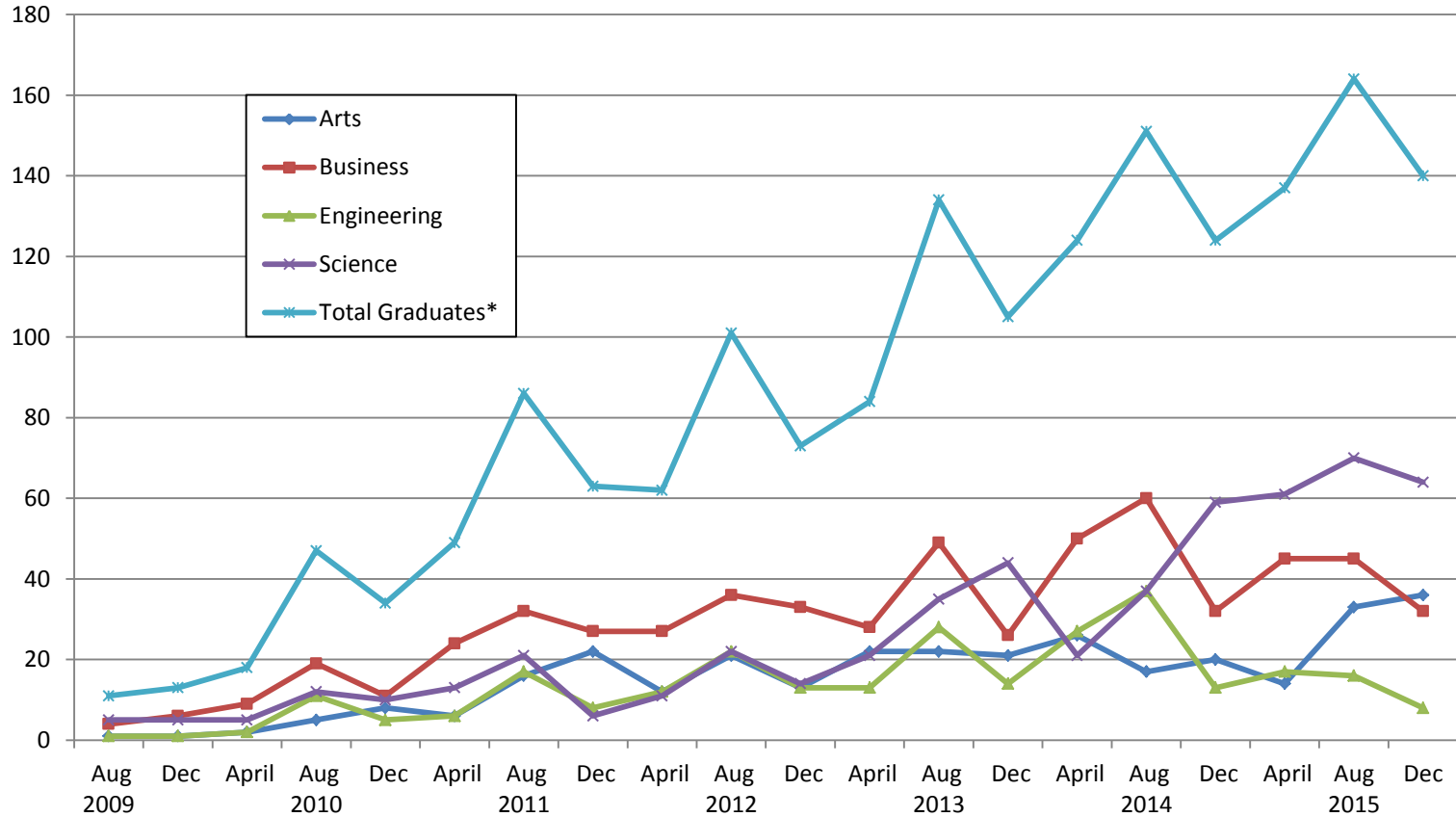
Academic Integrity

- Students engaging in academic misconduct are subject to discipline--those found in breach of academic conduct regulations will be subject to the following:
 - **First Offence:** Student will be awarded a '0' mark for the assessment and given a permanent record on their file
 - **Second Offence:** Student will be awarded 'F' for the course, regardless whether the second offence was committed in the same or different course
 - **Third Offence:** Student will be expelled and be reported to Canada Board Services Agency. ([Section 4.3, Appendix 9 'ICM Student Handbook'](#))
- In 2015 , a mandatory workshop for students submitting plagiarised materials was introduced to instill an appreciation of what constitutes academic plagiarism and to help students devise specific strategies to guard against such academic dishonesty in future. ([Section 2\(g\)\(v\)](#))

ICM Program Graduation

- On average, ICM students complete the UTP II program in 3.5 terms of study. (Section 3(e))
- From inception to December 2015, **1,720** students have successfully completed UTP II with a minimum of 30 CH and a GPA ≥ 2.0 . (Section 3(f))
- By Winter 2016, **1,610** (93.6%) of these subsequently registered at the UM for at least one term.
- ICM has contributed to UM meeting and surpassing its international student target of **10%** of total undergraduate enrolment.
- By November 2015, international students comprised **16.2%** of the UM student population and ICM graduates made up **20%** of these students. (Section 3(b))

ICM Program Graduation Numbers By Program Stream



Admission to UM

- ICM students who successfully complete 30 CHs of UTP II courses are eligible to apply for admission to UM undergraduate degree programs, subject to:
 - meeting all admissions requirements including those for specific university-level courses;
 - meeting the minimum GPA required for admission to the relevant program.
- No guarantee of admission by ICM students to competitive entry programs, or those subject to quota.
- Transfer credits are awarded for completed UTP II courses.
- Where ICM students are not admitted to a limited entry program, ICM works with the Faculty and the student to explore options at other Canadian universities.

Performance ICM Graduates at UM

(Section 3(f)(ii), Table 10)

	Sessional GPA*	Degree GPA**	N
Session 2015-16			
Domestic students (Intake Fall 2014)	2.88	2.90	2,994
International students (Intake Fall 2014)	2.40	2.51	277
ICM graduates starting UM Fall 2015 or Winter 2016	2.34	2.82	388
Session 2014-15			
Domestic students (Intake Fall 2013)	2.80	2.85	2,954
International students (Intake Fall 2013)	2.47	2.55	258
ICM graduates starting UM Fall 2014 or Winter 2015	2.35	2.89	322
Session 2013-14			
Domestic students (Intake Fall 2012)	2.82	2.87	3,034
International students (Intake Fall 2012)	2.49	2.56	278
ICM graduates starting UM Fall 2013 or Winter 2014	2.29	2.79	207
Session 2012-13			
Domestic students (Intake Fall 2011)	2.86	2.87	2,950
International students (Intake Fall 2011)	2.43	2.51	211
ICM graduates starting UM Fall 2012 or Winter 2013	2.35	2.80	163
Session 2011-12			
Domestic students (Intake Fall 2010)	2.90	2.90	2,994
International students (Intake Fall 2010)	2.29	2.35	229
ICM graduates starting UM Fall 2011 or Winter 2012	2.29	2.82	202
Session 2010-11			
Domestic students (Intake Fall 2009)	2.80	2.82	2,880
International students (Intake Fall 2009)	2.32	2.49	194
ICM graduates starting UM Fall 2010 or Winter 2011	2.17	2.69	68
Session 2009-10			
Domestic students (Intake Fall 2008)	2.77	2.79	2,683
International students (Intake Fall 2008)	2.36	2.48	159
ICM graduates starting UM Fall 2009 or Winter 2010	2.53	2.93	23

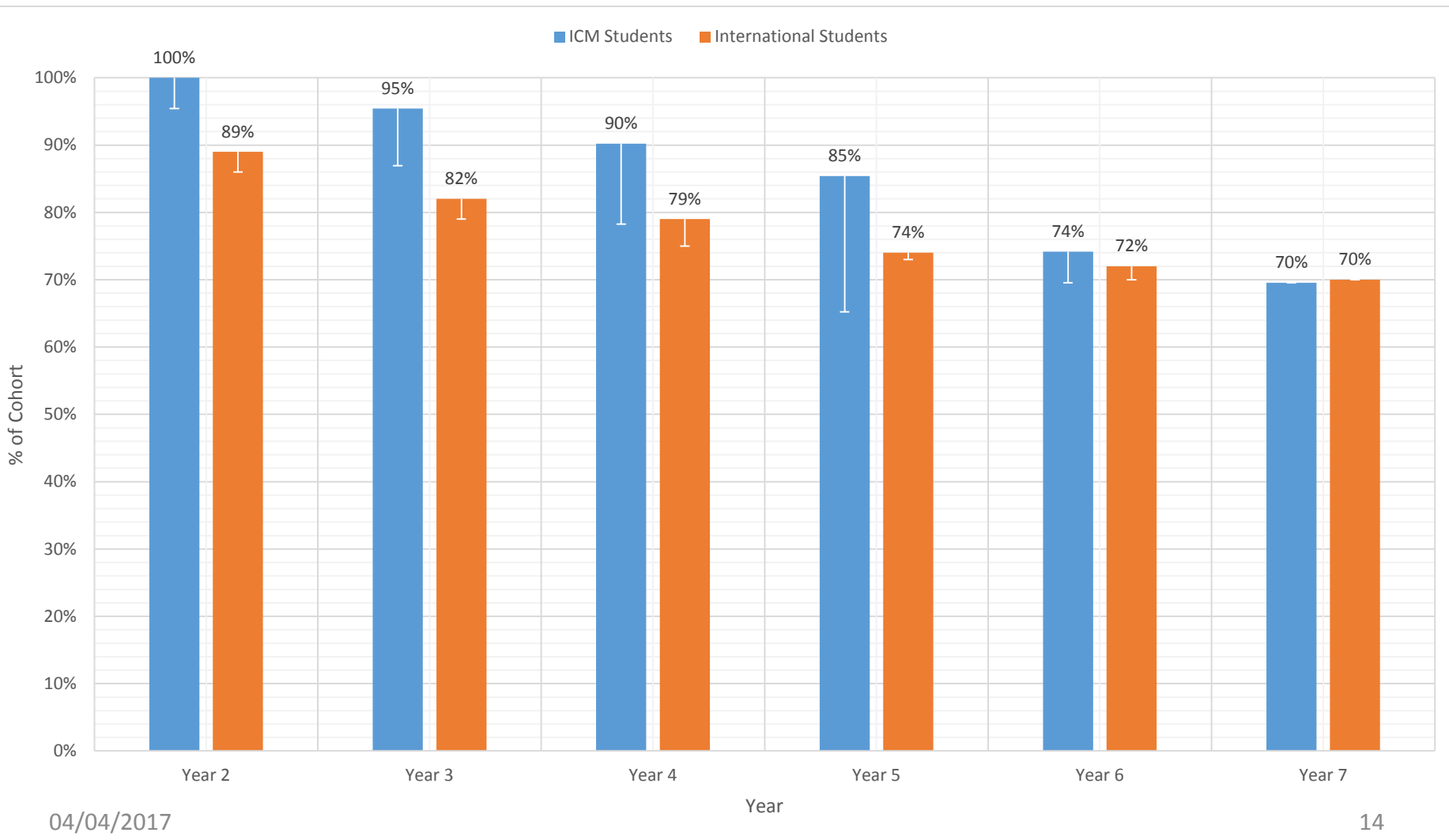
*The Sessional GPA is based on students' course completions in both the Fall and Winter term.

**The Degree GPA is based on all courses applied to the program, including transfer courses.

	Sessional GPA*	Degree GPA**	N
Session 2015-16			
Domestic students (Intake Fall 2014)	2.88	2.90	2,994
International students (Intake Fall 2014)	2.40	2.51	277
ICM graduates starting UM Fall 2015 or Winter 2016	2.34	2.82	388
Session 2014-15			
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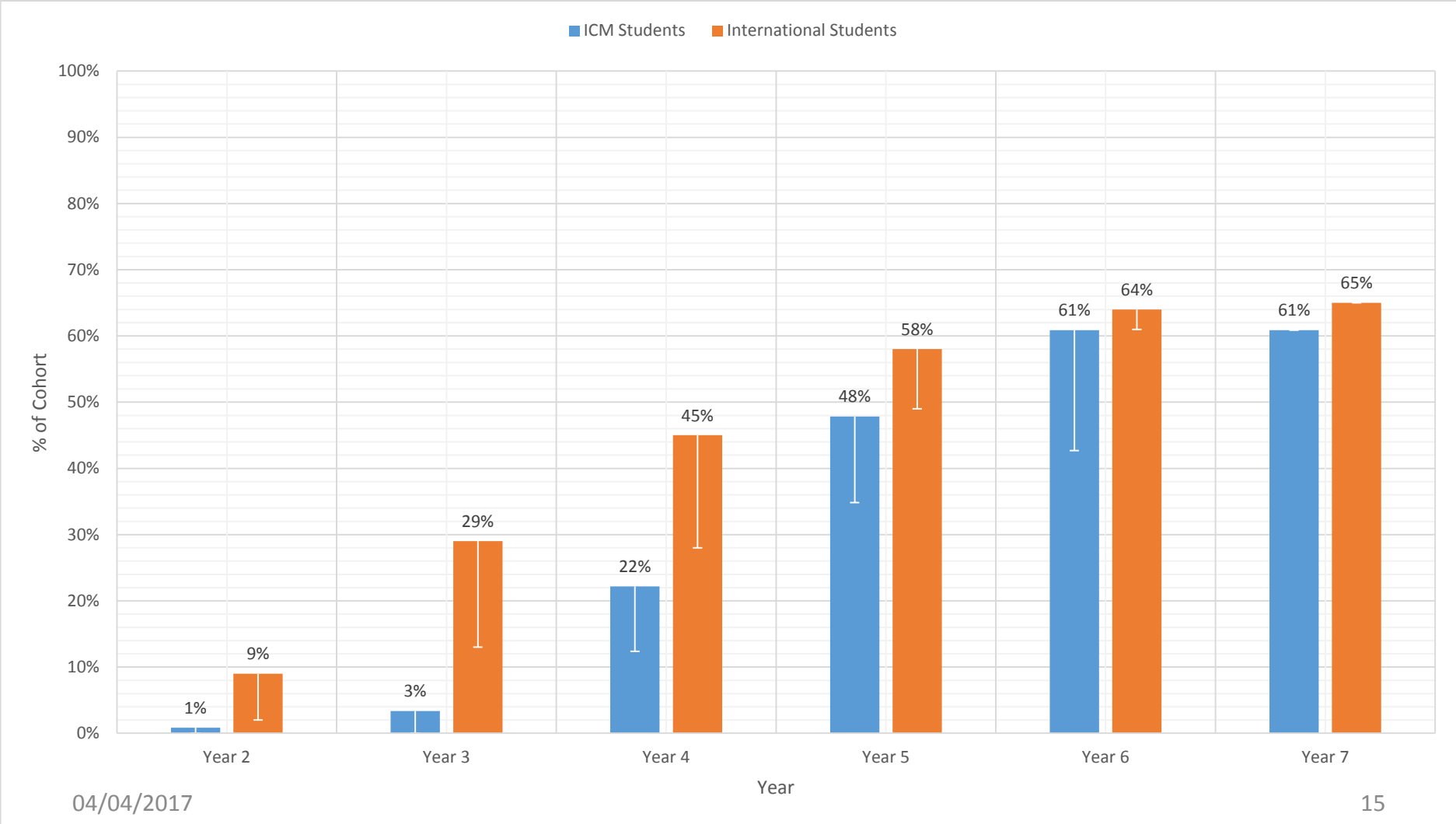
Students (%) Graduated or Continuing at the end of the given year, all Cohorts (2009-2015)

Tables in Appendix 11



Students (%) Graduated at the end of the given year, all Cohorts (2009-2015)

Tables in Appendix 11



International & ICM Graduands by Faculty

Degree years 2011 to 2017 inclusive^{1,2}

Faculty/College/School	International ³		ICM	
	Count	%	Count	%
Faculty of Agricultural and Food Sciences ⁴	177	7.7%	21	4.2%
Faculty of Arts	855	37.1%	245	48.5%
Asper School of Business	541	23.5%	117	23.2%
Faculty of Engineering	186	8.1%	44	8.7%
Faculty of Environment, Earth, & Resources	74	3.2%	8	1.6%
Faculty of Science	287	12.4%	54	10.7%
Other ⁵	187	8.1%	16	3.2%
Total	2,307	100.0%	505	100.0%

Notes:

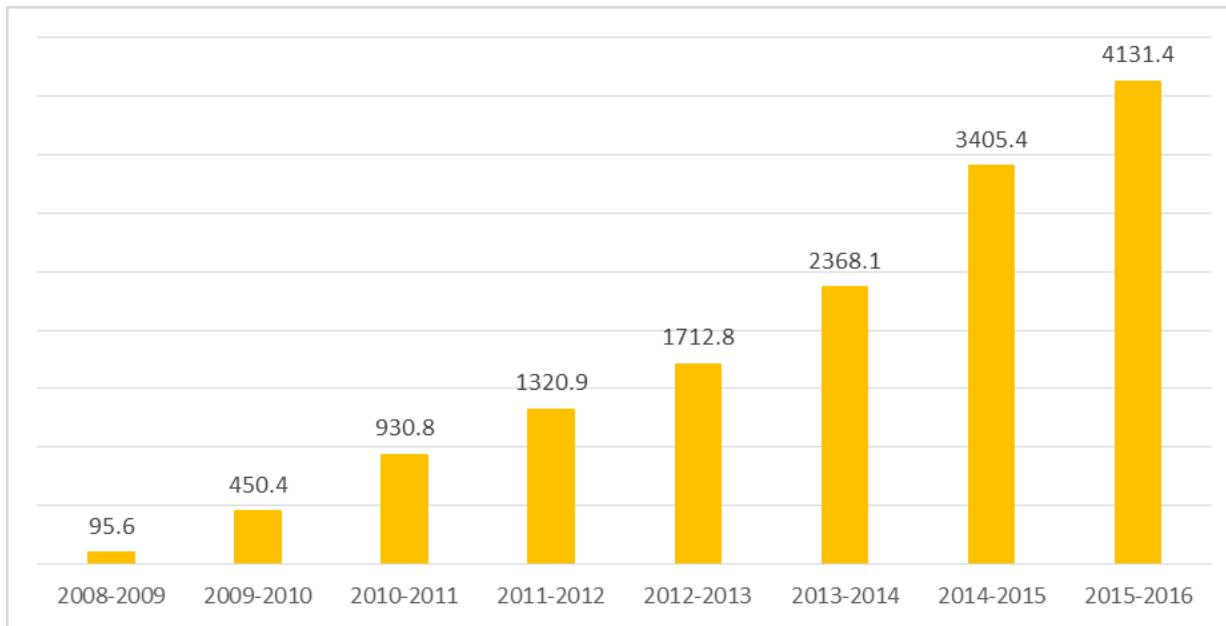
1. 2017 degree year includes February graduation. June and October graduation data are not yet available.
2. Includes first degrees earned by International, Diplomat and Minnesota Reciprocal students.
3. Exclusive of degrees earned by ICM students.
4. Includes diplomas earned in School of Agriculture.
5. Includes: Faculty of Architecture, School of Art, Faculty of Education, Extended Education, Rady Faculty of Health Sciences, College of Dentistry, School of Dental Hygiene, Max Rady College of Medicine, College of Nursing, Faculty of Human Ecology, Faculty of Kinesiology & Recreation Mgmt, Faculty of Law, Faculty of Music, Faculty of Social Work.

Royalty & Fees Disbursement—Appendix 15

- Faculties to receive (from Royalty Payments):
 - **\$10,500** per 3 CH course, per year.
 - **\$10,500** per 6 CH course, per term,* per year.
 - **\$2,000** per course section (for both 3 and 6 CH courses), per year.
 - **\$4,500** per lab. course, per year, for set up, take down and support other than actual instruction, or grading costs.
 - **\$6,000** per year to Library for costs of services to ICM students.
 - Student Affairs to receive **\$50,000** for support to ICM students.
- ICM levies **\$94** Student Ancillary Fee (combined Technology, Student Services, and Library Fees) that is transferred directly to UM.
- ICM pay ELC & Extended Education for supports provided by sessional instructors and other services.
- ICM students pay ALC fees (since 2014).
- Consumables, laboratory instructors, TAs and graders for UTP II laboratory courses paid directly by ICM.

Figure 4: Contract Royalty Totals in \$000's (\$14.4 million)

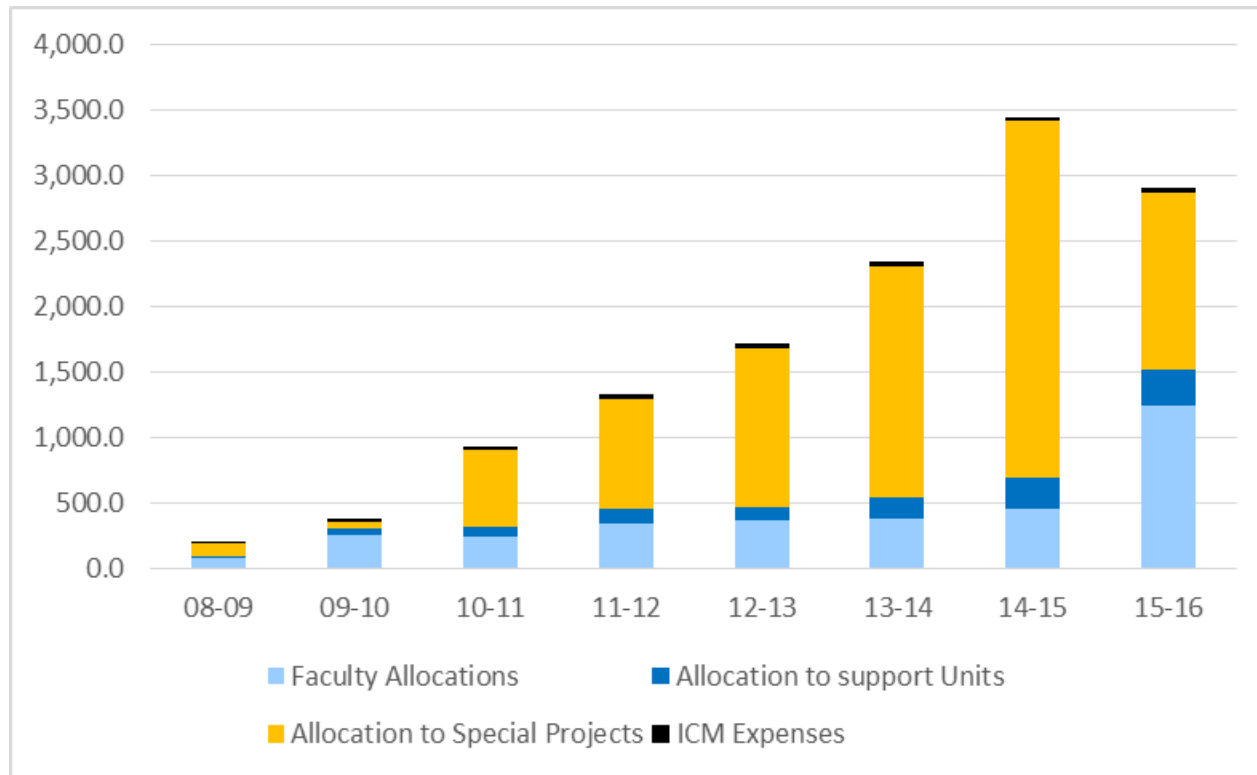
Royalties received by UM calculated @ 25% of ICM revenues for UTP I and UTP II.



	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Total
Revenue Growth	0%	371%	107%	42%	30%	38%	44%	21%	
Revenue	\$ 95.6	\$ 450.4	\$ 930.8	\$ 1,320.9	\$ 1,712.8	\$ 2,368.1	\$ 3,405.4	\$ 4,131.4	\$ 14,415.4

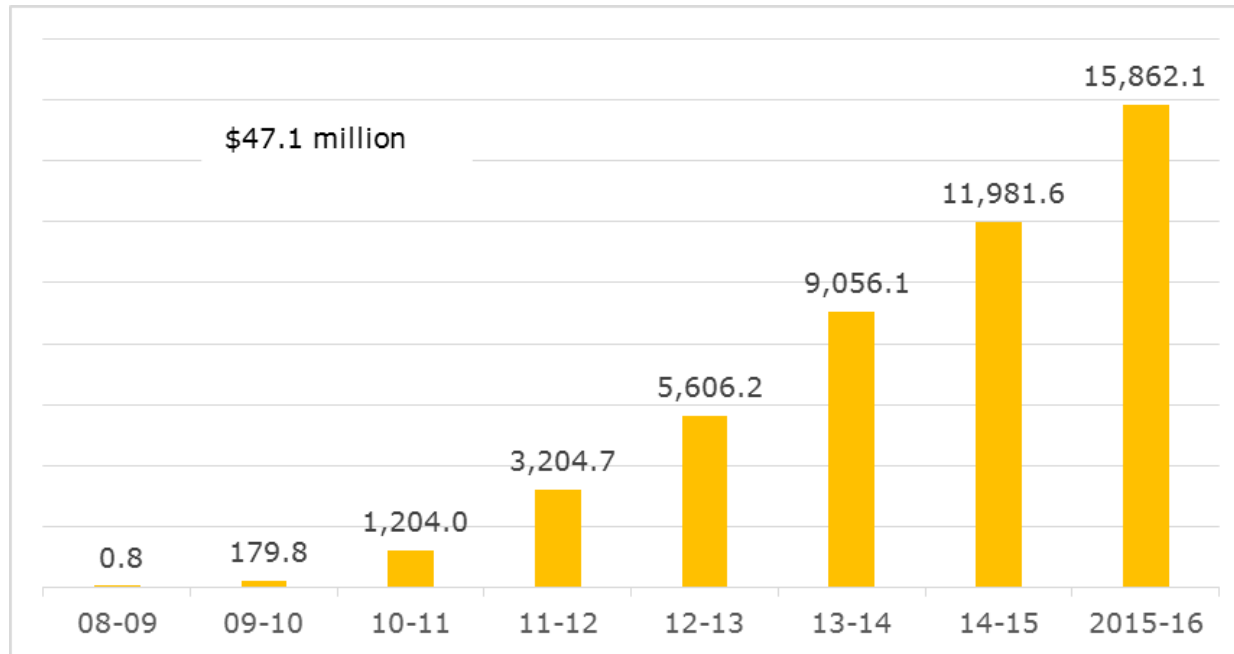
Section 6(a), Figure 4 & Table 14.

Figure 5: Allocation of ICM Royalties \$000's



\$000's	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	Total
Faculty Allocations	76.5	251.5	247.0	345.5	364.0	384.0	452.5	1,242.0	3,363.0
Allocation to support Units	17.8	58.6	75.4	112.3	104.1	160.9	237.7	272.5	1,039.2
Allocation to Special Projects	95.0	39.5	577.2	829.9	1,213.4	1,765.9	2,727.8	1,354.3	8,603.1
ICM expenses	10.4	32.4	33.1	39.3	40.6	31.1	31.8	37.9	256.7
Annual Totals	199.7	382.0	932.7	1,327.0	1,722.1	2,341.8	3,449.8	2906.7	13,262.0

Fig 6: Cumulative post-ICM students' effect on UM tuition revenue \$000's



Revenue Type	Amount
Contract Royalties	\$ 14.4
Registration, Comprising Tuition (42.8) and Other (4.3)	\$ 47.1
Total Revenue	\$ 61.5

Revenue figures encompass all post-ICM students that attend UM regardless of student type (i.e. special student, non-degree seeking, etc.) 1,610 ICM graduates (93.6%) have registered at the UM in a degree-seeking program, by Winter 2016

Update on Financial Contributions

- Total royalties to date **\$18,217,388.**
- Total revenue for Student Services & ALC to date, **\$2,036,099.**
- Total revenue to ELC and AES to date, approx. **\$2,958,646.**
- Contributions to Student Residence to date, **\$2,200,000.**
- Contributions to instructors' salaries to date exceeds **\$10,000,000.**

Navitas Global Marketing & Recruitment Capability

- 170 recruitment staff , and **27** different regional offices in over 130 countries, plus local marketing and recruitment teams on the campuses.
- Global in-country recruitment offices manage relationships with various recruitment partners and optimize student recruitment to ICM and UM **31** other partner institutions.
- Locally-based admissions personnel are experienced in the evaluation of foreign qualifications and documents and are able to assess the authenticity of the application and supporting documentation.



1. Outcomes for ICM Graduates Compared to UM International Students

ICM Graduates ¹ / International Students : Continuing & Graduated Combined ^{2, 3}							
Year ⁴	Cohort Size	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2009-10	23 / 465	100% / 86%	87% / 79%	78% / 76%	65% / 74%	70% / 70%	70% / 70%
2010-11	89 / 561	100% / 88%	93% / 81%	90% / 79%	85% / 73%	74% / 72%	--
2011-12	194 / 606	98% / 88%	94% / 82%	90% / 75%	79% / 73%	--	--
2012-13	219 / 666	95% / 89%	95% / 80%	84% / 76%	--	--	--
2013-14	319 / 786	98% / 87%	91% / 81%	--	--	--	--
2014-15	356 / 899	98% / 87%	--	--	--	--	--

Notes:

1. Students who graduated from ICM with a GPA of 2.0 or greater.
2. Percentages for Continuing may not add to 100% due to rounding.
3. Categories of Attrition, Continuing, or Graduated track students regardless of movement from original, or any, faculty/college/school—see **Appendix 11**.
4. First year of study of ICM students at the University of Manitoba. Includes intake from Summer, Fall, and Winter terms.

2. Outcomes for ICM Graduates Compared to UM International Students

ICM Graduates ¹ / International Students : Graduated at the end of ^{2, 3}								
Year ⁴	Cohort Size	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
2009-10	23 / 465	0% / 9%	0%/28%	22% / 45%	48% / 58%	61% / 64%	61% / 65%	--
2010-11	89 / 561	0% / 8%	3% / 29%	12% / 45%	35% / 57%	43% / 61%	--	--
2011-12	194 / 606	0% / 7%	1% / 28%	22% / 44%	45% / 49%	--	--	--
2012-13	219 / 666	0% / 7%	0% / 21%	13% / 28%	--	--	--	--
2013-14	319 / 786	0% / 6%	2% / 13%	--	--	--	--	--
2014-15	356 / 899	1% / 2%	--	--	--	--	--	--

Notes:

1. Students who graduated from ICM with a GPA of 2.0 or greater.
2. Percentages for Continuing may not add to 100% due to rounding.
3. Categories of Attrition, Continuing, or Graduated track students regardless of movement from original, or any, faculty/college/school—see **Appendix 11**.
4. First year of study of ICM students at the University of Manitoba. Includes intake from Summer, Fall, and Winter terms.

3. Outcomes for ICM Graduates Compared to UM International Students

ICM Graduates ¹ / International Students : Continuing ^{2, 3}								
Year ⁴	Cohort Size	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
2009-10	23 / 465	100% / 77%	87% / 51%	57% / 31%	17% / 16%	9% / 6%	9% / 5%	--
2010-11	89 / 561	100% / 80%	90% / 52%	78% / 34%	51% / 16%	31% / 11%	--	--
2011-12	194 / 606	98% / 81%	93% / 54%	68% / 31%	34% / 24%	--	--	--
2012-13	219 / 666	95% / 82%	95% / 59%	72% / 48%	--	--	--	--
2013-14	319 / 786	98% / 81%	89% / 68%	--	--	--	--	--
2014-15	356 / 899	97% / 85%	--	--	--	--	--	--

Notes:

1. Students who graduated from ICM with a GPA of 2.0 or greater.
2. Percentages for Continuing may not add to 100% due to rounding.
3. Categories of Attrition, Continuing, or Graduated track students regardless of movement from original, or any, faculty/college/school—see **Appendix 11**.
4. First year of study of ICM students at the University of Manitoba. Includes intake from Summer, Fall, and Winter terms.

Economic Impact* of ICM Students,** 2008 to 2016

- All-in Federal Figure: The federal government commissions an occasional report which looks at impacts across the country. It is intended to be an all-inclusive figure (tuition, all types of students, every part of the country, including work and taxes paid, etc.). It is about 13% higher than the following, but has the advantage of being “comparable” across the country. For ICM students, that figure is **\$180,240,766**.
- Provincial-based payments: The system used in the province takes the cost of living from the federal student loan data set (i.e. it is specific to Manitoba) and calculates it against number of students and length of stay, and uses actual tuition paid to UM; although adjusted for CPI, it does not include the impacts of work and/or taxes. For ICM students, that figure is **\$159,355,685.35**.

* Multiple approaches to calculation of the economic impact of international students.

** Inclusive of students in ICM and those that have progressed to the UM