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- RE: Natural Resources Institute
- RE: College of Nursing
- RE: Department of Political Studies
- RE: Department of Preventive Dental Sciences
- RE: Department of Psychology

**CARRIED**

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

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

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

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

**CARRIED**

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

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

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

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

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

**CARRIED**

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

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

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

**CARRIED**

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

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

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

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

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

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

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

**CARRIED**

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

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

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

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

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

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



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

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

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

**CARRIED**

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

Page 634

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

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

**CARRIED**

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

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

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

**CARRIED**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CARRIED**

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

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

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

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

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

The motion was **CARRIED**.

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

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

There were no further nominations.

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

**CARRIED**

XI **ADDITIONAL BUSINESS**

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

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

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

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

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

**CARRIED**

XII **ADJOURNMENT**

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

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

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

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

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

# Policy Changes

Updates to the RWLE & Sexual Assault Policies



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# Why have the policies been updated?

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





# Policy Review Goals

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



# Previous Versions

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



# Community Consultation Process

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



# Community Consultations

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



# Community Consultations (continued)

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



# Key Changes Overall

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



# Key Changes Overall (continued)

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



# Key Changes – Sexual Violence Policy

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





# Key Changes – Procedure

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



# Key Changes – Procedure

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



# Path Forward Recommendations Not Yet Integrated

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

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





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