

**Minutes 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
Mr. D. Abad
Dr. C. Adams
Prof. A. Alessi-Severini
Prof. C. Anderson
Prof. J. Anderson
Ms. N. Andrew
Acting Dean D. Asper
Prof. M. Ballard
Ms. L. Best
Prof. R. Biscontri
Prof. P. Blunden
Prof. T. Bone
Prof. N. Boorberg
Rectrice S. Bouffard
Very Rev. R. Bozyk
Dean D. Brown
Mr. B. Bukich
Prof. R. Chernomas
Prof. N. Cicek
Prof. G. Clark
Prof. S. Clark
Dr. C. Cook
Prof. R. Currie
Prof. S. Dhingra
Ms. E. Dicks
Ms. C. Dika
Prof. M. Domaratzki
Mr. Wm. Dowie
Dean N. Dyck
Prof. E. Eftekharpour
Mr. D. Erickson
Prof. A. Farrell-
Morneau
Prof. M. Faubert
Prof. R. Field
Prof. C. Figley
Prof. J. Frank
Dean M. Friesen
Prof. M. Gabbert
Prof. M. Garcia-
Holguera
Ms. A. Ginter
Prof. G. Hicks
Prof. D. Ireland
Dean G. Jacoby
Dr. D. Jayas
Prof. I. Jeffrey
Ms. L. Johnson
Dean E. Jurkowski
Ms. E. Kalo
Mr. D. Lamont
Prof. J. Lavoie
Ms. M.-L. Lê
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
Ms. L. O'Hara
Prof. D. Oliver
Dean S. Pflugmacher
Lima
Ms. S. Phillips
Mr. E. Podaima
Prof. G. Prehna
Prof. S. Prentice
Dean L. Raman-Wilms
Prof. T. Reeve
Dr. J. Ristock
Ms. J. Ritchie
Ms. H. Ritter
Ms. G. Romund
Ms. L. Schnarr
Ms. S. Sekander
Mr. M. Shaw
Prof. C. Simonot-
Maiello
Prof. J. Sinclair
Prof. M. Smith
Mr. G. Sobie
Prof. J. Sorensen
Prof. R. Souleymanov
Prof. V. Sparks

Ms. A. Spearman
Mr. R. Talukder
Prof. M. Tamtik
Ms. J. Tanner
Dean J. Taylor
Prof. S. Teetzel
Mr. E. Teklemariam
Prof. G. Tranmer
Prof. C. Trott
Prof. J. van Lierop
Prof. D. Walker
Prof. D. Watt
Mr. P. Wheatley
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
Ms. O. Dingwall
Dr. D. Hiebert-Murphy
Prof. S. Kirkland
Prof. R. Lastra
Dr. T. Mondor
Ms. D. Radi
Prof. G. Smith
Dr. D. Stewart
Dr. M. Torchia
Ms. B. Usick

Regrets

Dean S. Baum
Dr. J. Blatz
Dr. J. Doering
Acting Dean T.
Falkenberg
Dr. G. Glavin
Mr. J. Kearsey
Dean A. Kelekis-

Cholakis
Prof. R. Koop
Chancellor A. Mahon
Prof. G. Nickel
Prof. K. Nixon
Prof. J. Peeler
Dean B. Postl
Mr. G. Prairie
Prof. M. Rastegar
Dean. M. Scanlon
Prof. A. Schultz
Dean R. Urbanowski

Absent

Mr. J. Asaminew
Mr. A. Azeez
Mr. C. David
Ms. J. Dela Cruz
Mr. M. Garrett
Prof. T. Ivanco
Ms. A. Khan
Prof. D. Lobb
Prof. Q. Mujawar
Ms. M. Nguy
Mr. J. Pablo
Mr. C. Pantel
Mr. B. Petrelli
Prof. A. Raouf
Ms. E. Ratel
Prof. K. Scott
Ms. L. Slegers
Ms. H. Smeltzer
Ms. K. Smith
Prof. G. Thompson
Mr. C. Villa

Also Present

Mr. R. Daudet
Ms. M. Magsino
Prof. T. Peter
Ms. L. Orsak-Williams
Ms. M. Watson
Ms. M. Yoshida

The Chair informed Senate that the Speaker of the Senate Executive Committee was Professor Robert Biscontri, Asper School of Business.

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Report of the Faculty of Graduate Studies Executive Committee on Course and Curriculum Changes** Page 3
RE: Department of Community Health Sciences

Professor Biscontri MOVED, on behalf of the Senate Executive Committee, THAT Senate approve the Report of the Faculty of Graduate Studies Executive Committee on Course and Curriculum Changes concerning the Department of Community Health Sciences.

CARRIED

III MATTERS FORWARDED FOR INFORMATION

1. **Report of the Senate Committee on Awards** Page 4
[January 14, 2021]
2. **In Memoriam: Dr. Jesse Vorst** Page 13

Dean Taylor offered a tribute for Dr. Jesse Vorst, who had been a member of the Department of Economics, Faculty of Arts, from 1967 until his retirement in 2007, when he was appointed as a Senior Scholar. Before joining the University of Manitoba, Dr. Vorst had studied economics under Nobel laureate, Dr. Jan Tinberg, at Erasmus University Rotterdam, Rotterdam, Netherlands. Dr. Vorst, who, as a young child during World War II, had been imprisoned along with other members of his family in Camp Westerbork, in the Netherlands, had a strong commitment to social justice throughout his life. From 1979 to 1981 he served as editor of the journal, *Socialist Studies*, and was a founding member of the Labour Studies Program, in the Faculty of Arts.

Dean Taylor drew Senators' attention to Professor Guard's personal tribute to Dr. Vorst, which was included with the agenda.

3. **In Memoriam: Dr. Doug Ruth, Dean Emeritus** Page 16

Dean Friesen offered a tribute to Dr. Doug Ruth, Dean Emeritus, Price Faculty of Engineering. Dr. Ruth, who received his Ph.D. in Engineering in 1977, had been a member of the Faculty for more than thirty years before retiring in 2018. During his tenure in the Faculty, Dr. Ruth had served in various roles, including Head, Department of Mechanical Engineering, Associate Dean, Dean (1999 – 2010), and Associate Dean (Design Engineering). In the latter role, he established the Centre for Engineering Professional Practice and Engineering Education, the inaugural Academic Centre established at the University. As Dean, he led initiatives to build the Engineering and Information Technology Complex, to

expand the Faculty's programs and services, and he was instrumental in the creation of the Friends of Engineering.

Dr. Ruth contributed to the broader engineering professional community as President, Canadian Academy of Engineering (2016 – 2018) and through his participation on committees of the Engineers Geoscientists Manitoba, Natural Sciences and Engineering Research Council of Canada (NSERC), and Engineering Deans Canada. He had also been a strong advocate for the establishment of the Canadian Engineering Education Association, to raise the visibility of engineering education research.

**4. Items Approved by the Board of Governors
[January 26, 2021]**

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IV REPORT OF THE PRESIDENT

1. Report of the President

President Benarroch said it had been a sad time for the University, particularly for members of the international student community. He remembered and offered the University's condolences to the families and friends of Al Numan Aditta, Mohammad Aranoor Azad Chowdhury, and Risul Islam Badhom, and Reza Amini and Sami Uzzaman. President Benarroch said he was deeply saddened by the loss of these bright lives. The University community was enriched by these students, through the perspectives and experiences they shared and through the learning and growth they experienced along their journey at the University.

President Benarroch asked faculty to remind students of counselling supports available at the University, including counselling resources, spiritual care services, and primary health care offered through the Health and Wellness Office. The International Centre was also an important resource for students. President Benarroch said he had been honoured to take part in a virtual memorial, which had been held on February 23rd, to commemorate Al Numan, Mohammad, Risul, Reza, and Sami. He thanked the University's Spiritual Care Centre, the Muslim Students' Association, the Bangladeshi Students' Association, and the Iranian Students' Association for coming together to support the community.

President Benarroch said the content of a document recently released by the government, *Manitoba's Skills, Talent and Knowledge Strategy*, was, primarily, consistent with what was in its mandate letter to the University. He looked forward to opportunities for meaningful dialogue with the government, as the strategy was implemented, in order to identify a path forward that would allow the University to continue to both fulfil its mandate and contribute to the province. President Benarroch encouraged Senators to read the document.

President Benarroch said he had had met with Minister Ewasko the previous week. He looks forward to working with Minister Ewasko, an alumnus of the University of Manitoba, in this new role. President Benarroch said the University had received information from the province on 2021-2022 operating grant, which

involved a 1.75 percent reduction compared to the previous year. The province had, however, allocated an additional \$4.2 million for deferred maintenance costs, which the University had identified as an area of need given the number of older buildings that require significant upgrades. The government would also allow the University to increase tuition fees up to 3.75 percent, for any given programs where the current tuition rates were the lowest fees levied by universities in Western Canada. This was the case for most programs at the University and the budget that would be put forward includes a tuition fee increase.

President Benarroch said the Budget Advisory Committee had met twice. It had received presentations on the operating budget and planned tuition increases.

President Benarroch said the operating budget was being finalized and would be presented to the Board of Governors at its meeting on March 23, 2021. One of the budget principles was to minimize the impact of the reduction to the operating grant on academic units' budgets, given the extraordinary supports that would continue to be required during the COVID-19 pandemic. Consequently, the full 1.75 percent reduction would not be borne by faculties and schools. President Benarroch noted this approach would not be viable if the University were to continue to receive reductions to its provincial operating grant in future years.

President Benarroch said several Senators, including, most recently, Professor Biscontri, had commented to him on how Senate meetings had continued to function effectively since the start of the pandemic. He thanked staff in the Office of the University Secretary who worked to ensure the continued flow of information to Senators through this period of time.

2. Presentation and Discussion:

- | | | |
|----|---|---------|
| a) | <u>Correspondence from the President</u> | Page 18 |
| b) | <u>Report of the President's Task Force on Equity, Diversity and Inclusion</u> | Page 19 |

Dr. Hiebert-Murphy, Vice-Provost (Academic Affairs), made a presentation on the *Report of the President's Task Force on Equity, Diversity and Inclusion*. A copy of the presentation is appended to the minutes.

The Task Force made eight recommendations, as outlined below and detailed in the Report:

- Recommendation 1: Leadership - Create and administrative structure for advancing equity, diversity and inclusion (EDI) across the institution as well as a network of leaders working at the unit level to engage the entire UM community in working towards change.
- Recommendation 2: Planning and Policy - Ensure that advancing EDI is a key element of the University's strategic plan, is

integrated into academic and administrative/support units' plans, and is supported by the policies and guidelines governing the University.

- Recommendation 3: Monitoring, Measuring Progress, and Accountability -Develop plans, processes, and supports for evaluating and reporting progress on EDI goals to ensure accountability and to inform future action.
- Recommendation 4: Increasing Diversity and Equity Across UM - Develop unit-level plans for increasing the diversity of students, staff, and faculty that include initiatives that address equity.
- Recommendation 5: Accessibility - Ensure central planning and support for increasing accessibility at UM.
- Recommendation 6: Building Awareness and Support for EDI - Develop and implement a plan for increasing awareness and support for EDI among all UM community members.
- Recommendation 7: Addressing EDI in Academic Programs, Teaching, and Research - Encourage, support, and monitor the integration of EDI within academic programs and enhance the knowledge and skills of academic staff to address EDI in their teaching and research.
- Recommendation 8: Promoting Inclusion and Safety - Develop and implement a plan for promoting a greater sense of inclusion and safety at UM that involves both university-wide and unit-specific activities that encourage engagement and participation of all students, staff, and faculty; that foster greater understanding, acceptance, and mutual respect among community members; and that celebrate diversity.

Mr. Dowie thanked Dr. Hiebert-Murphy for the Report. Referring to Recommendation 7, which, he observed was faculty-centric, he suggested that it would also be important to identify resources for students and staff.

Dr. Hiebert-Murphy said the Task Force had paid attention to, and had discussed, the impact of each of the eight recommendations on faculty members, staff, and students. As there was considerable variability across academic units, in terms of what was already being done to advance EDI and different issues to be addressed, the Task Force had felt there would be value in engaging in those discussions at the unit-level. The spirit and intent of the Report was to consider how all members of the University community, including faculty, staff, and students could participate in this work.

Professor Shaw thanked Dr. Hiebert-Murphy for the Report. He noted that, although the issue had been identified in surveys conducted by the Task Force, the Report did not comment on the absence of a program at the University, one of the largest employers in the province, to hire adults

with intellectual disabilities in support staff roles. While the Report did discuss the importance of hiring a diversity of faculty members, to ensure the University's academic staff represent the diversity of society and its students, he suggested that it might have more specifically addressed the need to ensure support staff represent the diversity of the community.

Dr. Hiebert-Murphy said Professor Shaw's observations were consistent with the Task Force's discussions. She acknowledged that the University could do more in terms of being a welcoming workplace for individuals who identify as working with disabilities. The Task Force also heard from support staff in some units that greater attention has been given to EDI considerations as they relate to faculty and students.

Professor G. Smith said, with respect to Recommendation 7, that encouragements to consider EDI issues when developing courses and revising curricula might be more effective in the early stages, at the academic unit-level, rather than at the Senate-committee level. He asked whether the Task Force had discussed ways to initiate conversations about EDI considerations in curriculum development processes.

Dr. Hiebert-Murphy replied that Professor Smith's observations were consistent with the Task Force's discussions that EDI should be considered from the start when units were planning to introduce courses or revise programs, including during collegial discussions at unit-level curriculum committees. She suggested that Senate committees would have a role, too, which might involve including space on course and program change forms for academic units to outline how EDI had been considered.

Professor Simonot-Maiello commented on the need to recognize the work undertaken by faculty to address EDI concerns, either by revising courses and curricula or through their research, including for promotion and tenure and annual performance reviews. She noted that it would be necessary to allow qualitative measures to assess this work, which are more effective than quantitative measures for assessing these types of contributions.

Dr. Hiebert-Murphy said the Task Force had received feedback through the consultation process that the work done by individuals to advance EDI at the institution was not visible or valued in traditional processes like tenure and promotion. In order to make this type of work more visible, the Task Force was recommending that faculty be given an opportunity to report on how they had addressed EDI in their teaching and research, as part of their annual performance review and in tenure and promotion applications. Dr. Hiebert-Murphy agreed that it would be necessary to consider a range of indicators, including qualitative ones, to measure individuals' contributions to advancing EDI and creating a more inclusive work and learning environment; for example, where significant time was devoted to revising courses or performing service work.

Professor Lastra remarked that, in conversations across post-secondary institutions in Canada, concerns had been raised that additional burdens placed on faculty who are members of marginalized groups, including to serve on advisory bodies, for example, could impede their ability to complete the work they were hired to do. He asked whether the Task Force had discussed ways to make the work required to advance EDI an inclusive institutional responsibility rather than a burden undertaken by certain individuals.

Dr. Hiebert-Murphy said one clear message in the Report was that, in order for the University to succeed in advancing EDI at the institution, all members of the University would need to be committed to making changes. Concerns had existed, for several years, that certain individuals had been charged with responsibility to take on this work. In response to these concerns, the Task Force was recommending that academic and administrative units appoint an EDI lead to support this work, to ensure EDI considerations are integrated into all activities and process in units across the institution. There would individuals who would volunteer to undertake this work, but it should not be expected that individuals who are members of historically marginalized groups should take on this work, in addition to their other roles and responsibilities.

Professor Miller said, when new faculty and staff who are members of historically marginalized groups were hired, they should be made aware that there were opportunities for service work to advance EDI initiatives, which they would not be required to participate in but which they could choose to become involved in, if the work was of personal or professional interest to them.

Referencing language used in the Report regarding “strong leadership,” Professor Simonot-Maiello suggested that consideration might be given to what sorts of people would make excellent leaders in an environment that prioritized EDI principles. She suggested that starting with “empathy” might be preferable to the language of “strong” leaders.

Dr. Hiebert-Murphy said the term “strong,” as it was used in the Report, was not meant in the traditional way. She agreed that the University would need to think about how to define leadership and to assess excellence through an EDI lens, if it was to be committed to diversity.

President Benarroch said the University had allocated funds in this year’s budget, to support the implementation of recommendations made in the President’s Task Force Report. The next step would be to hire an EDI Lead. The University would need to come together collectively as a community to support the work of the EDI Lead, given the scale and scope of the work to be done.

President Benarroch thanked Dr. Hiebert-Murphy and members of the Task Force for the Report and for their thoughtful work. The next step would be to create a position profile for, and to appoint, the first senior

EDI lead, who would develop a plan to implement the recommendations in the Report. President Benarroch was optimistic that the University community would undertake the necessary work to successfully implement the recommendations based on the level of interest in EDI across the institution, as reflected in the number of people who had participated in the survey and community consultations led by the Task Force.

V QUESTION PERIOD

Senators are reminded that questions related to matters not on the agenda shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the Monday preceding the meeting.

No questions were received.

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF FEBRUARY 3, 2021

Professor Faubert MOVED, seconded by Dean Jurkowski, THAT the minutes of the Senate meeting held on February 3, 2021 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 48

Professor Biscontri said the Senate Executive Committee had met on February 10, 2021. 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 not met in February, as there were no items of new business. The Committee would meet in the coming months to receive presentations on EDI initiatives, including with respect to issues related to Indigenization of curricula and reconciliation, and sustainability and climate change.

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

**1. Report of the Faculty Council of the Faculty of Arts Page 49
RE: Proposal for Bachelor of Arts (Honours) in Linguistics**

Dean Taylor said the Department of Linguistics, Faculty of Arts, was proposing to introduce a four-year Bachelor of Arts (Honours) in Linguistics. The four-year program would require students to complete 120 credit hours of course work. The purpose of the program would be to provide advanced training in the core areas of linguistics, in order to prepare academically strong students for graduate studies in linguistics, postgraduate studies in speech-language pathology, or for employment in various fields, including, high tech, entertainment, and gaming industries, and language interpretation and translation, and policy development related to bilingualism, heritage languages, and revitalization or maintenance of endangered languages, including Indigenous languages. Dean Taylor said establishment of the program would not require the introduction of any new courses. The program would make use of existing courses, including several 4000-level courses recently introduced for use in this program and other programs currently offered by the Department.

**a) Report of Senate Committee on Curriculum and Page 93
Course Changes**

Professor Smith said the Senate Committee on Curriculum and Course Changes (SCCCC) had considered the proposal at a meeting on December 4, 2020. The proposed B.A.(Hons.) in Linguistics would require 120 credit hours of coursework, including 54 credit hours in Linguistics courses, which would provide the concentration in the discipline, with at least 12 credit hours of those courses at the 4000-level, to ensure students would receive advanced-level instruction. The proposed requirements were consistent with other Honours programs offered by Departments in the Faculty of Arts.

Professor Smith said the proposed program would build on existing courses and core teaching strengths in the Department. The proposal was one part of a broader curriculum review that had been undertaken in the Department over the previous two years. The Department was confident that a number of students currently enrolled in the Bachelor of Arts (Single Advanced Major) in Linguistics would transfer into the Honours program, if it was approved and implemented. Newly admitted students would have the option to complete either the Advanced Major or the Honours program.

Professor Smith said the SCCC was recommending that Senate approve the proposal for a B.A.(Hons.) in Linguistics.

b) **Report of Senate Planning and Priorities Committee** Page 95

Professor Watt said the SPPC had considered the proposal at its meeting on November 30, 2020. He noted that, if it were approved and implemented, the proposed program would be the only B.A.(Hons.) in Linguistics offered in the province. The program would have a projected enrolment of ten students, for the first intake, and a maximum seat capacity of ten to fifteen students. The Faculty would not require additional resources to offer the program, which would make use of resources already in place.

Professor Watt said that, on the basis of the SPPC's criteria for assigning priority to new programs / initiatives, the Committee had recommended that a high priority level be assigned to the proposal for a B.A.(Hons.) in Linguistics.

Dean Taylor MOVED, THAT Senate recommend that the Board of Governors approve a proposal to establish a Bachelor of Arts (Honours) in Linguistics, in the Faculty of Arts.

CARRIED

President Benarroch congratulated members of the Department of Linguistics for work well done on developing an interesting proposal.

2. **Undergraduate Course Changes Beyond Nine Credit Hours**
RE: School of Art

a) **Report of the Senate Committee on Curriculum and Course Changes** Page 97

Professor Smith reported that, at its meetings on October 9 and December 4, 2020, the SCCCC had considered proposals from the School of Art for eighteen course introductions and ten course modifications. Various 2000- and 3000- level courses, which had previously been taught as topics course sections, would be introduced as regular course offerings. The course introductions and modifications would allow students in the Bachelor of Fine Arts studio programs to better plan their programs, as the course changes would clarify and establish links between preparatory and more specialized mid- and advanced-level courses.

Professor Smith said the SCCCC was recommending course changes proposed by the School of Art to Senate.

b) **Report of the Senate Planning and Priorities Committee** Page 98

Professor Watt said the SPPC had considered the proposed course changes at its meetings on September 28 and October 26, 2020. The committee had discussed the proposal at two meetings, as the committee had wanted to ensure that the course introductions would not require

additional resources. Additional information provided by the School for the October meeting had clarified that the proposed new courses primarily included existing courses that were currently being taught as topics courses. Professor Watt said the proposed course changes would improve the design of the curriculum and provide clear pathways for students to complete their degree programs.

Professor Watt said the SPPC had recommended the course changes to Senate.

Professor Watt MOVED, on behalf of the committees, THAT Senate approve undergraduate course changes beyond nine credit hours in the School of Art, effective for the Fall 2021.

CARRIED

3. **Report of the Senate Committee on Admissions** Page 104
**RE: Revised Admission Requirements, Bachelor of
Respiratory Therapy, College of Rehabilitation Sciences**

Ms. Schnarr reported that, at its meeting on January 19, 2020, the Senate Committee on Admissions had considered a proposal from the College of Rehabilitation Sciences, to revise the admission requirements for the Bachelor of Respiratory Therapy degree. The College was proposing to allow students to use STAT 1150 – Introduction to Statistics and Computing in place of STAT 1000 - Basic Statistical Analysis 1 for admission purposes. The Department of Statistics had confirmed that the desired content in STAT 1000 was also found in STAT 1150 and it had supported the use of STAT 1150 for admission to the B.R.T. program.

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 Respiratory Therapy, College of Rehabilitation Sciences, effective for the Fall 2022 intake.

CARRIED

4. **Report of the Senate Committee on University Research** Page 107
**RE: Proposal to Establish a Professorship in
Lab-on-Chip Technology**

Dr. Jayas said the Faculty of Science was proposing to establish a Professorship in Lab-on-Chip Technology. The term-limited professorship would be funded through a gift from BWL Investments. The donor would contribute \$50,000 per year, for a period of five years.

Dr. Jayas said the proposed Professorship in Lab-on-Chip Technology was consistent with the policy on Chairs and Professorships. Noting it would be the first term-limited Professorship established at the University, Dr. Jayas said the Office of the Vice-President (Research and International) would review the guidelines for establishing Chairs and Professorships, to include parameters specifically for term-limited Professorships.

Dr. Jayas MOVED, on behalf of the committee, THAT Senate recommend that the Board of Governors approve the Report of the Senate Committee on University Research concerning a proposal to establish a Professorship in Lab-on-Chip Technology, in the Faculty of Science, effective upon approval by the Board of Governors.

CARRIED

X ADDITIONAL BUSINESS - none

XI ADJOURNMENT

The meeting was adjourned at 2:52 p.m.

These minutes pages 1 to 12, together with the agenda, pages 1 to 112, and the presentation *President's Task Force on Equity, Diversity, and Inclusion: Report to Senate, March 3, 2021*, comprise the minutes of the meeting of Senate held on March 3, 2021.

President's Task Force on Equity, Diversity, and Inclusion

Report to Senate

March 3, 2021



**University
of Manitoba**

Task Force Mandate

- Established October 2019 to address the following:
 - Who are we?
 - What are we doing at the unit-level and centrally to identify and eliminate obstacles and inequities in order to create a diverse, equitable, and inclusive community?
 - What is needed to ensure that equity, diversity, and inclusion (EDI) principles are embraced and supported within the University of Manitoba (UM) community?
 - What is considered best practice in advancing EDI in post-secondary institutions?
 - What are the processes/action steps that should be undertaken to advance EDI at UM in the context of ongoing initiatives and in light of best practices and recommendations in the *A Path Forward* report?



Task Force Membership

- Chair: Dr. Diane Hiebert-Murphy, Vice-Provost (Academic Affairs)
- Vice-Presidential Appointees:
 - Dr. Jay Doering, Associate Vice-President (Partnerships)
 - Ms. Myrrhanda Novak, Acting Director, Government
 - Ms. Laurie Schnarr, Vice-Provost (Students)
 - Ms. Darlene Smith, Associate Vice-President (Human Resources)
- Academic Administrators:
 - Dr. Annemieke Farenhorst, Associate Dean (Research), Faculty of Agricultural and Food Sciences
 - Dr. Lalitha Raman-Wilms, Dean, College of Pharmacy



Task Force Membership (cont'd)

- Faculty Members:
 - Dr. Kristine Cowley, Rady Faculty of Health Sciences
 - Dr. Nancy Kang, Faculty of Arts
 - Dr. Cary Miller, Faculty of Arts
 - Dr. Robert Mizzi, Faculty of Education
 - Dr. Tracey Peter, Faculty of Arts
 - Dr. Samar Safi-Harb, Faculty of Science
- Staff:
 - Ms. Christine Cyr, Indigenous Student Centre
 - Ms. Nusraat Masood, Faculty of Engineering
- Students:
 - Ms. Jelynn Dela Cruz, UMSU
 - Ms. Alicia Kubrakovich, Indigenous Students' Association
 - Mr. Cody Ross/Ms. Tanjit Nagra, UMGSA



Task Force Support

- Project Assistant: Dr. Karen Schwartz
- Project Consultant: Maire McDermott
- Communications Specialist: Mariianne Mays Wiebe
- Resource Staff:
 - Jackie Gruber, Rady Faculty of Health Sciences
 - Tracy Mohr, Research Services
 - Randy Roller, Office of Institutional Analysis
 - Valerie Williams, Human Resources

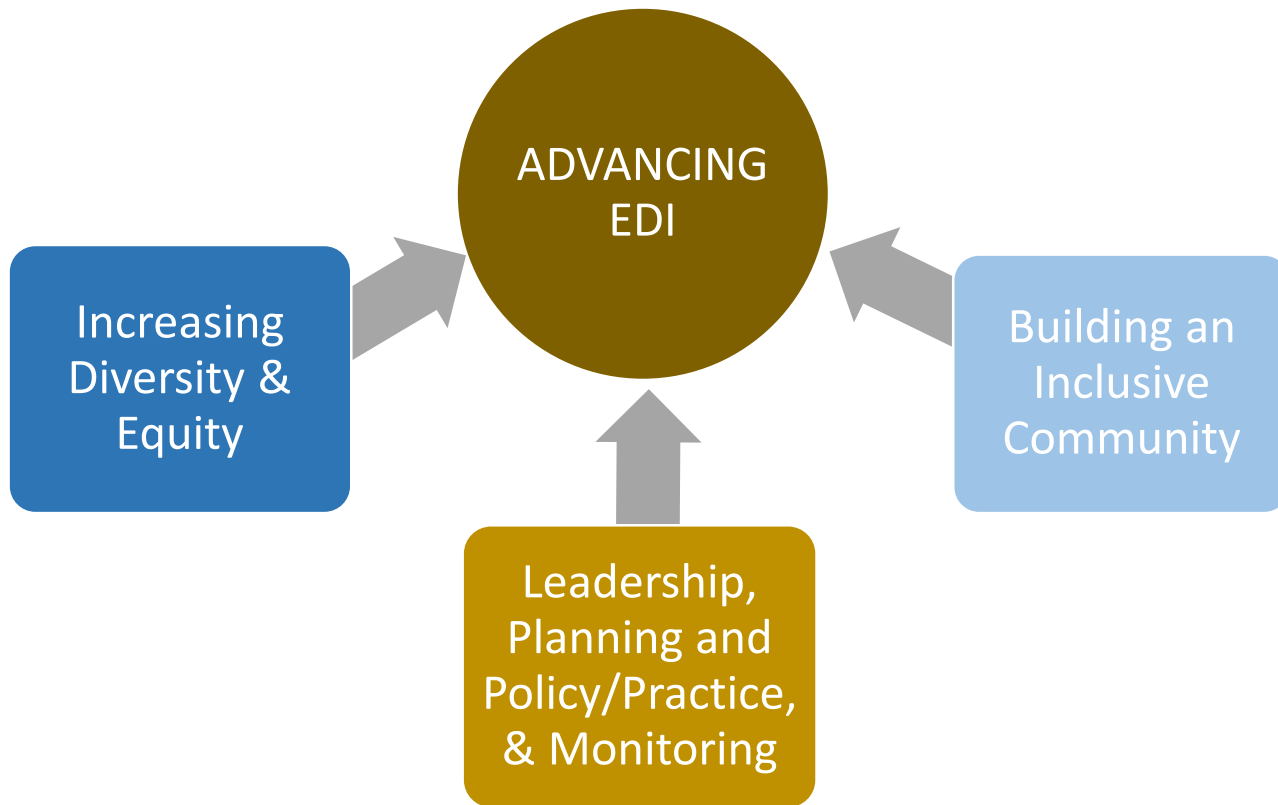


Task Force Activities

- Established 3 working groups to address the mandate
- Reviewed existing baseline data and how to improve data collection at UM
- Conducted an internal environmental scan - academic ($N=14$) and administrative ($N=17$) units, and research centres ($N=5$) reported on EDI activities
- Conducted in-person focus groups (13 groups with 109 participants) and online consultations ($N=110$) regarding how to advance EDI
- Implemented a climate survey ($N=3,958$)
- Completed a review of best practices in EDI in post-secondary institutions



Findings



Recommendations

Recommendation 1: Leadership

Create an administrative structure for advancing EDI that includes a senior EDI lead to oversee EDI across the institution as well as a network of leaders working at the unit level to engage the entire UM community in working towards change.

EDI Lead should:

- Work with the President's Executive Team to integrate EDI into all areas of UM
- Understand University governance and be able to work with and across all historically excluded groups
- Conduct a review of existing structures, programs, positions, and offices and recommend a structure to advance EDI
- Provide strategic direction, coordinate central EDI supports, and support work at the unit level



Need a Network of Leadership to Advance EDI

- Increasing diversity and a commitment to EDI should be considered in hiring of all senior administrators
- All senior administrators should receive EDI training as part of their onboarding
- All administrators should be required to engage in activities to increase their knowledge and skills to advance EDI and should be required to report annually on their activities to advance EDI in their units/areas of responsibility
- Appoint EDI leads in each unit



Recommendation 2: Planning and Policy

Ensure that advancing EDI is a key element of the University's strategic plan, is integrated into academic and administrative/support units' plans, and is supported by the policies and guidelines governing the University.

- Need EDI to be identified as an institutional priority in the strategic plan with goals clearly articulated
- Units need to integrate EDI plans and goals into their overall strategic plans
- Evaluate key UM policies regarding their effectiveness in advancing EDI, identify need for additional/revised policies, and include EDI in the development/approval of new policies
- Engage with unions in discussing how collective agreements could better align with EDI principles



Recommendation 3: Monitoring, Measuring Progress, and Accountability

Develop plans, processes, and supports for evaluating and reporting progress on EDI goals to ensure accountability and to inform future action.

- Address the barriers to the collection of diversity data (e.g., limitations of data systems, low participation in self-declaration)
- Support units in developing plans to evaluate progress in EDI (e.g., developing evaluation criteria, collecting relevant data) and require ongoing reporting
- Review current practice regarding reporting on actions to address discrimination with the goal of increasing transparency and accountability
- Support ongoing study of EDI within UM



Recommendation 4: Increasing Diversity and Equity Across UM

Develop unit-level plans for increasing the diversity of students, staff, and faculty that include initiatives that address equity.

- Units need to analyze the diversity within their units and develop plans to increase diversity of students, staff, and/or faculty
- Increase awareness of equity and how it can be promoted among students, staff, and faculty (e.g., equity admissions policies, targeted hiring)
- Increase support for units in developing processes to advance EDI in hiring
- Include contributions to EDI in staff and faculty annual reviews and advancement processes



Recommendation 5: Accessibility

Ensure central planning and support for increasing accessibility at UM.

- Develop and communicate a multi-year plan for increasing physical accessibility across campuses and report on ongoing progress
- Create a central office to support accessibility and accommodation
- Provide central support and monitoring to ensure all UM content (e.g., website, teaching materials, forms, education materials) are accessible



Recommendation 6: Building Awareness and Support for EDI

Develop and implement a plan for increasing awareness and support for EDI among all UM community members.

- Create an inventory of workshops and resources available at UM to increase understanding of EDI
- Increase education regarding equity and its importance in systemic and institutional change
- A central EDI Office should be responsible for promoting EDI awareness including supporting units in developing educational initiatives
- Develop strategies and supports to engage those within UM who are reluctant to accepting EDI as a UM priority



Recommendation 7: Addressing EDI in Academic Programs, Teaching, and Research

Encourage, support, and monitor the integration of EDI within academic programs and enhance the knowledge and skills of academic staff to address EDI in their teaching and research.

- Encourage and support units to assess how EDI is addressed in their programs/courses
- Require submissions for program and course changes to indicate how EDI has been considered
- Fund teaching and learning projects that advance EDI
- Support instructors and researchers who wish to incorporate EDI in their teaching and research
- Incorporate reporting and discussion of EDI activities in faculty annual reviews



Recommendation 8: Promoting Inclusion and Safety

Develop and implement a plan for promoting a greater sense of inclusion and safety at UM that involves both university-wide and unit-specific activities that encourage engagement and participation of all students, staff, and faculty; that foster greater understanding, acceptance, and mutual respect among community members; and that celebrate diversity.

- Provide funds to support activities that build inclusion
- Ask units to identify initiatives to build inclusion in their EDI plans
- Develop an anti-racism strategy that addresses both prevention and intervention
- Develop strategies that address other forms of discrimination
- Develop more safe spaces on campus
- Implement ongoing safety audits and respond to identified concerns





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