

Minutes of a meeting of Senate held on the above date at 1:30 p.m. in the Frederic Gaspard Theatre, 2nd Floor, Basic Medical Sciences Building

Members Present

Dr. D. Barnard,
Chair

Prof. A. Alessi-Severini

Prof. G. Anderson

Prof. B. Austin-Smith

Dean S. Baum

Dean J. Beddoes

Prof. R. Bhullar

Prof. R. Biscontri

Mr. M. Block

Prof. P. Blunden

Prof. T. Bone

Prof. O. Botar

Dean. D. Brown

Prof. F. Burczynski

Mr. J. Chaitram

Prof. T. Chen

Prof. D. Churchill

Prof. S. Clark

Prof. M. Czubryt

Prof. P. Dass

Ms. L. Demczuk

Prof. M. Domaratzki

Ms. B. Dorais-Fleming

Dean N. Dyck

Prof. W. El-Matary

Prof. B. Elias

Mrs. L. Forsythe

Prof. M. Gabbert

Prof. J. Gilchrist

Mr. H. Guzman

Dean N. Halden

Prof. J. Hare

Dean G. Hepburn

Prof. J. Honeyford

Dean A. Iacopino

Dr. D. Jayas

Ms. L. Johnson

Prof. S. Karimi

Mr. J. Kearsey

Prof. E. Khafipour

Prof. L. Landrum

Mr. A. LeClair

Ms. K. Macalinao

Dean D. Mandzuk

Prof. B. Mark

Prof. C. Miller

Dean, T. Mondor

Dean J. Mulvale

Prof. D. Oliver

Prof. J. Paliwal

Dean B. Postl

Mr. P. Raghunatha

Dean L. Raman-Wilms

Prof. M. Rastegar

Ms. C. Reitano

Prof. G. Restall

Mr. J. Reynolds

Dr. J. Ristock

Prof. A. Schultz

Prof. A. Schwann

Ms. A. Slagerman

Ms. L. Stoyko

Ms. I. Supel

Prof. R. Tate

Dean J. Taylor

Prof. C. Trott

Dean R. Urbanowski

Prof. C. Van Winkle

Prof. D. Walker

Prof. D. Watt

Prof. P. Wener

Ms. L. Zapshala-Kelln

Mr. J. Leclerc,
University Secretary

Dr. S. Coyston,
Recording Secretary

Assessors Present

Mr. J. Adams

Dr. D. Collins

Prof. D.
Hiebert-Murphy

Ms. A. Kilgour

Prof. R. Lastra

Dr. L. Lavallée

Prof. K. Main

Mr. N. Marnoch

Mr. C. Neumann

Mr. M. Shaw

Regrets

Dr. C. Adams

Prof. J. Anderson

Prof. L. Balneaves

Very Rev. R. Bozyk

Ms. T. Brenan

Prof. N. Cicek

Ms. S. Connelly

Recteur G. Csepregi

Dean E. Dawe

Mr. S. Dorge

Ms. S. Gottheil

Prof. B. Hallman

Prof. P. Hess

Ms. R.-L. Holter-
Ferguson

Acting Dean G. Jacoby

Prof. W. Kinsner

Ms. T. Kriegl

Prof. D. MacPherson

Prof. S. McClement

Ms. J. McConnell

Prof. D. McNeil

Mr. D. Martens

Ms. K. Metcalfe

Prof. B. Milne

Ms. T. Nagra

Mr. C. F. Nwaiwu

Ms. S. Olson

Prof. S. Popowich

Dr. M.-J. Romaniuk

Prof. C. Schmidt

Dr. H. Secter

Prof. B. Shay

Prof. M. Smith

Mr. G. Sobie

Dr. D. Stewart

Mr. J. Wilson

Dean K. Wittenberg

Absent

Prof. C. Anderson

Mr. J. Bass

Dean J. Black-Branch

Dr. J. Blatz

Prof. J. Cranston

Prof. D. Delay

Dr. J. Doering

Mr. L. Dojack

Prof. A. Farenhorst

Mr. A. Fischer

Prof. D. Gardner

Dr. G. Glavin

Prof. R. Hechter

Mr. H. Katz

Ms. M.-A. Kandrack

Ms. N. Lam

Ms. D.
Nedohin-Macek

Prof. S. Passmore

Prof. T. Peter

Mr. A. Prenovault

Mr. S. Rizk

Dr. M. Torchia

Ms. V. Truong

Also Present

Ms. A. Ameis

Mrs. S. Araujo

Ms. S. Bonner-Proulx

Prof. J. Cooper

Ms. C. Christie

Ms. S. Foster

Ms. P. Gareau

Prof. R. Hoppa

Ms. K. Jamieson

Ms. V. Shantz

Ms. B. Usick

Ms. S. Utsunomiya

Ms. M. Watson

Ms. M. Yoshida

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

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

The Chair informed Senate that the terms on Senate for Ms. Nagra (President, UMSU) and Ms. Kilgour (Vice-President, Advocacy, UMSU) would conclude on April 30th. He thanked Ms. Nagra and Ms. Kilgour for their contributions to Senate, its committees, and to the University.

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees [March 28, 2018]

In keeping with past practice, the minutes of this agenda item are not included in the circulated minutes but appear in the original minutes, which are available for inspection by members of Senate.

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes RE: BFAR Statements, Departments of Classics, Computer Science, Human Anatomy and Cell Science, Linguistics, Political Studies, and College of Nursing Page 3

Professor Chen **MOVED**, on behalf of the Senate Executive Committee, **THAT** Senate approve the Report of the Faculty Council of Graduate Studies on Program Changes RE: BFAR Statements, Departments of Classics, Computer Science, Human Anatomy and Cell Science, Linguistics, Political Studies, and College of Nursing.

CARRIED

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards – Part A [February 20, 2018] Page 23

2. Annual Report of Student Accessibility Services, 2016-2017 Page 33

Ms. Usick reported that the number of students registered with Student Accessibility Services had continued to increase over previous years, including the number of students presenting with mental health disabilities.

3. Vacancies on Senate Committees Page 42

IV REPORT OF THE PRESIDENT

1. President's Report

Page 45

President Barnard informed Senate that, given a recent decision by the province to discontinue funding health care for international students, the University was looking for ways to assist students with the alternative cost of insurance coverage, in 2018-2019, as admission offers had been sent to applicants. The University will work with other postsecondary institutions in the province to determine alternative health coverage.

2. Taking Our Place: University of Manitoba Strategic Plan, Sharing Our Progress, January 2015 – March 2017

Page 54

Senate received an update on progress toward goals and actions identified in the *Strategic Plan*. A copy of the presentation, *Sharing Our Progress, Taking our Place: University of Manitoba Strategic Plan 2015-2020*, is appended to the minutes of the meeting.

Dr. Ristock referred Senators to the agenda for a comprehensive report on the University's progress toward the goals set out in *Taking Our Place: University of Manitoba Strategic Plan 2015-2020*. The report covers the period from January 2015 through March 2017.

Dr. Ristock and other Vice-Presidents highlighted, for their respective areas of responsibility, progress made toward particular goals under each of the five pillars of the *Strategic Plan*.

1. Inspiring Minds through innovative and quality teaching

- Related Goal: Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university

Dr. Ristock said the University had exceeded goals to increase international undergraduate and graduate enrolment to 10 percent and 20 percent of the total student population, respectively. She highlighted initiatives to support the success of international students, including: additional scholarship support; additional English as an additional language (EAL) courses and workshops; EAL tutors in several faculties and an EAL Specialist Instructor in the Academic Learning Centre; and enhancing and promoting academic integrity through workshops and the hiring of an International Academic Integrity Assistant and International Student Advocate in Student Advocacy.

- Related Goal: Enhanced student mobility

Dr. Ristock reported that the University had provided leadership in the creation of a provincial transfer credit database that would facilitate student mobility between postsecondary institutions in the province.

- Related goal: Provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online technologies and resources

Dr. Ristock said the University had implemented eighteen of thirty-three recommendations made by the Blended and Online Learning Task Force chaired by Dean Taylor, including a recommendation to transfer responsibility for the delivery and development of online courses from Extended Education to the Centre for the Advancement of Teaching and Learning (The Centre), which had led to the streamlining of operations and course development procedures to facilitate flexible learning options for students. The Centre had also implemented a faculty development program for instructors wanting to create online courses.

Dr. Ristock reported that, between April 1, 2014 and March 31, 2017, 136 classrooms had been updated with audio visual equipment replacements and other improvements, including increased wireless access points.

- Related Goal: Expect, recognize, promote and reward high quality and innovative teaching

Dr. Ristock identified a number of initiatives to support teaching and faculty development, including the creation of the Teaching and Learning Enhancement Fund and the Teaching and Learning Certificate (TLC) program and revisions to the Certificate in Higher Education Teaching (CHET).

- Related goal: Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada

Dr. Ristock said the University had established the Indigenous Scholars Fund, which had provided funding to appoint six Indigenous scholars in six faculties, in 2016, and the Indigenous Initiatives Fund, which had been used to fund twenty-two initiatives that would advance this goal, including an Indigenous-centred business planning competition, a film and discussion series featuring the work of Indigenous filmmakers, and new courses focusing on Indigenous issues.

- Inspiring Minds to 2020

Dr. Ristock reviewed future activities and priorities to move the University toward goals under the pillar for Inspiring Minds, including: combined undergraduate and graduate academic program reviews, to enhance program quality and sustainability; striking a task force, to be co-chaired by Dean Mandzuk and Dr. Torchia, to establish a university-wide approach to increase experiential learning opportunities; include Indigenous content in academic programs, to be facilitated by Dr. Lavallée, Vice-Provost (Indigenous Engagement); leadership development for academic administrators; develop the next Strategic Enrolment Management (SEM) plan, with a focus on reducing time to completion and strategies for academic units to attain SEM goals.

2. Driving Discovery through excellence in research, scholarly work and other creative activities

- Related Goal: Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities

Dr. Jayas said the University's goal, as a U15 institution, was to strengthen research and address pressing societal issues. He highlighted initiatives undertaken to better support researchers and strengthen research programs, including: hiring staff in the Office of Research Services, to assist with research grants and contracts; streamlined processes for contract forms; and enhanced start-up funding for new faculty. The increased supports and dedication of researchers had allowed the University to increase its share of sponsored research income to \$186.8 million from \$162 million.

Dr. Jayas said eight endowed research professorships and chairs had been established, to support and recognize high quality research and scholarly work.

- Related Goal: Provide students with an exceptional and transformative research experience

Dr. Jayas said the University had enhanced the Undergraduate Research Awards (URAs), which are funded by the Office of the Vice-President (Research and International) and faculties. The URAs support 100 undergraduate students annually, to work with faculty on research projects. In 2016, ten URAs were dedicated to Indigenous students. Two additional awards were funded by the Social Sciences and Humanities Research Council General Revenue fund.

- Related Goal: Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities

Dr. Jayas said that, in 2015, the University was selected to host the National Centre for Truth and Reconciliation (NCTR), the permanent home for all records gathered by the Truth and Reconciliation Commission. The mandate of the NCTR was to increase awareness of the hardships of students who had attended residential schools, through education, research, and community outreach.

- Related Goal: Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners

Dr. Jayas said the University had established several internal grants, including the University Collaborative Research Program, the University Indigenous Research Program, and the University International Programs and Projects Seed Fund. The Small Research Equipment Funding Program was created to cover costs related to the purchase, repair, and fabrication of equipment not covered by external granting agencies. Dr. Jayas said all of these programs would continue to be supported in the current fiscal year.

- Driving Discovery to 2020

Dr. Jayas reviewed planned initiatives that to move the University toward the goals under the pillar Driving Discovery, including: increasing the number of URAs; securing additional funds to establish research professorships and chairs, including NSERC Industrial Research Chairs; supporting the mandate of the NCTR, for education, research, and community outreach; and expanding the use of electronic submission for grants and contracts, to reduce processing time.

Dr. Jayas identified a goal to surpass \$200 million in annual research funding by 2020. He thanked researchers for their work, which had already moved the University toward achieving the goals under the pillar Driving Discover.

Dr. Jayas thanked the University of Manitoba Students' Union (UMSU) for a contribution of \$500,000 over twelve years, which would support an additional 70 URAs each year based on the current award value.

3. Creating pathways to Indigenous achievement

- Related Goal: Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff

Dr. Ristock reviewed initiatives introduced to increase knowledge of Indigenous cultures and traditions, including; an annual Indigenous Awareness week, which would be expanded to Indigenous Awareness Month; weekly fireside chats with Elders and traditional teachers, on Indigenous knowledges; a pow wow practice group, organized by the Faculty of Kinesiology and Recreation Management and the Indigenous Student Centre; an Indigenous Scholars Fund and an Indigenous Initiatives Fund.

- Related Goal: Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous, faculty and staff succeed

Dr. Ristock said an improved self-declaration process, to encourage students to declare their Indigenous ancestry, had led to an increase in reported Indigenous undergraduate and graduate student enrolments.

Increased Indigenous student supports included: bursaries and scholarships; additional academic supports at Migizii Agamik; new initiatives to transition students into postsecondary education, including the Qualico Bridge to Success program; and programs to celebrate Indigenous student achievements, such as the Indigenous Student Awards of Excellence established in 2017 to recognize exceptional student contributions to advancing Indigenous achievement at the University, which would be expanded to Indigenous faculty and staff in 2018.

- Related Goal: Foster K-12 Indigenous student participation in post-secondary education

Dr. Ristock said, in December 2015, the University of Manitoba, other Manitoba universities and colleges, and the Manitoba School Boards Association, had

signed the Manitoba Collaborative Indigenous Education Blueprint, which was a commitment to work together to make Indigenous education a priority.

- Creating Pathways to 2020

Dr. Ristock said the University would continue to move toward the goals under the pillar for Creating Pathways by: implementing the ten commitments set out in the Manitoba Collaborative Indigenous Education Blueprint; identifying innovative ways to attract and retain Indigenous scholars; increasing leadership and participation in initiatives that advance reconciliation; and ensuring that curricula provide every graduate of the University with an understanding of the contributions of Indigenous people in Manitoba and Canada.

4. Building Community that creates an outstanding learning and working environment

- Related Goal: Create a learning and work environment that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability

Ms. Zapshala-Kelln said the University had committed to making Indigenous culture, language, and symbols visible throughout its campuses. It had committed to five Indigenous design and planning principles: commit to relationships and listening; demonstrate culturally relevant design; respect Mother Earth; foster a sense of belonging and community; and embrace a "Seven Generations" view. Completed or current projects using these principles include the UMSU bike kiosk, a permaculture garden, the Stanley Pauley Engineering Building, and Campus Daycare addition.

- Related Goal: Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous peoples, people with disabilities, gender and sexual minorities, and racialized minorities.

Ms. Zapshala-Kelln informed Senate that, under *The Accessibility for Manitobans Act*, organizations were required to develop a plan to identify and remove barriers to accessibility. The University's plan, which would be updated every two years, addressed attitudinal, information and communication, technical, systemic, and physical and architectural barriers. In addition, progress had been made on all 67 recommendations in the mental health strategy, *Success Through Wellness*. The University's Childcare Initiative had engaged in an extensive study of needs and best practices, and construction had begun on a new childcare facility that would expand capacity and would prioritize the needs of Indigenous students.

- Related Goal: Increase student, staff and faculty satisfaction with the learning and work environment

Ms. Zaphsala-Kelln said the University had established a Sustainability Strategy (Board of Governors, March 2016) with priorities and targets in six key areas,

including transportation and accessibility, ecology and environment, land use, resource conservation and efficiency, climate, and campus life. Initiatives undertaken during the reporting period toward meeting targets in these areas included reductions in electricity, water, and natural gas consumption, and improvements to waste management, including a 50 percent reduction in the diversion of recyclables from the waste stream.

- Related Goal: *Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs*

Ms. Zapshala-Kelln said professional development opportunities available to faculty and staff had been expanded, with emphasis given to developing leadership skills through the new University of Manitoba Leadership Learning Program and through programs sponsored by the Provost's Office for academic administrators.

- Building Community to 2020

Ms. Zapshala-Kelln said the University would continue to move toward the goals under the pillar for Building Community, including with the implementation of a new budget model. She recalled that the guiding principles of the new budget model were to better align University resources with its mission and strategic priorities; enhance collaboration between and within units; incent creativity, innovation, and pursuit of revenue opportunities; and promote fiscal understanding.

5. Forging Connections to foster high impact community engagement

- Related Goal: Establish, strengthen and support meaningful connections between the University community (and key stakeholders)

Mr. Kearsey reported that, since 2014, the UMToday News had more than five million views, 60 percent of which originated outside of the University community, and since its launch in the Fall 2015, the UMToday Magazine had been shared biannually with 120,000 alumni worldwide. The University's social media channels have more than 205,000 followers worldwide, with a 200 percent increase since 2015.

- Related Goal: Foster a dynamic relationship between alumni and the University

Mr. Kearsey said the University had strengthened alumni relationships during the reporting period through social media and other initiatives, including the Distinguished Alumni Awards, which had honoured twenty-two alumni since 2014, and the Seniors Alumni Learning for Life program, which has offered twenty-nine, sold out lectures since the program was launched in 2015.

- Related Goal: Tell the story of the University, engage alumni and community partners, and secure funds through philanthropy and government support

Mr. Kearsey said the Front and Centre Campaign launched in October 2015 told the story of the University and raises funds through philanthropy. As of March 31, 2017, \$430,804,377 had been raised toward the \$500 million goal. As of the meeting date, more than \$460 million had been raised. Mr. Kearsey thanked students, faculty, staff, and retirees for contributing to the campaign and researchers for sharing their stories. Contributions were made by 27,483 donors, including 22,952 alumni, and more than 30,000 students, who were the largest contributors based on the combined contributions of UMSU and the Graduate Students' Association (GSA).

Mr. Kearsey said the impact of the campaign was across the University, with 568 new student awards, twenty-nine new and upgraded buildings, and eighteen new endowed research Chairs and Professorships.

- Related Goal: Ensure the University is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests

Mr. Kearsey highlighted several of many community focused events, performances, and programs that had occurred during the reporting period, including a 21.4 percent increase in registrations in Mini University; nineteen Visionary Conversations, with an audience of 3,000 and thousands who had engaged online; and several collaborative sessions in the community on the development of the Southwood lands, as part of the Visionary (re)Generation Master Plan process.

- Forging Connections to 2020

Mr. Kearsey briefly reviewed planned activities and priorities that would continue to move the University toward the goals under the pillar for Forging Connections, including: achieving the \$500 million goal for the Front and Center Campaign; developing a robust young alumni program; maximizing opportunities to promote the University's researchers; and enhancing digital communications. The University would also renew its brand expression, to build on the current trailblazer brand.

Dr. Ristock said the report, *Taking Our Place, University of Manitoba Strategic Plan, Sharing Our Progress, January 2015 – March 2017*, would be available on the University's webpage. A final report would be produced and provided to Senate at the end of 2020.

Dr. Ristock thanked members of the University community for their work in implementing all aspects of the *Strategic Plan* across academic and administrative units.

Professor Churchill asked about the number of classrooms that still required renovations or upgrades. Ms. Zapshala-Kelln said classrooms would be refurbished on an ongoing basis.

In response to questions, Dr. Ristock said resources would continue to be allocated to the Indigenous Initiatives Fund. In relation to the Indigenous

Scholars Fund, she said twelve positions had been allocated over the two years the competition was held, but there had been challenges filling all the positions. Two positions had been filled, several more had been advertised, and others were yet to be posted. The Indigenous Scholars Fund would be suspended for the present, to allow faculties to recruit and fill these positions.

Professor Churchill asked about the status of the search for a Research Director for the NCTR. Dr. Jayas said a Research Director would be appointed from the academic community on a term basis. The Research Director would be supported by a Research Coordinator and support staff hired through the NCTR.

Professor Gilchrist enquired about the status of the province's pledge to contribute \$150 million to the Front and Centre Campaign, which was made under the previous government; whether the \$460 million raised to date included the amount from the province; and the prioritization of plans for a new building on the Bannatyne Campus. Mr. Kearsy confirmed that the provincial commitment was part of the \$460 million raised to date. He said discussions with the province with respect to priorities for the provincial contribution were ongoing and positive, and the province had indicated on several occasions that the University should continue to include the provincial commitment in its \$500 million total. The largest component (\$97.5 million) of the pledged amount would be designated for a new building at the Bannatyne Campus.

In response to a question regarding the possibility of new graduate student funding, Dr. Jayas said the primary sources of internal graduate funding were the University of Manitoba Graduate Fellowships (UMGF) and the Graduate Enhancement of Tri-Council Stipends (GETS). The two awards would continue to be funded at the same level, in 2017-2018. Whether additional funding would be allocated in future years would depend on the availability of resources. Mr. Kearsy said the Front and Centre Campaign had a goal to raise \$100 million for graduate student support. A marketing campaign would be initiated in the coming weeks, to highlight graduate student researchers and their supervisors, to inspire donors to support graduate student research.

Professor Miller suggested consideration might be given to establishing a University-level committee on diversity and inclusion that would receive information and produce reports on issues related to matters. She suggested that some students might feel more comfortable reporting incidents of racial discrimination if there was a University body that tracked this information. She offered to share terms of reference for committees that had been established at other Canadian universities. Dr. Ristock said she would welcome the information. There had been some discussions about establishing a broader equity, diversity, and inclusion strategy for the University, that would deal with academic matters and other issues.

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 Mark, Faculty of Science, on behalf of the Faculty.

Re: Emergency power for critical scientific infrastructure

The Faculty of Science has a large inventory of scientific equipment. In particular, there are 34 ultra-cold freezers containing cell, protein and DNA stocks that are invaluable and irreplaceable. In addition, there are many incubators containing time and temperature sensitive cell and plant growth experiments, and there are numerous regular refrigerators and freezers. All of this infrastructure, the cell lines, the experimental results, the enzymes and the chemicals are funded by federal agencies, as well as industry partners, and are at risk in the event of a power failure. Faculty careers and student theses are dependent on this infrastructure.

Given that there is an emergency power generator in A-Lot, why has that generator not been made available to power critical infrastructure in buildings immediately adjacent to it (despite requests for this having been made in the past)? Is there a plan to address this request by the Faculty of Science?

Ms. Zapshala-Kelln said Physical Plant had investigated the possibility of using additional capacity of the direct emergency generator located in A-Lot to provide back-up power to twenty-seven minus 80 freezers. The generator was sized and installed to provide emergency power to life safety systems in buildings in the north zone of the Fort Garry Campus. It did not have capacity to maintain normal building operations. Spare capacity in generators was reserved for major power failure, to maintain fire protection, heat, and life safety systems to minimize building damage (i.e. islanding).

Ms. Zaphala-Kelln said spare capacity could be used to serve minus 80 freezers in local power failures, with upgrades to wiring and uninterruptible power supply (UPS) systems in Science buildings, at a cost of \$800,000 to \$1 million. As there would be ongoing testing and maintenance costs, Physical Plant would not recommend back-up power and UPS systems as a solution. Other solutions that could be considered, to provide sample protection in the event of a power or a mechanical failure, included factory installations or add on components such as CO₂ or liquid oxygen back-up systems, at an estimated cost of \$3,000 per freezer. Physical Plant would be willing to work with researchers to develop solutions and strategies to provide these back-ups on an ongoing basis.

Ms. Zapshalla-Kelln said a major electrical re-servicing was completed at the Bannatyne Campus, in the Spring of 2017, at a cost of approximately \$6 million. An RFP was awarded for a Bannatyne Campus emergency power back-up study, including the demands and costs to provide emergency power and alternate solutions (i.e. new freezers with optional back-up systems for life safety and research equipment). In the fall of 2016 an RFP was issued to study electrical service at the Fort Garry Campus. The project was awarded to Stantec Engineering in January 2017. A draft report, on a comprehensive study examining all aspects of the power system across the campus, including the incoming Manitoba Hydro sub-station, was received by Physical Plant in March 2018. The needs assessment phase underway would focus on selecting a suitable distribution voltage, disaster recovery, islanding, redundancy, future development, power factor correction, metering capabilities, demand control, and any other factors the consultant deemed to warrant special consideration. There had been

constant dialogue with Manitoba Hydro during the study. Manitoba Hydro had committed to rebuilding the sub-station on Freedman Crescent that serves the Fort Garry campus. The project would start in 2019 and would require about three years to complete.

Ms. Zapshala-Kelln said the University would continue to invest in improvements to infrastructure on both campuses, with the goal to provide a stable electrical system. She said the most recent outages on the Fort Garry Campus were caused by newer underground cable services, dating to 1998-1999, which were failing earlier than anticipated. The cable would be replaced in the next two months.

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF MARCH 7, 2018

Professor Elias MOVED, seconded by Professor Botar, THAT the minutes of the Senate meeting held on March 7, 2018 be approved as circulated.

CARRIED

VII BUSINESS ARISING FROM THE MINUTES - none

VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

1. Report of the Senate Executive Committee Page 130

Professor Chen said the Senate Executive Committee had met on March 21, 2018. Comments of the committee accompany the reports on which they were made.

2. Report of the Senate Planning and Priorities Committee

Professor Main said the Senate Planning and Priorities Committee had concluded its deliberations on proposals from the Faculty of Arts to establish co-operative education options in some programs. The committee was considering a proposal from the Faculty of Science for undergraduate course changes beyond nine credit hours, involving the introduction of interdisciplinary topics courses in science.

IX REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

1. Report of the Senate Committee on Awards – Part B [February 20, 2018] Page 131

Dean Mondor MOVED, seconded by Ms. Zapshala-Kelln, THAT Senate recommend that the Board of Governors approve the Report of the Senate Committee on Awards – Part B [dated February 20, 2018].

CARRIED

2. **Report of the Senate Committee on Academic Accommodation Appeals RE: Revised Student Accessibility Appeal Procedures and Revised Terms of Reference for the Committee** Page 137

Professor Hoppa said the *Student Accessibility Appeal* procedures would be revised to give Academic Staff Members the right to appeal decisions of the Coordinator of Student Accessibility Services (SAS) and to require that decisions on requests for reconsideration of decisions by the Coordinator of SAS and consideration of appeals be made in a timely way, rather than specifying a particular number of days. The terms of reference for the Senate Committee on Academic Accommodation Appeals (SCAAP) would be revised to increase the membership and add a Vice-Chair, to facilitate the scheduling of hearing panels.

Professor Hoppa MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Academic Accommodation Appeals concerning revised Student Accessibility Appeal procedures and revised terms of reference for the committee, effective September 1, 2018.

CARRIED

3. **Reports of the Senate Committee on Instruction and Evaluation**

- a) **RE: Revised Regulation on Repeated Courses and Attempted Credit Hours and Proposed Limited Access Regulation, Clayton H. Riddell Faculty of Environment, Earth, and Resources** Page 154

Dr. Hiebert-Murphy said the Clayton H. Riddell Faculty of Environment, Earth, and Resources was proposing changes to its academic regulations to be consistent with the University's *Repeated Course* policy (Senate, June 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 the regulation on *Repeated Courses and Attempted Credit Hours* and a proposed *Limited Access* regulation, Clayton H. Riddell Faculty of Environment, Earth, and Resources, effective September 1, 2018.

Referring to the proposed language in the revised regulation on *Repeated Courses and Attempted Credit Hours*, Ms. Kilgour asked for clarification, as the first of the proposed sentences indicated that, where a course was repeated or an equivalent course was taken, only the attempt with the highest grade would count toward the degree, but the second sentence said grades from all course completions would be used in the calculation of the Degree Grade Point Average, Term Grade Point Average, and Cumulative Grade Point Average. Dr. Hiebert-Murphy said the intent of the first sentence was to communicate that students could not receive multiple credits toward the degree for the same course (or its equivalents); credit would be awarded only for the attempt with the highest grade.

Ms. Kilgour asked why the Faculty had elected to use all course attempts in the calculation of the Degree Grade Point Average, when the University policy on *Grade Point Averages* gave Faculties scope to determine whether or not to use grades for repeated courses in this calculation. Dean Halden said the Faculty had made the decision for consistency with the University policy and the rest of the institution.

CARRIED

- b) **RE: Revised Policy on Repeating Faculty-Required Courses, Faculty of Kinesiology and Recreation Management** Page 160

Dr. Hiebert-Murphy said the Faculty of Kinesiology and Recreation Management was proposing to revise its policy on *Repeating Faculty-Required Courses*, to permit students who fail a faculty-required course to repeat the course without any limitations. Students who failed a faculty-required course would be encouraged to meet with an advisor, to increase their chances for academic success.

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 the policy on Repeating Faculty-Required Courses, Faculty of Kinesiology and Recreation Management, effective September 1, 2018.

CARRIED

4. **Report of the Senate Committee on Rules and Procedures RE: Revisions to the Faculty of Kinesiology and Recreation Management Council Bylaw** Page 164

Dean Taylor said amendments to the *Faculty of Kinesiology and Recreation Management Council Bylaw* were being made to clarify and update language in the document. The Senate Committee on Rules and Procedures had relayed one comment to the Faculty regarding quorum and student participation. The Faculty had accepted the recommended changes, which were reflected in the document included with the Report.

Dean Taylor MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Rules and Procedures concerning Revisions to the *Faculty of Kinesiology and Recreation Management Council Bylaw*, effective upon approval by Senate.

CARRIED

X **ADDITIONAL BUSINESS** - none

XI **ADJOURNMENT**

The meeting was adjourned at 3:00 p.m.

These minutes pages 1 to 15, combined with the agenda, pages 1 to 169, and the presentation *Sharing Our Progress, Taking our Place: University of Manitoba Strategic Plan 2015-2020*, comprise the minutes of the meeting of Senate held on April 4, 2018.

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

Sharing Our Progress

Taking our Place: University of Manitoba Strategic Plan 2015-2020



UNIVERSITY
OF MANITOBA

Development of *Taking Our Place*

- Built on priorities identified in *Strategic Planning Framework 2009 – 2014*
- More than 50 input sessions with almost 1200 faculty, staff, students and alumni on their perspectives about the future direction of the University
- Unanimously endorsed by Senate and approved by Board (November 2014)



Mid Term Report

Progress on Strategic Priorities

- January 2015 – March 2017
- Inspiring Minds *through innovative and quality teaching*
- Driving Discovery *through excellence in research, scholarly work and other creative activities*
- Creating Pathways *to Indigenous Achievement*
- Building Community *that creates an outstanding learning and working environment*
- Forging Connections *to foster high impact community engagement*



Inspiring Minds

*through innovative and
quality teaching*

We are committed to ensuring students have an outstanding educational experience taught by excellent professors in environments that best contribute to their success.



UNIVERSITY
OF MANITOBA

Inspiring Minds

Optimize Enrolment

- International undergraduate and graduate enrolments exceeded initial goals (10% and 20% respectively)
- New initiatives such as:
 - courses supporting English language development skills
 - workshops promoting academic integrity
 - providing additional scholarships and bursaries

Enhance Student Mobility

- Provided leadership in creation of provincial transfer credit database designed to facilitate student mobility between Manitoban post-secondary institutions



Inspiring Minds

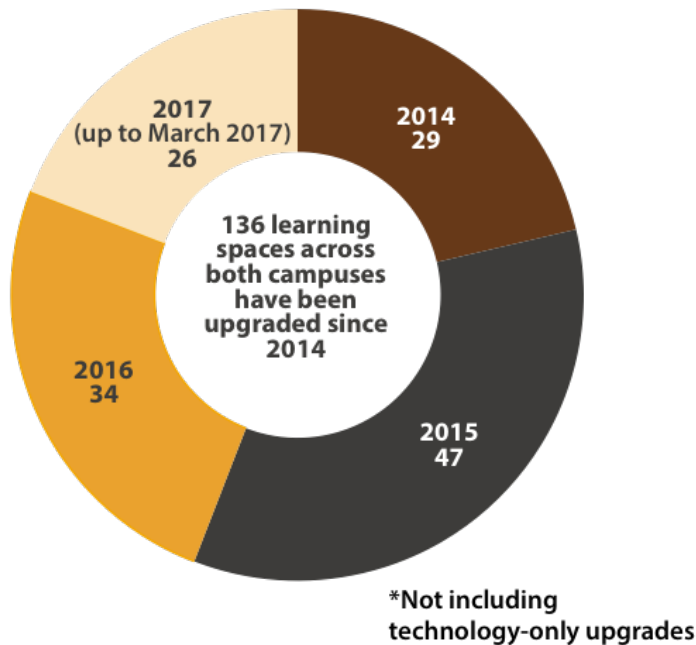
Flexible Learning Opportunities

- 18 of the 33 recommendations outlined by the Blended and Learning Online Learning Task Force fully implemented
- Includes move of online course delivery and development from Extended Education to Centre for the Advancement of Teaching and Learning
- Operations and procedures for developing online courses have been streamlined



Classroom and Laboratory Upgrades

Learning Space Renewal Projects



- Over 23% of learning spaces have been renovated or upgraded including:
- audio visual upgrades to 164 instructional learning and meeting spaces
 - 40% increase in wireless access points



Inspiring Minds

Promote Innovative Teaching

- Teaching and Learning Enhancement Fund established and supported 29 new projects
- 66 faculty members have entered Teaching and Learning Certificate program (TLC) with 20 graduates so far
- Certificate in Higher Education (CHET) program for graduate students revised and graduated 87 students



Inspiring Minds

Ensure Students Understand the Importance and Contributions of Indigenous Peoples

- Indigenous Scholars Fund established – appointments to 6 faculties
- Indigenous Initiatives Fund established - supported 22 initiatives across University



Inspiring Minds to 2020

Quality academic programming: Enhance program quality and sustainability through piloting joint undergraduate and graduate academic program reviews

Experiential learning: Form a University wide task force to increase opportunities for experiential learning

Indigenous content in academic programs: Through our new Vice-Provost (Indigenous Engagement), advance initiatives that ensure every student graduates with Indigenous knowledge

Leadership development: Engage HR and Provost's Office to provide more support for leadership development among academic administrators

Enrolment and time to completion: Develop the next Strategic Enrolment Management (SEM) plan, focusing on reducing program completion time for students and initiatives at the academic unit level to support the attainment of our SEM goals



Driving Discovery

*through excellence in
research, scholarly work and
other creative activities*

We will strengthen existing and emerging areas of research, addressing the most pressing issues facing our world, while providing a transformative research experience for students.



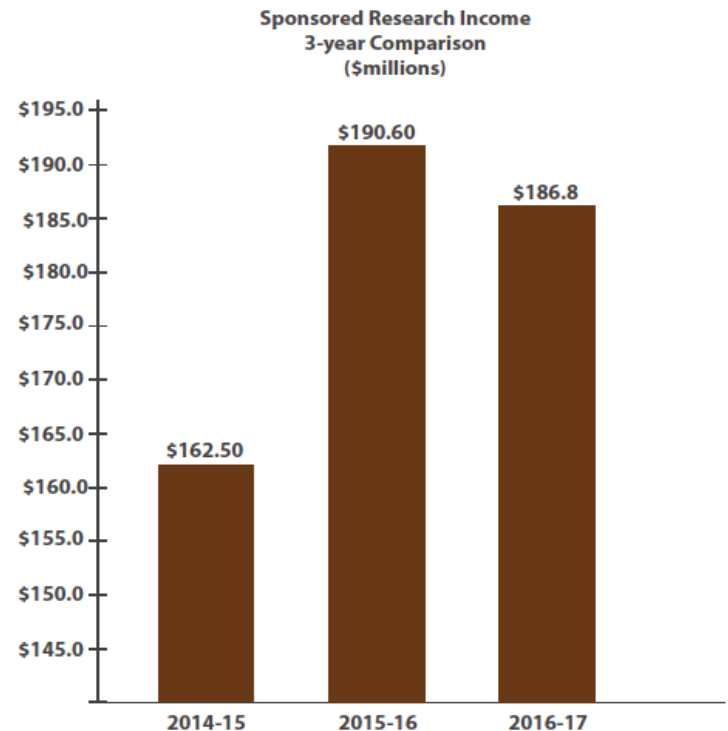
UNIVERSITY
OF MANITOBA

Driving Discovery

Increased Funding

Research income increased from \$162M to \$186.8M due to:

- Outstanding achievements of our researchers
- Enhanced support for grants and contracts
- Streamlined processes
- Increase start up funding for new faculty members

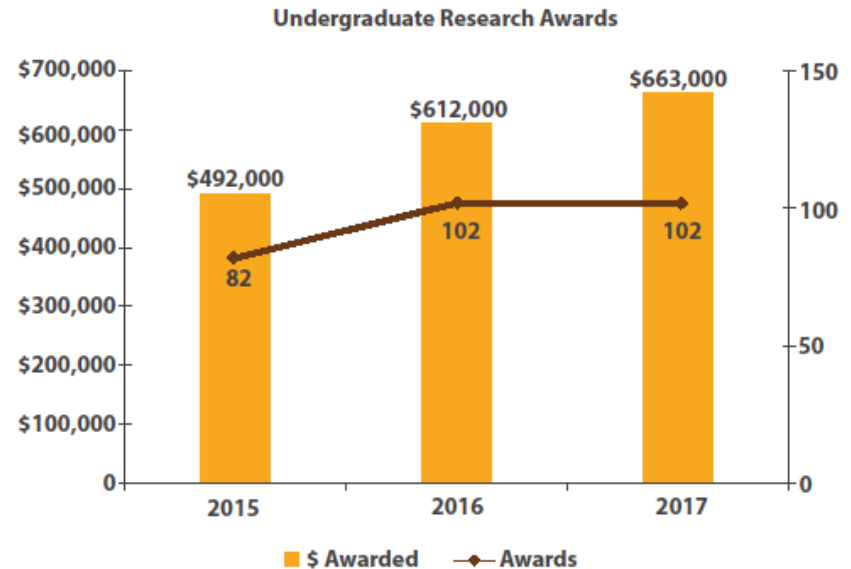


Driving Discovery

Additional Undergraduate Funding

Undergraduate Research Awards have increased from 82 awards worth \$492,000 to 102 awards worth \$663,000

- Allows more students to work on research projects with University professors
- In 2016, 10 of the 102 Undergraduate Research Awards were dedicated to Indigenous students



Driving Discovery

New Professorships and Chairs

Eight new professorships and
Chairs created to develop and
lead research in:

- Business Ethics
- Neuroscience
- Traumatology
- Finance
- Agricultural Risk Management and Insurance
- Leadership Education
- Leadership Research
- Multiple Sclerosis



Driving Discovery

Indigenous Perspectives in Research

- University now host of the National Centre for Truth and Reconciliation (NCTR), permanent home for statements, documents and other materials gathered by Truth and Reconciliation Commission
- Affiliation with University enhances ability of researchers to explore impacts of Residential School experience and of educators to share the Indian Residential School history with future generations of students



Driving Discovery

Internal Grants Programs

- Four internal grants programs created to provide funds that foster collaborative research, scholarly work and other creative activities within and outside the University
- Small Research Equipment Funding program allows researchers to purchase and repair equipment or fabricate equipment not readily available



Driving Discovery to 2020

Exceptional Research Experience for Students: Continue expanding the number of Undergraduate Research Awards available to students, creating more opportunities for their involvement with, and exploration of, research.

Sustain and Enhance Expertise and Reputation: Continued efforts to secure additional Research professorships and Research Chairs, including NSERC Industrial Research Chairs

National Centre for Truth and Reconciliation: Support the mandate of NCTR and ensure core staff are hired and retained

Digital Efficiency: Expand the use of electronic submission for grants and contracts, thereby decreasing processing time



Creating Pathways

to Indigenous Achievement

Working collaboratively with Indigenous communities, we are dedicated to building a more prosperous and fulfilling future for both Indigenous and non-Indigenous peoples by sharing knowledge, empowering student success and developing leaders.



UNIVERSITY
OF MANITOBA

Creating Pathways

Raised Awareness of Indigenous Perspectives

New ways for students, faculty and staff to learn about Indigenous knowledge, cultures and traditions:

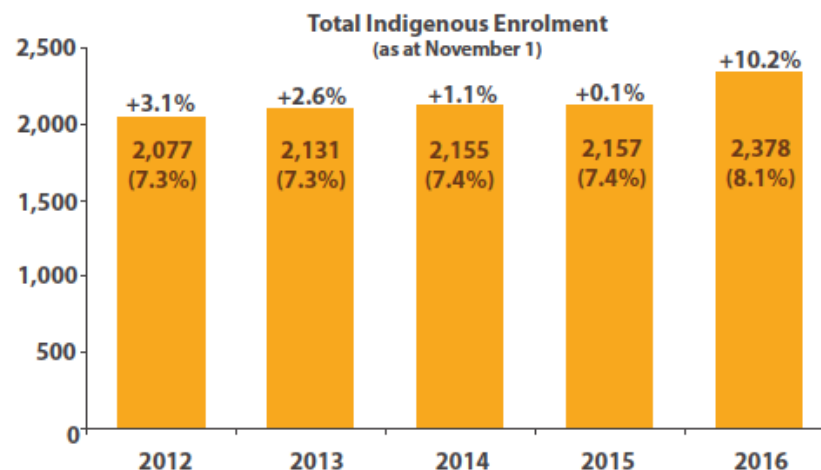
- Introduction of Indigenous Awareness Week
- Weekly fireside chats on Indigenous topics
- Pow Wow practice group
- Establishment of Indigenous Scholars Fund
- Establishment of Indigenous Initiatives Fund



Creating Pathways

Improved Self-declaration Process

Focus on increasing enrolment of Indigenous students while improving and promoting self declaration process resulted in increase of over 10% between 2015 to 2016, from 7.4% to 8.1% of total enrolment.



Creating Pathways

Increased Student Supports

Indigenous Student Centre and academic units are empowering Indigenous student success through:

- Access to scholarships and bursaries
- Tutoring and peer-to-peer mentoring
- Qualico Bridge to Success program for transition of new Indigenous students into post-secondary education
- Graduation stoles



Creating Pathways

Strengthened Partnerships with K-12 Sector

In December 2015 the UM signed the Manitoba Collaborative Indigenous Education Blueprint, uniting all Manitoba universities, three colleges and Manitoba's School Boards Association in commitment to:

- Collaborate to increase student mobility to better serve needs of Indigenous students
- Increase Indigenous school and post-secondary participation and success rates



Creating Pathways to 2020

Manitoba Collaborative Indigenous Education Blueprint: implement the 10 commitments

Indigenous Academic Staff: Work to find innovative ways to attract and retain Indigenous scholars

Reconciliation activities: Increase leadership and participation in initiatives that advance reconciliation

Knowledge of Indigenous peoples: Continue to analyze program curriculum and develop content to ensure every graduate has a basic understanding of the importance and contributions of Indigenous peoples



Building Community

*that creates an outstanding
learning and working
environment*

We believe in creating environments where individuals can reach their full potential while supporting their colleagues, community and province.



UNIVERSITY
OF MANITOBA

Building Community

Indigenous Planning and Design Principles

Five principles established through Visionary (re)Generation project

- Commit to Relationships and Listening
- Demonstrate Culturally Relevant Design
- Respect Mother Earth
- Foster a Sense of Belonging and Community
- Embrace a “Seven Generations” View



Building Community

Respectful and Inclusive Environments

Building a welcoming community for all:

- Launching first Accessibility Plan (2016)
- Implementing the Mental Health strategy, *Success Through Wellness*
- Constructing a new childcare facility
- Development of a new stand-alone sexual assault policy



Building Community

Sustainability Strategy

- Approval of New Sustainability Strategy 2016-2018:
 - Resource Conservation and Efficiency
 - Transportation and Accessibility
 - Ecology and Environment
 - Land Use
 - Climate
 - Campus Life
- Steady decrease in water, electrical and natural gas consumption
- 50% increase in diversion of recyclables from the waste stream



Building Community

Employee Development

Increased opportunities for professional development

- Nearly 200 in-person sessions offered by Learning and Organizational Development each year in addition to on-line resources
- Established the new University of Manitoba Leadership Learning Program



Building Community to 2020

- **Supportive Information Technology:** Ensure IT policies and practices are in step with their needs and the current University environment.
- **Inclusivity and Diversity:** Increase and embrace equity, diversity and inclusion—especially with respect to women, Indigenous peoples, people with disabilities, gender and sexual minorities and racialized minorities – through new initiatives and management training
- **Balance Technology and Supports:** Ensure improvements in technology efficiency and performance are balanced with appropriate supports for the working and learning environment
- **Budget Model:** Implement new model and supporting software to enhance budget planning and development for all units.



Forging Connections

*to foster high impact
community engagement*

We are committed to developing and fostering relationships that enable the University and our alumni, donors and partners to have a direct, positive impact on people's lives.



UNIVERSITY
OF MANITOBA

Forging Connections

Multi-platform Storytelling

- UMToday News network received over 5 million page views, with 60% of traffic originating outside the University
- UMToday The Magazine, launched in Fall 2015 received by 120,000 alumni and friends
- Social media channels exceeded 205,000 followers worldwide, with 200% increase since December 2015



Forging Connections

Strengthened Alumni Relationships

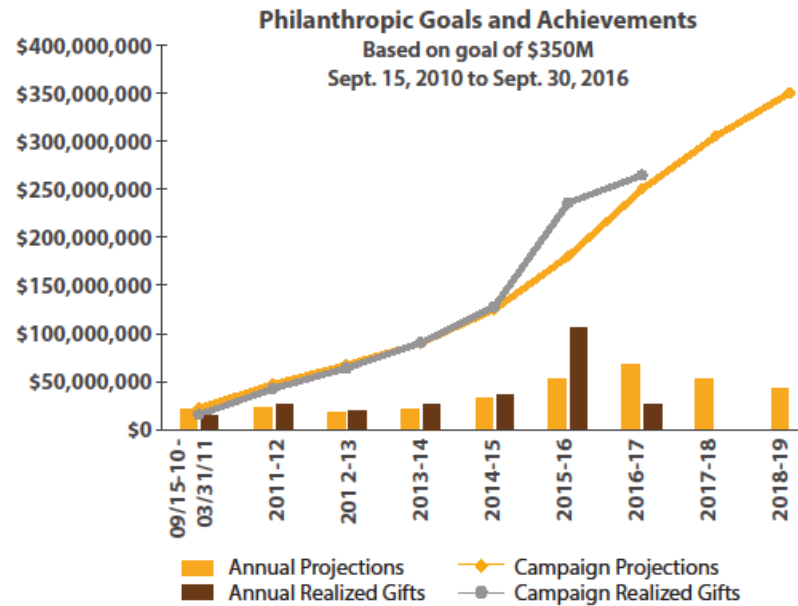
- Distinguished Alumni Awards - since 2014, honoured 22 alumni and brought together over 1100 students, faculty, government and community leaders
- Seniors Alumni Learning for Life program provides opportunity to explore new ideas from researchers and fellow alumni on a variety of topics



Forging Connections

Milestone Fundraising

- University achieved \$430,804,377 of its \$500,000,000 Front and Centre Campaign goal as of March 31, 2017
- 27,483 donors contributed, of which 22,952 are alumni
- 568 new student awards, bursaries and scholarships
- 18 endowed Research Chairs and Professorships
- 29 new and upgraded buildings



Forging Connections

Community Outreach

Wide range of community-focused events, performances and programs:

- Mini University achieved a 21.4% increase in registrations for its summer programs, reaching 15,000 children annually
- Visionary Conversations speaker series – 19 events held with an audience of 3000 in person and thousands more through digital engagement
- Visionary (re)Generation Master Plan



Forging Connections to 2020

Front and Centre Campaign: Achieve the \$500 million campaign goal in order to support University priorities across the 5 pillars

Young Alumni Engagement: Develop a robust young alumni program

Research Promotion: Maximize opportunities to showcase University of Manitoba researchers

Digital Communications: Continue to enhance the user experience and deliver integrated, best practice digital solutions



Next Steps

- Report to be available on website along with highlights
- Continued implementation
- Final report to be produced after the conclusion of Strategic Plan period in 2020



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



UNIVERSITY
OF MANITOBA