

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

Members Present

Dr. M. Benarroch,
Chair
Dr. C. Adams
Prof. A. Alessi-Severini
Prof. C. Anderson
Prof. J. Anderson
Ms. N. Andrew
Mr. J. Asaminew
Acting Dean D. Asper
Mr. A. Azeez
Dean S. Baum
Prof. R. Biscontri
Dr. J. Blatz
Prof. P. Blunden
Prof. T. Bone
Prof. O. Botar
Rectrice S. Bouffard
Dean D. Brown
Mr. B. Bukich
Prof. T. Chen
Prof. N. Cicek
Prof. S. Clark
Dr. C. Cook
Prof. R. Currie
Ms. J. Dela Cruz
Prof. S. Dhingra
Ms. C. Dika
Prof. M. Domaratzki
Mr. Wm. Dowie
Dean N. Dyck
Mr. D. Erickson
Acting Dean T.
Falkenberg
Prof. A. Farrell-
Morneau
Prof. M. Faubert
Prof. R. Field
Prof. C. Figley
Prof. J. Frank
Prof. M. Gabbert
Prof. M. Garcia-
Holguera
Mr. M. Garrett
Prof. G. Hicks

Prof. D. Ireland
Dean G. Jacoby
Dr. D. Jayas
Prof. I. Jeffrey
Ms. L. Johnson
Dean E. Jurkowski
Ms. E. Kalo
Prof. R. Koop
Mr. D. Lamont
Ms. M.-L. Lê
Prof. D. Lobb
Prof. K. MacKendrick
Prof. M. McKenzie
Prof. D. Mackey
Prof. K. Main
Prof. S. Mallory-Hill
Acting Dean D.
Mandzuk
Prof. C. Miller
Mr. A. Morakis
Ms. C. Neilson
Mr. D. Ness
Prof. K. Nixon
Ms. L. O'Hara
Prof. D. Oliver
Prof. S. Passmore
Prof. J. Peeler
Mr. B. Petrelli
Dean S. Pflugmacher
Lima
Ms. S. Phillips
Mr. E. Podaima
Dean B. Postl
Prof. S. Prentice
Dean L. Raman-Wilms
Prof. A. Raouf
Prof. M. Rastegar
Prof. T. Reeve
Ms. C. Reitano
Dr. J. Ristock
Ms. H. Ritter
Ms. G. Romund
Ms. L. Schnarr
Prof. A. Schultz
Mr. M. Shaw
Acting Dean L. Simard

Prof. C. Simonot-
Maiello
Ms. L. Slegers
Prof. M. Smith
Prof. J. Sorensen
Prof. R. Souleymanov
Prof. V. Sparks
Ms. A. Spearman
Prof. M. Tamtik
Dean J. Taylor
Mr. E. Teklemariam
Prof. G. Tranmer
Prof. C. Trott
Prof. J. van Lierop
Prof. D. Watt
Acting Dean K.
Wilson Baptist
Dean M. Yellow Bird
Mr. J. Leclerc,
University Secretary
Dr. S. Coyston,
Recording Secretary

Assessors Present

Mr. R. Abir
Mr. J. Adams
Mr. C. David
Ms. O. Dingwall
Dr. J. Doering
Dr. D. Hiebert-Murphy
Mr. J. Kearsey
Prof. S. Kirkland
Prof. R. Lastra
Mr. N. Marnoch
Dr. T. Mondor
Ms. S. Sekander
Prof. G. Smith
Ms. K. Smith
Dr. D. Stewart
Dr. M. Torchia
Ms. B. Usick

Regrets

Ms. E. Dicks

Ms. A. Ginter
Dr. G. Glavin
Ms. A. Khan
Chancellor A. Mahon
Ms. M. Nguy
Mr. J. Pablo
Ms. S. Penner
Ms. E. Ratel
Dean. M. Scanlon
Ms. H. Smeltzer
Dean R. Urbanowski

Absent

Prof. M. Ballard
Ms. L. Best
Prof. N. Boorberg
Very Rev. R. Bozyk
Prof. E. Eftekharpour
Acting Dean A.
Frederiksen
Prof. E. Haque
Dean A. Kelekis-
Cholakis
Prof. J. Lavoie
Prof. Q. Mujawar
Mr. C. Pantel
Prof. G. Prehna
Ms. J. Ritchie
Prof. K. Scott
Acting Dean N.
Sepehri
Mr. G. Sobie
Mr. R. Talukder
Ms. J. Tanner
Prof. G. Thompson
Mr. C. Villa
Prof. D. Walker
Mr. P. Wheatley

Also Present

Mr. R. Daudet
Ms. M. Legault
Ms. M. Magsino
Ms. S. Utsunomiya

Ms. M. Watson
Ms. M. Yoshida

draft

The Chair informed Senate that the Speaker of the Senate Executive Committee was Dean Jeff Taylor, Faculty of Arts.

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Reports of the Faculty of Graduate Studies Executive Committee on Course and Curriculum Changes**
 - a) **RE: Department of Anthropology** Page 4
 - b) **RE: Department of Biochemistry and Medical Genetics** Page 6
 - c) **RE: Department of Physiology and Pathophysiology** Page 7
2. **Proposed 2021-2022 Academic Schedule** Page 9

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

- the Reports of the Faculty of Graduate Studies Executive Committee on Course and Curriculum Changes concerning the Departments of Anthropology, Biochemistry and Medical Genetics, and Physiology and Pathophysiology;
- the 2021-2022 Academic Schedule.

CARRIED

III MATTERS FORWARDED FOR INFORMATION

1. **Report of the Senate Committee on Awards [September 24, 2020]** Page 27
2. **Report of the Senate Committee on Appeals** Page 34

IV REPORT OF THE PRESIDENT

1. **President's Report**

President Benarroch observed that the Winnipeg Health Region had been moved to the Critical Level (red), in the province's Pandemic Response System. As the University had already implemented measures over and above what were required for compliance with the previous restrictions, only minor adjustments were required, including to reduce the maximum capacity in spaces and to close the Joyce Fromson Pool and physical spaces in the University Libraries. Updates were available on the University's COVID-19 updates webpage. President Benarroch said the revised restrictions at the University would continue to provide for sufficient access to allow people to carry out necessary work on the campuses.

President Benarroch said fewer cases of COVID-19 on the University campuses had been reported in the last seven days compared to the previous seven. The University was closely monitoring the number of cases and taking necessary actions to prevent the spread of the virus and keep the campus safe. President Benarroch encouraged members of the University community to continue to remain safe by coming to the campuses only when necessary and to otherwise work from home. He encouraged people to download both federal governments COVID-19 notification app (COVID Alert) and the University's mobile safety app, UM Safe.

President Benarroch reported that the recently implemented COVID-19 Recovery Committee structure was working well. The Steering Committee and its subcommittees (Teams) include additional student and faculty representation compared to the previous structure.

President Benarroch said the University had not yet received a decision from the provincial government on the institution's application for transitional support funds. The province was continuing to consider the application.

President Benarroch said the federal government had recently advised the University that it would lift the ban on international travel for students and would begin to process international student visas again, for students studying at designated learning institutions, which included the University of Manitoba. As it was required to do, the University had developed and received approval of a readiness plan that would require international students to quarantine for two weeks upon their arrival in Canada. The University had reached an agreement with a local hotel to provide students with room and board, for a reasonable cost to be shared by the University and the student. A daily screening of the students for COVID-19 would be carried out by College of Nursing students.

President Benarroch anticipated that some international students might travel to Winnipeg to study at the University in the Winter Term. This was important because, while Fall Term enrolments across the University were higher than the previous year, first year enrolment, including first year international graduate student enrolment, was lower.

President Benarroch said the University's current strategic plan, *Taking Our Place: University of Manitoba Strategic Plan 2015-2020*, was set to expire at the end of the year. A new strategic plan would not be developed and approved before then. He invited Senators' to share their feedback on the possibilities of either undertaking a formal process or otherwise agreeing to extend the current plan until a new one is in place. President Benarroch said he was considering a schedule for consultations across the University that would allow a new strategic plan to be approved by June 2021. He asked Senators to share their views on this. Recognizing that some were currently consumed by other activities related to COVID-19, he said he wanted people to feel they were in a place to contribute to the process, so the experience would be empowering.

President Benarroch said he and Dr. Ristock would be meeting with Faculty Councils through the first two months of the New Year, to hear from faculty members, including about their ideas for the next strategic plan.

President Benarroch informed Senate that the provincial Department of Health, Seniors, and Active Living would open a drive-up COVID-19 testing location at 1 Research Road in Smart Park on November 8th. The testing location would be open from 7:00 a.m. to 7:00 p.m. The particular location had been chosen because the building at that location was currently empty and had appropriate space and facilities, including parking, and provide for limited contact between those attending to be tested and others coming onto the Fort Garry Campus.

President Benarroch encouraged Senators to review the Auditor General of Manitoba's *Report to the Legislative Assembly, Oversight of Post-Secondary Institutions, Independent Audit Report, October 2020*. The Report includes a series of recommendations and suggestions in two areas; government oversight of postsecondary, for which there are eight recommendations aimed at government and the actions it should be taking, and governance oversight by governing boards of postsecondary institutions, for which there are fourteen recommendations. Mapping recommendations that would apply to its board processes showed the University's Board of Governors appeared to be an example of best board practices, as it was either already practicing or had begun to work toward the recommendations.

2. Presentation: Manitoba Industry-Academic Partnership (MI-AP)

Dr. Doering, Associate Vice-President (Partnerships) made a presentation on the *Manitoba Industry – Academic Partnership (MI-AP)*. A copy of the presentation is appended to the minutes of the meeting.

Mr. Bukich asked whether there would be work-integrated research or learning opportunities for Bachelor of Kinesiology students, as part of the MI-AP initiative. Dr. Doering said the University of Manitoba was a partner in the BioTalent Canada Partnership Plus Program, which placed students in bioscience positions across the country. He encouraged interested students or the Faculty of Kinesiology and Recreation Management to contact him for additional information on the sector.

Professor Gabbert raised a concern that the University had signed onto the *Horizon Manitoba Report*, which originated outside the institution, without having consulted Senate, particularly given objectives 5 and 6, which concerned a dynamic labour market tool and systematic tracking and analysis of student movement in the secondary and postsecondary systems. He said that, for some at the University, these things were a warning that decisions about resource allocations and programming at the University would be increasingly driven by concerns about job creation. He asked, first, how much work had been done toward meeting objectives 5 and 6 and, second, if there would be any implications for resource allocations or subvention of faculties at the University.

Dr. Doering clarified that MI-AP and the *Horizon Manitoba Report* were two distinct and separate initiatives, although the MI-AP exists, in part, because of the Report. He stressed that MI-AP was concerned only with objectives 1, 3, and 4, in the *Horizon Manitoba Report* and had no responsibility for objectives 2, 5 or 6. Dr. Doering anticipated that, because the membership of the PSE President's Table had changed since the Report was published, the current membership

would likely consider whether there was anything else they would take from it, beyond objectives 1, 3 and 4.

President Benarroch said he had been updated on MI-AP but had not had an opportunity to assess the *Horizon Manitoba Report* since joining the University in July. The Report had been raised briefly at the most recent meeting of the PSE President's Table, but there was nothing to report based on that conversation. President Benarroch said he would inform Senate of subsequent developments, if there were any.

In response to a question, Dr. Doering said that as the MI-AP initiative moved forward, the postsecondary institutions would connect with researchers in relevant areas at their respective institutions to participate in industry sector engagement tables. At the University of Manitoba, connections with researchers would be made through the Associate Deans (Research), as these individuals were familiar with the research activities of faculty members in their units.

Professor Schultz suggested there should be broader consultations with faculty members, who might have good ideas to share, and given the interest the presentation had sparked among Senators.

Professor Cicek asked whether and how any work-integrated learning initiatives would either connect to, or support, existing co-operative education and internship programs at the University. He enquired about the possibility of opportunities for funding or to connect with potential industry partners.

Dr. Doering said MI-AP activities to support objective 4, to create a work-integrated learning initiative, were in the early stages as a project lead was yet to be hired. Ms. Langlais, Director, Career Services, and Ms. Jung, Associate Director, Centre for the Advancement of Teaching and Learning, had been meeting with co-operative education placement coordinators to ensure that units offering co-operative education and internship programs were aware of the MI-AP initiative. Dr. Doering said there was no funding available but there might be opportunities to participate in sector engagement tables.

Professor Lastra commented that the Division of Extended Education would be interested in objective 4, to create a work-integrated learning initiative, and to participate in sector tables.

President Benarroch thanked Dr. Doering for his presentation and Senators for the discussion.

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. on the Friday preceding the meeting.

Two questions were submitted by Ms. Dingwall, University of Manitoba Faculty Association (UMFA) Assessor:

1. In the Winnipeg Free Press article “*Students slam anti-cheating software*”, it is suggested that the administration is justifying the use of Respondus by saying that the software protects academic freedom. While academic dishonesty undermines many elements of education, it is unclear how monitoring students protects the right of an instructor to formulate and deliver assessment. Is administration making such a claim to defend the use of this software? Or in what way does administration believe monitoring students protects academic freedom?

Dr. Torchia said the article in the Winnipeg Free Press provided some inaccurate information. The use of e-proctoring technology had not been justified by indicating it protects academic freedom, and this had never been suggested to the University of Manitoba Students’ Union (UMSU). What was indicated to UMSU was that the use of the enterprise approved e-proctoring solutions, or any other choice around e-proctoring, was at the discretion of instructors. The Students’ Union had also been informed that such discretion was a component of academic freedom, as it applies to the delivery of courses.

Ms. Dingwall remarked that some instructors felt that implementing Respondus for all courses did not give them the opportunity to use the technology at their discretion.

Dr. Torchia said, although Respondus was available to all instructors, the intention was that each instructor would decide whether to use it for their courses. In response to a question, he confirmed that he had met with UMSU to provide additional clarity on the use of e-proctoring, the process followed at the University for making decisions about whether to use the technology and for examining issues such as privacy, security, and access, as part of that decision-making process.

Ms. Smith recalled that UMSU had requested that the University consider adopting several measures to make the use of Respondus safer and fairer for students, where instructors chose to use it for their courses. When UMSU had approached University administration with those recommendations, they were told that it would not be possible to adopt the measures, which might include, for example, to require that instructors enable an environment scan feature in the application, given protections on instructors’ academic freedom to decide whether the feature was appropriate for their course.

2. In May the Senate Committee on Instruction and Evaluation (SCIE) was tasked with reviewing its recommendations regarding student evaluations of teaching. Noting that summer term evaluations have already taken place, and we are over halfway through fall term, when can we expect an update on these recommendations?

Dr. Torchia said SCIE had received and considered Senate’s (May 13, 2020) recommendation to refer the recommendations concerning the Student Ratings of Instruction back to the committee, at its meeting on September 17, 2020. The committee had decided to refer the matter to the Sub-committee for further consideration. The Sub-committee would be meeting on December 1, 2020.

**VI CONSIDERATION OF THE MINUTES
OF THE MEETING OF OCTOBER 7, 2020**

Professor Malcolm Smith MOVED, seconded by Dean Jurkowski, THAT the minutes of the Senate meeting held on October 7, 2020 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 36

Dean Taylor reported that the Senate Executive Committee had met on October 21, 2020. Comments of the committee accompany the reports on which they were made.

**2. Report of the Senate
Planning and Priorities Committee**

Professor Watt said the Senate Planning and Priorities Committee (SPPC) had met on October 26, 2020. The committee had been provided with an update on the University's budget model pertaining, as it pertains to the work of the committee. Of note, it was confirmed that faculty subventions continued to be a factor in determining resource allocations. The committee had considered: proposals for graduate and undergraduate course introductions beyond 9 credit hours, from the Faculty of Law and the School of Art, respectively; a proposal to establish the Earth Materials and Archaeometry Centre; a Report from the SPPC to Senate concerning a proposal for an Articulation Agreement.

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

**1. Report of the Faculty Council of the Faculty of Education Page 37
**RE: Temporary Suspension of Writing Session Requirement
for Admission to Bachelor of Education****

Acting Dean Falkenberg said the Faculty of Education was proposing the temporary suspension of the Writing Session requirement for admission to the Bachelor of Education program, given health and safety concerns and public health restrictions related to COVID-19. Applicants to the B.Ed. program were normally required to complete the writing requirement in person, either at the Fort Garry Campus or with a proctor at an off-campus location, if they were a rural or out of province applicant. The first writing session was normally held in December and others were scheduled in January and February. For the Fall 2020 intake, 231 applicants had attended the writing sessions.

Acting Dean Falkenberg said, if the temporary suspension of the Writing Session requirement was approved, it would end when health and safety concerns and public health restrictions related to COVID-19 had ended.

Acting Dean Falkenberg MOVED, seconded by Professor Tamtik, THAT Senate approve the temporary suspension of the Writing Session requirement for admission to the Bachelor of Education, Faculty of Education, effective upon approval.

CARRIED

2. Reports of the Senate Committee on Admissions

a) RE: Proposal for a Dual Credit High School Admissions Category, Faculty of Science Page 39

Ms. Schnarr said the Faculty of Science was proposing a Dual Credit High Schools Admissions category, to allow high school students to complete university-level courses and to challenge the University examination for credit. The Faculty had offered several university-level courses, for students enrolled at various high schools, for many years. As part of the proposal, the Faculty would assume responsibility for the admission requirements and administration of the courses, which were previously overseen by the Division of Extended Education.

Ms. Schnarr said the proposed admission category would not be an entry pathway to a degree program in the Faculty of Science. High school students would be able to earn university credit for courses but would be required to submit a separate application for admission to the University, to pursue a degree.

Ms. Schnarr MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning a proposal for a Dual Credit High School Admissions Category, Faculty of Science, effective for the Fall 2021 intake.

CARRIED

b) RE: Revised Institutional Undergraduate English Language Proficiency Requirements Page 43

Ms. Schnarr said Enrolment Services was proposing several modifications to the institutional undergraduate English language proficiency requirements for admission, as set out in the agenda. It had conducted a broad review, including a review of similar requirements at other institutions and consultations with the Associate Deans Undergraduate and Deans and Directors. A review of standardized test scores, particularly with respect to the International English Language Testing System (IELTS) test, was an important part of the review. The majority (85 percent) of applicants who present a standardized test score, in order to meet the English language proficiency requirement, have completed an IELTS test. Updates to the country waiver list were based on information in the Central Intelligence Agency's *The World Factbook* and a review of similar lists at other Canadian universities.

Ms. Schnarr MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning revised institutional undergraduate English language proficiency requirements, effective for the Fall 2022 intake.

Professor Botar asked about the rationale for including several countries that were either former British colonies or dependencies on the country waiver list, including the British West Indies, Christmas Islands, and Cook Islands, for example.

Mr. Adams said Enrolment Services had reviewed similar lists at other Canadian institutions and *The World Factbook*, which has information on the primary language of countries. He said a similar question had been raised at Senate Executive with respect to some Scandinavian countries. At that meeting, he had committed to investigate the questions raised and to return Senate with a revised list in future, if appropriate.

CARRIED

3. Reports of the Senate Committee on Instruction and Evaluation

a) RE: Revised Academic Regulations, Faculty of Arts

i) Graduation Requirements, Introduction of Indigenous Content Requirement

Page 53

Dr. Torchia said, at its meeting on September 17, 2020, the Senate Committee on Instruction and Evaluation (SCIE) considered a proposal from the Faculty of Arts to modify the graduation requirements for the Bachelor of Arts (General), Bachelor of Arts (Advanced), Bachelor of Arts (Honours), and Bachelor of Arts Integrated Studies, to require at least 3 credit hours of courses that satisfy an Indigenous Content Requirement. The proposal aligned with the University's commitment to support and implement the Truth and Reconciliation Commission's Calls to Action specific to education, the *Manitoba Collaborative Indigenous Education Blueprint for Universities, Colleges and Public School Boards*, and the University's strategic plan.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning modifications to the graduation requirements for Bachelor of Arts degrees, Faculty of Arts, to include an Indigenous Content requirement, effective September 1, 2021.

Mr. Podaima asked whether the possibility of expanding the Indigenous Content requirement to undergraduate programs in other faculties and schools was discussed. It would be feasible, as demonstrated by the University of Winnipeg, which had introduced a similar requirement across all faculties several years earlier.

Dr. Ristock said various academic units had taken different approaches to Indigenous content requirements. The Faculty of Education and the College of Medicine, for example, had required courses. She recalled that, when the University of Winnipeg had introduced an Indigenous course requirement, discussions had occurred at the University about what made sense for the University of Manitoba. Given the requirements of the different professional programs at University, it was thought that the best approach would be to allow units to develop content that met the particular requirements of their programs. Dr. Ristock said the University might reconsider whether enough was being done and this was part of the work that Dr. Cook, Vice-President (Indigenous) was doing.

Ms. Dela Cruz remarked on the significance of the Faculty's proposal. She said Indigenous classmates and colleagues on UMSU, whom she had discussed the proposal with, were concerned the space within the courses would not be safe if classmates were to criticize the course material. She asked whether there would be safeguards to ensure the classroom spaces would be accepting, welcoming, and open to conversation, and would not be traumatizing for Indigenous students who had already undergone years and generations of intergenerational trauma.

Professor Schultz and others agreed it would be important to ensure instructors would be prepared and equipped with the knowledge necessary to make the classroom space safe.

President Benarroch said the University had a goal to create a safe environment within the institution. He observed that the Faculty of Arts had been careful to identify courses that would meet the Indigenous Content requirement, as a first step. Referring to the Rady Faculty of Health Sciences' recent introduction of a policy on *Disruption of all Forms of Racism*, he said every member of the University community had a responsibility to call out racism when it occurs, even where there might be a power imbalance between individuals.

Mr. Podaima asked whether the Faculty had a sufficient number of instructors who were qualified to teach the courses that would satisfy the Indigenous Content requirement or otherwise had a plan to hire additional instructors to teach the larger number of students who would require these courses.

Dean Taylor acknowledged there would be some resource challenges associated with the proposal. The Faculty had a priority to hire Indigenous faculty members. One new appointment had been made in the Department of Native Studies this year, in the area of Inuit studies, and several new appointments had been made in that Department in recent years. Also, some courses on the list were offered by other Departments. Dean Taylor said the Faculty would ensure there were sufficient resources available to offer the number of course sections required for students to complete the requirement. It would also work to ensure additional courses were developed that would meet the Indigenous

content threshold necessary to be added to the courses that would satisfy the requirement.

Dr. Cook thanked Ms. Dela Cruz for her comments about the need to create safe classroom spaces for Indigenous students in the courses. The purpose of an Indigenous content, as a required component of an undergraduate degree, was not to develop an understanding of a particular culture or specific issues. The purpose was to recognize the place of Indigenous people in Canada and that Indigenous racism was pervasive in all systems, including health, education, and justice systems, because of the way the systems were developed. Beyond introductory undergraduate courses with Indigenous content, it would be important for faculties to consider the need to develop advanced level courses with more specific content, as the Colleges of Medicine and Nursing had done. Introductory level courses should be an introduction to the next phase of learning, which was critical for supporting and creating safe spaces. Dr. Cook said, often, in forums where few Indigenous people were present, they were expected to speak up on behalf of all Indigenous people or to comment on decisions concerning Indigenous issues in forums.

Mr. Podaima agreed that it was imperative for faculties, and particularly professional programs, to incorporate Indigenous learning, including in advanced courses. He referenced a course he had completed in the Juris Doctor program, which had impressed upon him how important this learning would be in his career and how important it was for Manitoban society, for graduates to have knowledge of Indigenous issues.

Dr. Cook said the University's goal was to graduate professionals who would be responsible for moving society forward, in Manitoba and beyond. It was incumbent upon the University to think about what kind of educator, social worker, health care professional, lawyer, and engineer it aimed to graduate, as all of these professions, regardless of where individuals might pursue careers in the province or the country, would encounter, engage with, and build relationships and partnerships with Indigenous communities and people. It was incumbent upon everyone at the University to ensure graduates not only had an understanding of growing these relationships but also foundational knowledge about where to get more information on Indigenous issues, in order to bring about systemic changes to address inequities in all areas, including the justice, child welfare, health, and education systems, as well as the private sector, including hydro and engineering.

Dean Yellow Bird said understanding Indigenous issues was an important first step but, for the proposed Indigenous Content requirement to be meaningful, it would be crucial for the Indigenous content to focus on, and teach about, engaging in meaningful action for systemic change. This would include teaching students about strategies for decolonization, and to take ownership of issues concerning colonialism, oppression, and hate crimes that are grounded in white supremacy and white fragility.

Dean Taylor said the impetus for the Faculty of Arts to establish the proposed Indigenous Content requirement was the University's priority, in its strategic plan, that all students graduate with an understanding of the place of Indigenous people in Manitoba and Canada. Discussions within the Faculty about how best to do this occurred over several years. Ultimately, the decision was to require 3 credit hours of Indigenous content. The Faculty was, however, also supporting faculty to learn how to Indigenize curricula and develop Indigenous content for their courses, to ensure that by completing the requirement, students would not simply be "ticking a check box."

Professor Miller said there was strong participation of Indigenous faculty members, in the Faculty of Arts, in the development of the guidelines for Indigenous Content courses. The Faculty had established the Indigenous Content Committee as a standing committee of its Faculty Council. Current membership included faculty from the Departments of Native Studies, English, Theatre, Film & Media, Political Studies, and Sociology and Criminology. Courses approved for the Indigenous Content requirement did not present a victim narrative. There was an intention to ensure that at least fifty percent of course readings were authored by Indigenous scholars, so it was clear that Indigenous faculty were part of the academy, as peer-reviewed equals on the course topics. All courses approved for the Indigenous Content requirement would respond to the Truth and Reconciliation Commission of Canada's Call to Action 57 and would be broad enough to address the history of colonialism moving forward.

Professor Miller agreed it was important to engage community and said there would be many faculty members and students who would choose to do that, but not all faculty would choose to pursue activism in that way. She observed that many people in Canada have not had foundational knowledge in the history of Indigenous peoples and Indigenous issues when making important decisions. One objective of the proposed requirement was to address this.

Professor Miller said, with respect to classroom safety, most courses on the current list of Indigenous Content courses were taught by Indigenous faculty. There were about ten Indigenous faculty in the Faculty of Arts. The intent was that the number of instructors who would teach the courses would grow and that the instructors would not be limited to Indigenous faculty. Through a Faculty of Arts initiative supported by the Indigenous Initiatives Fund, faculty members could complete a graduate-level course in the summer that covered topics, including Indigenous history, colonization, research methodologies, and community engagement, that would lead them to be confident to incorporate Indigenous content in their courses and to do the necessary work necessary in the classroom, without putting Indigenous students on the spot, to make the classroom a safe space for Indigenous students in their courses.

The motion was carried **CARRIED.**

President Benarroch congratulated the Faculty of Arts for bringing forward a thorough proposal, which might be a model for other units.

ii) Entrance, Continuation, and Graduation Requirements, Grade Point Averages Policy Alignment

Page 69

Dr. Torchia said, at its meeting on September 17th, SCIE considered a proposal from the Faculty of Arts to modify the entrance, continuation, and graduation requirements for the Bachelor of Arts degrees, to align with changes made to the University's *Grade Point Averages* policy, in 2016. Throughout the Faculty's section of the Academic Calendar, there were broad references to "grade point averages" and, in several instances, these references did not align to the policy. The proposed changes would create that alignment.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning the modification of entrance, continuation, and graduation requirements, for Bachelor of Arts degrees, Faculty of Arts, to align with the Grade Point Averages policy, effective September 1, 2021.

CARRIED

iii) Entrance Requirements, Bachelor of Arts (Advanced Major)

Page 113

Dr. Torchia reported that, at the same meeting, SCIE had considered a proposal from the Faculty of Arts to modify the entrance requirements for the Bachelor of Arts (Advanced Major), to no longer require that students complete at least 6 credit hours from four different subject areas before declaring their intention to pursue a B.A. (Advanced Major). The Faculty viewed the requirement as a barrier to students gaining entrance to the program at an earlier level. It was proposing that students be required to complete at least 24 credit hours, with a minimum Degree Grade Point Average of 2.0 and a grade of "C" or better in the prerequisite courses.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning the modification of entrance requirements, for the Bachelor of Arts (Advanced) degree, Faculty of Arts, effective September 1, 2021.

CARRIED

iv) Entrance Requirements, Bachelor of Arts (Honours)

Page 119

Dr. Torchia said, at the meeting on September 17th, SCIE considered a proposal, from the Faculty of Arts, to modify the entrance requirements for the Bachelor of Arts (Honours) degree, to no longer require that students complete at least 6 credit hours from four different subject areas

before declaring their intention to pursue a B.A. (Honours), for the reason given for item IX (3)(a)(iv). Under the revised regulation, to enter the B.A. (Honours), students would be required to complete a minimum of 24 credit hours, with a minimum Degree Grade Point Average of 3.0 (3.5 for Psychology) and a minimum “B” average on courses completed in their Honours subject field(s) (B+ for Psychology), including failed and repeated courses.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning the modification of entrance requirements, for the Bachelor of Arts (Honours) degree, Faculty of Arts, effective September 1, 2021.

CARRIED

v) Entrance Requirements and Minor, Bachelor of Arts (General Major) and (Single Advanced Major) in Global Political Economy Page 123

Dr. Torchia said, at the same meeting, SCIE had considered a proposal from the Faculty of Arts, to modify the entrance requirements for the Bachelor of Arts (General) and Bachelor of Arts (Single Advanced Major) in Global Political Economy, by removing a requirement for HIST 1500. It also considered a change to the regulations, to remove a restriction against students in the Single Advanced Major completing a Minor.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning the modification of entrance requirements and the option for a Minor, for the Bachelor of Arts (General) and Bachelor of Arts (Single Advanced Major) in Global Political Economy, Faculty of Arts, effective September 1, 2021.

CARRIED

b) RE: Modification of Essential Skills and Abilities (Technical Standards) for Admission, Promotion or Graduation in the PGME Program, and Accommodation, Max Rady College of Medicine Page 128

Dr. Torchia said SCIE had considered a proposal from the Max Rady College of Medicine, to modify the policy on *Essential Skills and Abilities (Technical Standards) for Admission, Promotion, or Graduation in the PGME Program, and Accommodation*. He briefly reviewed the revisions, which include the reintroduction of a background section to provide context concerning the University’s commitment to provide reasonable accommodations for residents with documented disabilities. Several definitions would be revised or updated, for consistency with definitions used in other PGME policies. The list of essential skills and abilities, currently included as an appendix, would be introduced as policy statements in section 2. Section 2.3 would be revised to specify that applicants to the PGME program would be required to review the policy.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning the modification of the policy on Essential Skills and Abilities (Technical Standards) for Admission, Promotion or Graduation in the PGME Program, and Accommodation, Max Rady College of Medicine, effective August 1, 2021.

CARRIED

c) RE: Bachelor of Respiratory Therapy, College of Rehabilitation Sciences

i) Academic Regulations

Page 149

Dr. Torchia said, at its meeting on September 17th, SCIE considered academic regulations for the Bachelor of Respiratory Therapy, College of Rehabilitation Sciences. The various regulations, which had not been approved by Senate previously, concerned: registration status in the program, transfer of credit, academic progression, a time limit of five years to complete the program, Dean's Honour List, academic remediation and probation for students who failed a course or whose Term Grade Point Average was lower than 2.5, with specific considerations for students who failed a clinical course. Other regulations related to professional behaviour, voluntary withdrawal and repeated courses, supplemental examinations and tests, and non-academic mandatory requirements for clinical placements and practice.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning proposed academic regulations for the Bachelor of Respiratory Therapy, College of Rehabilitation Sciences, effective September 1, 2021.

CARRIED

ii) Essential Skills, Attributes and Abilities Required for the Study of Respiratory Therapy

Page 159

Dr. Torchia said, at its meeting on September 17th, SCIE considered a proposal from the College of Rehabilitation Sciences, to establish *Essential Skills, Attributes and Abilities Required for the Study of Respiratory Therapy*, for students in the Bachelor Respiratory Therapy program. The competency standards were based on the *National Competency Framework for the Profession of Respiratory Therapy* set by The National Alliance of Respiratory Therapy Regulatory Bodies. Students would be expected to have, or to develop, the required competencies either with, or without an accommodation for a documented disability. Students who required accommodations would be required to request those under the University's *Accessibility* policy.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning proposed *Essential Skills, Attributes and*

Abilities Required for the Study of Respiratory Therapy, College of Rehabilitation Sciences, effective September 1, 2021.

CARRIED

d) RE: Professional Unsuitability Bylaw, Master of Occupational Therapy, Department of Occupational Therapy

Page 166

Dr. Torchia said that, at its meeting on September 17th, SCIE had considered a proposal from the Department of Occupational Therapy, to establish the *Master of Occupational Therapy Professional Unsuitability Bylaw*. Consistent with other professional unsuitability bylaws established at the University, it set out the authority of the Professional Unsuitability Committee, the grounds under which a student might be reviewed, the steps taken after a referral, and procedures for hearings, disposition, and appeals. Similar to other professional unsuitability bylaws, section 5.2, covered issues concerning anonymous material.

Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning the proposed *Master of Occupational Therapy Professional Unsuitability Bylaw*, Department of Occupational Therapy, effective September 1, 2021.

CARRIED

**4. Report of the Senate Committee on Rules and Procedures
RE: Revisions to the Desautels Faculty of Music Council Bylaw**

Page 174

Dean Taylor recalled that the Senate Committee on Rules and Procedures (SCRP) had considered revisions to the Desautels Faculty of Music Council Bylaw in June 2019. Following some deliberations between the committee and the Faculty, the revised document had, ultimately, been forwarded to Senate for consideration in February 2020. Prior to that meeting, student Senators had submitted questions to Dean Jurkowski concerning the changes, and the Dean had opted to take those to the Faculty Council for further consideration. At its meeting on October 1st, SCRП had endorsed the revised proposal included with the agenda.

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 Desautels Faculty of Music Council Bylaw, effective upon Senate approval.

CARRIED

X **ADDITIONAL BUSINESS**

1. **Recommendation from the COVID-19 Recovery Steering Committee RE: Adjustments to the Fall Term Academic Schedule**

Page 182

Dr. Mondor said the COVID-19 Recovery Steering Committee was proposing several adjustments to the 2020 Fall Term Academic Schedule, to provide some flexibility for instructors to respond where there were significant disruptions to particular courses, as a result of the increasingly serious situation related to COVID-19 in Winnipeg. There had already been disruptions to some academic activities, including clinical placements for some Nursing students, who had been removed from personal care homes that were placed under Critical Level (red) public health restrictions several weeks earlier. The College of Nursing was concerned that students would not be sufficiently prepared to write the final examinations for affected courses in the final examination period in December.

Dr. Mondor said several changes were being proposed to provide flexibility, including to, first, permit final examinations currently scheduled in the December final examination period to be moved to the Fall Term extension period in January 2021 and, second, permit scheduling of in-person academic activities during the Fall Term Break, the December final examination period, and the Fall Term extension period. The expectation was that these sorts of adjustments would be available but would be rarely used. Requests to reschedule final examinations or in-person academic activities, where there was a significant disruption for a particular course, would be made through the Registrar's Office, for review. It was anticipated that most, if not all, scheduled activities would remain as currently scheduled.

Dean Postl MOVED, seconded by Professor Faubert, THAT Senate approve recommendations from the COVID-19 Recovery Steering Committee concerning adjustments to the 2020 Fall Term Academic Schedule, effective upon approval, including to permit:

- **final examinations to be held in the Fall Term extension (January 5 – 15, 2021);**
- **in-person academic activities to be held during the Fall Term break (November 9 – 13, 2020), the December final examination period (December 12 – 23, 2020), or the Fall Term extension (January 5 – 15, 2021).**

In response to a question, Dr. Mondor said that, where a scheduled final examination was moved from the December final examination period to the January Fall Term extension period, the instructor should advise students of the change as soon as possible in order to be fair.

CARRIED

XI ADJOURNMENT

The meeting was adjourned at 3:28 p.m.

These minutes, pages 1 to 19, together with the agenda, pages 1 to 181, and the presentation, *Manitoba Industry-Academic Partnership (MI-AP)*, comprise the minutes of the meeting of Senate held on November 4, 2020.

draft

Manitoba Industry-Academia Partnership (MI-AP)

Senate

[November 4th, 2020]



**University
of Manitoba**

Outline

- Horizon Manitoba Initiative
 - origin
 - objectives

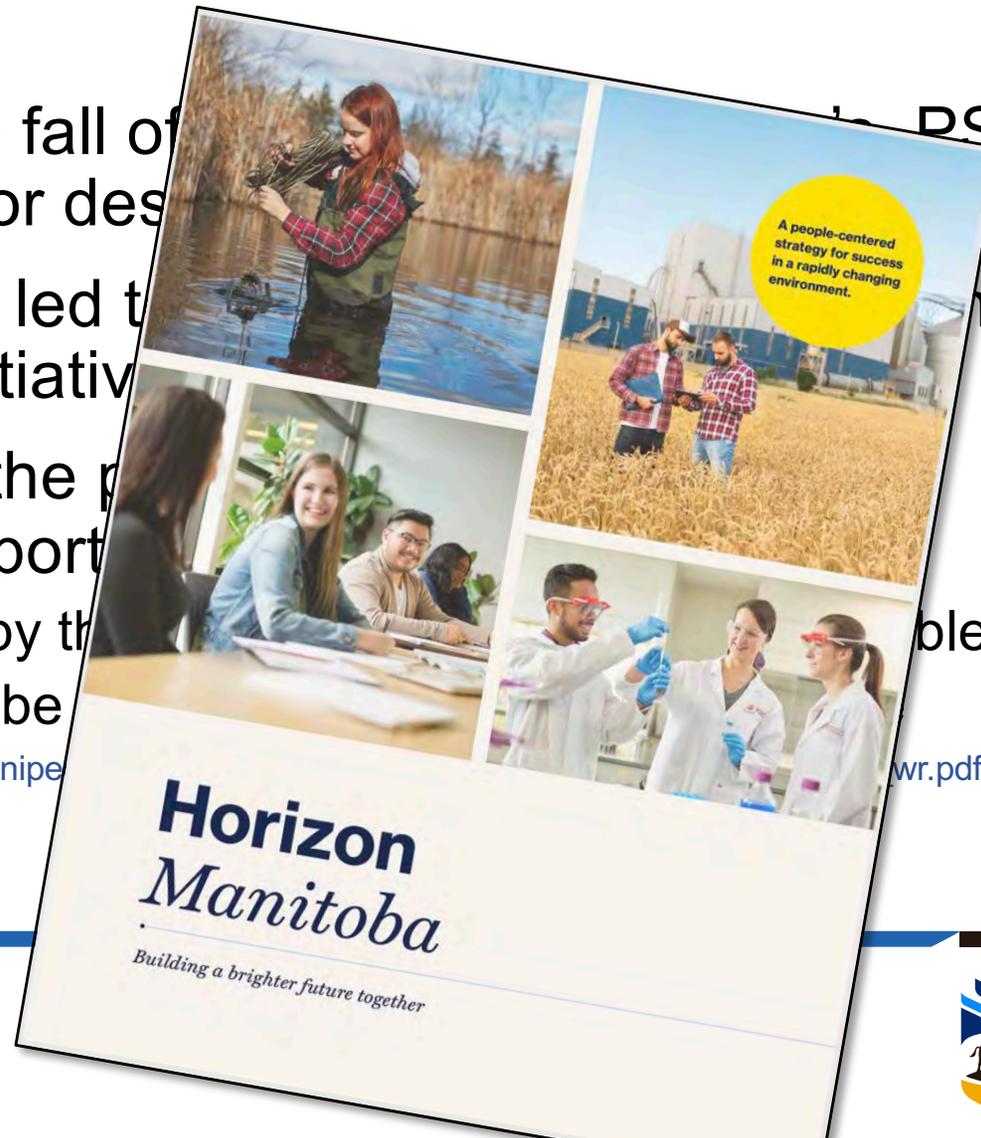
Outline

- Horizon Manitoba Initiative
 - origin
 - objectives
- Manitoba Industry-Academia Partnership (MI-AP)
 - origin
 - governance
 - objectives
 - activities to date
 - future activities

Horizon Manitoba Initiative

Origin

- began in the fall of 2015, when the presidents (or deans) of the four universities met to discuss the future of higher education in Manitoba
- this meeting led to the creation of the Horizon Manitoba initiative
- the UW led the process of developing the Horizon Manitoba report
 - approved by the Board of Regents
 - report can be found at [\[https://www.uwinnipeg.ca/horizon-manitoba-report-2016-2017.pdf\]](https://www.uwinnipeg.ca/horizon-manitoba-report-2016-2017.pdf)



University
of Manitoba

Horizon Manitoba Initiative

Objectives

One

Build an inventory of successful industry-education partnerships and determine how best to further develop and leverage these partnerships.

Two

Determine the full scope of the economic impact of the post-secondary education sector in Manitoba and its contribution to local economies, to better understand how PSIs can align with Manitoba's economic and social goals and how government and business can respond to R&D breakthroughs.

Three

Continue to build upon the Manitoba Collaborative Indigenous Education Blueprint, and work in partnership with Indigenous communities, government, business, towards significantly increasing Indigenous participation in the post-secondary sector and in the labour market.

Four

Create a "work-integrated learning initiative," with the aspirational goal of creating an opportunity for all post-secondary students to experience work-integrated learning.

Five

Develop a robust, forward-looking, and dynamic labour market tool that recognizes the unique regional needs of employers and that many of our graduates will have multiple careers, work in small-to-medium-sized organizations and in jobs that we have not yet imagined.

Six

Develop a system to track and analyze student moment from secondary education into and throughout the post-secondary system, in order to better understand the link between student choices and career pathways.



MI-AP

Origin

- following the release of the HM report and the attention it garnered, WED invited MB's PSIs to submit a proposal to fund key activities in the HM report
- UM, UW, RRC, and BCM collaborated to prepare a proposal
- we pulled on three "threads" in the HM report

Horizon Manitoba Initiative

Objectives

One

Build an inventory of successful industry-education partnerships and determine how best to further develop and leverage these partnerships.

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Develop a system to track and analyze student moment from secondary education into and throughout the post-secondary system, in order to better understand the link between student choices and career pathways.



MI-AP

Origins cont'd

- submitted proposal in July 2019
- received notification of funding late July 2019
- secured 2.2M\$ over 3 years
- UM is administering the funds



MI-AP

Governance

- project is managed by a steering committee

- Jay Doering, UM (Chair)
- Darren Fast, UM
- Mark Torchia, UM
- Christine Watson, RRC
- Jino Distasio, UW
- Bram Strain, BCM



WED
Sean Barr
Lorne Pelletier
Kerry Harris



MI-AP

Objectives

1. Accelerating opportunities for Indigenous and non-traditional students
2. Identify opportunities for post-secondary students to experience work-integrated learning through apprenticeships, co-op placements, or applied research projects
3. Stimulating economic growth through technology transfer and innovation



MI-AP

Activities

Staffing:

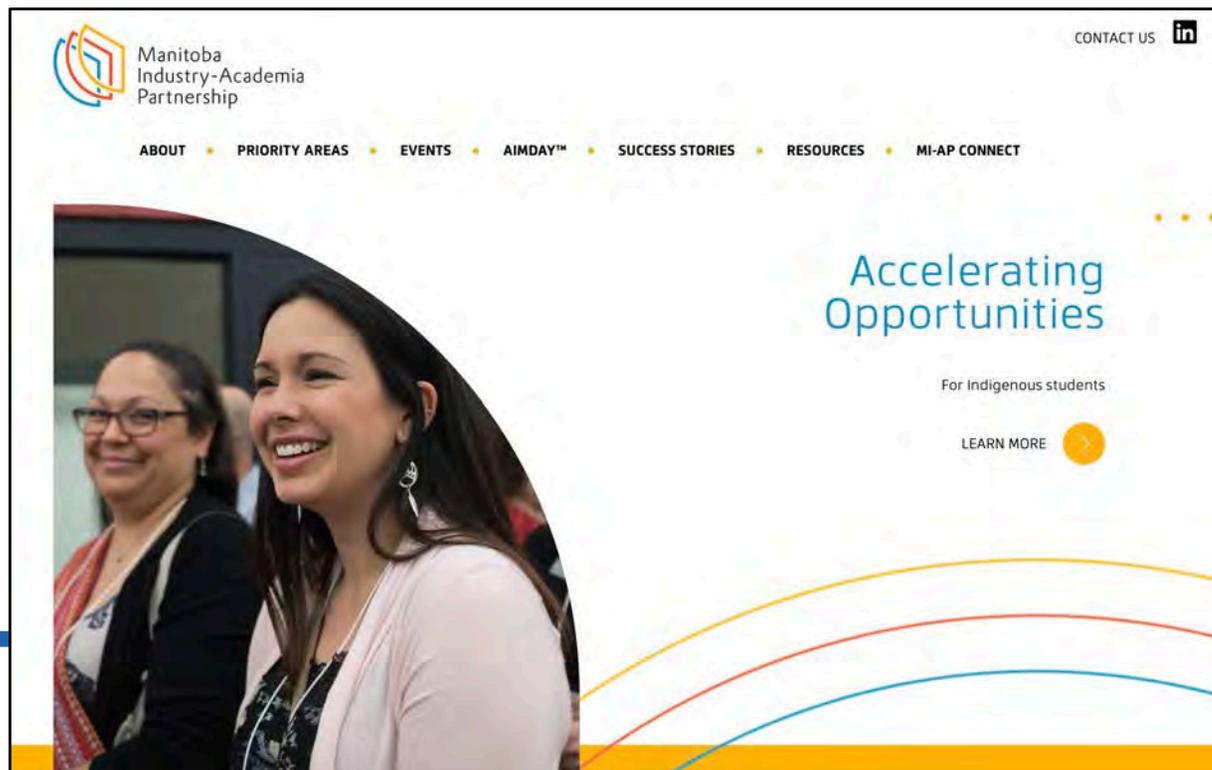
- Myrna Grahn – Project Manager
- Minli Huang – Marketing Associate
- Elaine Edgar – Project Assistant
- tba – Indigenous Stakeholder Engagement Lead
- tba – WIL Policy and Project Lead

MI-AP

Activities cont'd

Branding:

- logo and webpage: miap.ca



MI-AP Objective 1

Accelerating opportunities for Indigenous and non-traditional students

- WED proposal provides 375k\$ over three years to BCM's "Aboriginal Education Awards" program
- first 125k\$ has been allocated to this program
- Note: BCM has provided >2400 awards to Indigenous students since 2001 totaling almost 6M\$



MI-AP Objective 2

Opportunities for post-secondary students to experience work-integrated learning

MI-AP WIL Operations Committee

- UM: Gail Langlais, Erica Jung
UW: Lynn Bailey, Hugh Grant
RRC: Nadine Ogborn, Dusty Ritchie
- meetings held: July 24th and October 26th

WIL Roundtable

- scheduled for November 17th
- work integrated learning has been identified as a key item in the sector “engagement table” discussions



MI-AP Objective 3

Stimulating economic growth through technology transfer and innovation

Industry Sector “Engagement Tables”

- Digital Agricultural [Jun. 22]
- Heavy Equipment and Vehicle Manufacturing [Sep. 15]



MI-AP Objective 3

Stimulating economic growth through technology transfer and innovation

Industry Sector “Engagement Tables”

- Digital Agricultural [Jun. 22]
- Heavy Equipment and Vehicle Manufacturing [Sep. 15]
- Northern Manitoba?
- Protein Industry?
- Film & Digital Media?
- Bioscience?
- Advanced Manufacturing?
- Financial Institutions?
- ???

Possible future sector
“Engagement Tables”

MI-AP Objective 3

Stimulating economic growth through technology transfer and innovation

AIMDay™

- creation of Uppsala University
- **Academic Industry Meeting Day**
- “Specific questions raised by external organisations form the meeting day agenda. The university then matches these requests with the academic expertise at their disposal.”
- 1st AIMDay event on Digital Ag. [Oct. 1st]
- 2nd AIMDay event on Heavy Equipment [Jan. 26th]
- 3rd AIMDay event on ???
- 4th AIMDay event on ???



MI-AP 2-minute Video

<https://vimeo.com/467847612>



**University
of Manitoba**