

**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
Dr. A. Abra
Dr. C. Adams
Mr. A.K.M. Monsurul
Prof. A. Alessi-Severini
Prof. J. Anderson
Ms. N. Andrew
Ms. M. Babb
Prof. R. Biscontri
Dr. J. Blatz
Prof. P. Blunden
Rectrice S. Bouffard
Dean D. Brown
Prof. A. Bunt
Mr. J. Cariou
Ms. K. Cebula
Prof. T. Chen
Prof. G. Clark
Dr. C. Cook
Mr. Wm. Dowie
Dean N. Dyck
Prof. E. Eftekharpour
Ms. K. Everitt
Prof. A. Farrell
Prof. M. Faubert
Prof. S. Ferris
Prof. C. Figley
Dean M. Friesen
Prof. Y. Gajpal
Prof. M. Garcia-
Holguera
Ms. S. George
Prof. J.-E. Ghia
Prof. J. Ghomeshi
Prof. N. Greidanus
Prof. G. Hicks
Dr. D. Hiebert-Murphy
Prof. M. Hudson
Prof. D. Ireland
Dr. D. Jayas
Prof. I. Jeffrey
Dean R. Jochelson
Dean E. Jurkowski

Mr. M. Kalkat
Dean A. Kelekis-
Cholakis
Ms. A. Kilgour
Prof. V. Koldingnes
Mr. M. Koldon
Mr. V. Krishnan
Prof. J. Lavoie
Dean M. Locher
Prof. L. MacDonald
Prof. K. MacKendrick
Prof. M. McKenzie
Prof. K. McManus
Chancellor A. Mahon
Acting Dean K. Main
Acting Dean D.
Mandzuk
Dean B. Mark
Prof. D. Martin
Ms. C. Neilson
Mr. D. Ness
Prof. G. Nickel
Mx. K. O'Brien
Ms. Z. Odribets
Ms. G. O'Hanlon
Ms. L. O'Hara
Prof. D. Oliver
Ms. S. Palani
Prof. J. Paliwal
Prof. S. Passmore
Ms. S. Phillips
Prof. S. Prentice
Dean K. Ragoonaden
Prof. S. Prentice
Prof. A. Raouf
Prof. T. Reeve
Dean. M. Scanlon
Ms. L. Schnarr
Mr. B. Scott
Ms. P. Segal
Ms. S. Sekander
Mr. M. Shaw
Acting Dean B.
Silvestre
Prof. C. Simonot-
Maiello

Prof. J. Sinclair
Mr. G. Sobie
Prof. J. Sorensen
Prof. R. Souleymanov
Prof. V. Sparks
Mr. R. Talukder
Prof. M. Tamtik
Dean J. Taylor
Prof. G. Thompson
Prof. G. Tranmer
Dean R. Urbanowski
Prof. J. van Lierop
Prof. C. Van Winkle
Mr. A. Vij
Prof. D. Walker
Prof. D. Watt
Prof. S. Webber
Prof. F. Zeiler
Mr. J. Leclerc,
University Secretary
Dr. S. Coyston,
Recording Secretary

Assessors Present

Mr. J. Adams
Ms. C. Cyr
Prof. A. Farenhorst
Ms. E. Kalo
Prof. S. Kirkland
Prof. R. Lastra
Dr. C. Miller
Dr. T. Mondor
Prof. T. Peter
Dr. D. Radi
Prof. G. Smith
Dr. D. Stewart
Prof. E. Thomson
Dr. M. Torchia
Ms. B. Usick

Regrets

Prof. T. Bone
Prof. S. Clark
Prof. R. Currie

Dr. J. Doering
Mr. J. Funk
Prof. A. Halayko
Prof. D. Lobb
Prof. H. Luo
Ms. A. McGregor
Prof. S. Mallory-Hill
Prof. J. Peeler
Dean B. Postl

Absent

Prof. M. Ballard
Prof. N. Boorberg
Very Rev. R. Bozyk
Ms. M. Bremfowaa-
Mensah
Prof. N. Cicek
Ms. K. Kerr
Mr. A. Leslie
Prof. D. Mackey
Prof. Q. Mujawar
Ms. K. Nicolasora
Dean S. Pflugmacher
Lima
Prof. K. Scott
Ms. H. Smeltzer
Ms. M. Villegas
Dean M. Yellow Bird

Also Present

Mr. R. Daudet
Ms. C. Davidson
Mr. M. Emslie
Dr. D. Fast
Prof. G. Heckman
Ms. L. Orsak-Williams
Prof. A. Perry
Ms. L. Smith
Prof. L. Strachan
Prof. L. Turnbull
Prof. J. Uzonna
Prof. F. Wang
Ms. M. Watson
Ms. Y. Xian

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

The Chair indicated that it was the final Senate meeting for Dean Mandzuk, following ten years as a Senator, initially as the Dean of the Faculty of Education and more recently as the Acting Dean of the Division of Extended Education. He thanked Dean Mandzuk for his work in both those portfolios and for his service on Senate.

The Chair said it was the last Senate meeting for Dr. Mondor, Deputy Provost (Academic Planning and Programs), who was recently appointed as the next President of the University of Winnipeg. President Benarroch congratulated Dr. Mondor on the appointment and thanked him for his contributions and dedication to the University of Manitoba, particularly in the previous two years when he had Chaired the COVID-19 Recovery Steering Committee. He wished Dr. Mondor all the best and said he looked forward to continuing to work with him in his new role.

Dr. Mondor said he was grateful to have had an opportunity to serve as a member of Senate. He wished Senators the very best and expressed his hope for continued connections and looked forward to building relationships between the two institutions in future.

I ELECTION OF SENATE REPRESENTATIVES

1. To the Senate Executive Committee

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The Chair said one Senator was to be elected from among members of Senate elected by faculty and school councils, for the balance of a three-year term, effective upon election by Senate until May 31, 2024.

The University Secretary opened nominations.

On motions duly moved and seconded, Professor Martin (Rady Faculty of Health Sciences) and Professor Anderson (Faculty of Science) were nominated.

On a motion duly moved and seconded, nominations were closed.

Professor Martin was ELECTED to the Senate Executive Committee, for a term beginning January 12, 2021, and ending May 31, 2024.

2. To the Chancellor Search Committee

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The Chair indicated that an election was required, to elect three Senate members who were not students, and two students, one undergraduate and one graduate, to serve on the Chancellor Search Committee.

The Chair called for nominations from the floor to elect three Senate members who were not students.

On motions duly moved and seconded Ms. Babb, Professor G. Clark, and Professor Van Winkle were nominated.

On a motion duly moved and seconded, nominations were closed.

Ms. Babb, Professor G. Clark, and Professor Van Winkle were declared ELECTED to the Chancellor Search Committee.

The Chair called for nominations from the floor to elect one undergraduate student Senator.

On a motion duly moved and seconded, Ms. Kilgour was nominated.

On a motion duly moved and seconded, nominations were closed.

Ms. Kilgour was declared ELECTED to the Chancellor Search Committee as the undergraduate student Senator.

The Chair called for nominations from the floor to elect one graduate student Senator.

On a motion duly moved and seconded, Ms. Sekander was nominated.

On a motion duly moved and seconded, nominations were closed.

Ms. Sekander was declared ELECTED to the Chancellor Search Committee as the graduate student Senator.

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Senate Committee on Curriculum and Course Changes on Course and Program Changes Page 10

The Chair said, in keeping with past practices, academic units should contact the Office of the University Secretary with any minor corrections to the Report of the Senate Committee on Curriculum and Course Changes (SCCCC). He acknowledged Professor Smith, Chair of the SCCC, and other members of the committee for the significant work involved in reviewing undergraduate course and curriculum changes.

The Chair reminded Deans to bring the Report to the attention of faculty and staff who need to be aware of course and curriculum changes in their unit and in other Faculties, Colleges, and Schools, including for student advising purposes and because these might require changes to their own courses and curriculum. He called attention, in particular, to the change in subject code for courses offered by the Department of Indigenous Studies, from NATV to INDG. Units that use courses offered by the Department, will need to review their admission and program requirements, calendar content, and academic regulations and submit any required amendments to the appropriate Senate committee.

2. Revisions to 2021 – 2022 Academic Schedule Page 262 **RE: Spring 2022 Convocation Dates, Fort Garry Campus**

3. **Report of the Faculty Council of the Price Faculty of Engineering RE: Revisions to Preliminary Engineering Program and Admission Requirements for B.Sc. in Engineering Degrees**
 - a) **Report of Senate Committee on Curriculum and Course Changes** Page 263
 - b) **Report of Senate Committee on Admissions** Page 264
4. **Reports of the Faculty of Graduate Studies Executive Committee on Course and Curriculum Changes**
 - a) **RE: Department of Anthropology** Page 268
 - b) **RE: Department of Immunology** Page 270
5. **Reports of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes**
 - a) **RE: Department of Anthropology** Page 271
 - b) **RE: Asper School of Business** Page 277
 - c) **RE: Faculty of Education** Page 288
 - d) **RE: Department of Educational Administration, Foundations, and Psychology** Page 294
 - e) **RE: Department of Occupational Therapy** Page 301
 - f) **RE: Department of Physiology and Pathophysiology** Page 308
 - g) **RE: Faculty of Social Work** Page 310
 - h) **RE: Department of Sociology and Criminology** Page 318
6. **Report of the Senate Committee on Instruction RE: Revised Entrance Regulations, Bachelor of Arts (General Major) and Minor in Labour Studies, Faculty of Arts** Page 320
7. **Revisions to 2021 – 2022 Academic Schedule RE: Master of Occupational Therapy, College of Rehabilitation Sciences** Addendum, Page 2

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

- the Report of the Senate Committee on Curriculum and Course Changes on Course and Program Changes, effective for the 2022 Fall Term or as otherwise indicated in the Report;
- revisions to 2021 – 2022 Academic Schedule RE: Spring 2022 Convocation Dates, Fort Garry Campus, effective upon Senate approval;
- the Report of the Senate Committee on Curriculum and Course Changes concerning revisions to the curriculum of the Preliminary Engineering Program, effective for the 2022 Fall Term, and the Report of Senate Committee on Admissions concerning revisions to the admission requirements for the Bachelor of Science in Engineering degrees, effective for the 2023 Fall intake;
- the Reports of the Faculty of Graduate Studies Executive Committee on Course and Curriculum Changes concerning the Departments of Anthropology and Immunology, effective for the next available term;
- the Reports of the Faculty of Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes concerning the following Departments and Faculties, effective for the next available term except changes to the admission requirements for the Master of Occupational Therapy, which would take effect for the 2023 Fall Term:
 - Department of Anthropology
 - Asper School of Business
 - Faculty of Education
 - Department of Educational Administration, Foundations and Psychology
 - Department of Occupational Therapy
 - Department of Physiology and Pathophysiology
 - Faculty of Social Work
 - Department of Sociology and Criminology.
- Report of the Senate Committee on Instruction concerning Revised Entrance Regulations, Bachelor of Arts (General Major) and Minor in Labour Studies, Faculty of Arts, effective September 1, 2022;
- Revisions to 2021 – 2022 Academic Schedule concerning the Master of Occupational Therapy, College of Rehabilitation Sciences, effective upon Senate approval.

CARRIED

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Instruction and Evaluation RE: Experiential Learning Typology (for discussion) Page 321

Dr. Torchia said the experiential learning (EL) Typology was developed over the previous two years through a review of practices at other postsecondary

institutions and broad consultation across the University. He acknowledged the contributions of Ms. Schnarr, Vice-Provost (Students), who had been a leader in this area, staff in the Indigenous Student Centre and Indigenous initiatives educators in the Center for the Advancement of Teaching and Learning. The typology reflects a commitment to respond to the Truth and Reconciliation Commission's Calls to Action and to equity, diversity, and inclusion (EDI) principles at the University.

Dr. Torchia said experiential learning had existed at the University almost from its inception. It is an identified goal under the strategic priority for Inspiring Minds through innovative and quality teaching, in *Taking Our Place: University of Manitoba Strategic Plan, 2015 – 2020*, and is one of five priority areas for the next year, as set out in the document, *Our Shared Future: Building on our Strategic Plan*. The definition used in the typology is holistic and acknowledges the intentional engagement of students to contribute to deeper learning, personal growth, and the development of core competencies.

Dr. Torchia said an ongoing pilot project in the Faculty of Agricultural and Food Sciences, to investigate the practical application of the typology was going well. The typology includes twelve experiential learning types that can be integrated into curricula. The Senate Committee on Instruction and Evaluation (SCIE) reviewed the typology and had suggested, first, that several concepts captured in criterion 1 might be clearer if they were established as separate criteria and, second, that criterion 5 should also reflect that experiential learning can occur in digital settings.

President Benarroch said it was important for the University to define types of experiential learning that were right for the institution rather than have these things decided externally.

Professor Lavoie asked whether learning with an Indigenous elder or from participants in living libraries, for example, would be included in the typology. She remarked that the six criteria did not capture these types of learning experiences.

Dr. Torchia said the larger typology, which defines types of experiential learning, allows for the types of learning identified by Professor Lavoie to be included within the framework.

Mr. Dowie suggested that, as experience through the application of the typology, it would be useful to consider if there were adjustments that could be made to identify specific graduate and undergraduate experiential learning experiences.

Dr. Torchia said one goal was to find a holistic approach that was inclusive of all students but he invited feedback on any elements that might not reflect graduate student learning experiences.

Dr. Miller, Associate Vice-President (Indigenous) Scholarship, Research and Curriculum, said, from an Indigenous perspective, there was an opportunity for community to use the grounds of the campus for experiential learning. Elders have identified many medicine plants on the point lands, for example. Dr. Miller

asked to what extent the University had examined how the campus could be used for experiential learning activities, including the times those spaces would be available for class use. She anticipated there might be potential for an inherent conflict between use of spaces for recreational and teaching activities and suggested it might be useful to think more carefully and intentionally about this question.

Dr. Torchia said one recommendation in the *Final Report of the Experiential Education Task Force, January 28, 2019*, was to establish an inter-faculty collaborative network, which had been established recently with representatives from each academic unit across the University. One objective for the network was to identify opportunities to enhance experiential learning at the University. Dr. Torchia said he would refer the group to Dr. Miller.

Professor Sinclair said the concept of the University as being a living laboratory was not a new one and expressed support for any developments toward realizing this, including in the context of experiential learning. He said the Office of Sustainability was in discussion with the UM Properties Board, including in the context of those properties being a living laboratory. He invited Senators to share any ideas with either the Office or with Dr. Torchia, who was a member of the Sustainability Committee.

President Benarroch said one purpose for establishing the typology and putting staff in place to support experiential learning across the University was to encourage conversations and motivate instructors to incorporate a variety of experiential learning in their courses. He encouraged Senators, Deans, and Heads to initiate discussions within their units.

2. Correspondence from President and Vice-Chancellor

(for consultation)

- a) **Request for Temporary Increase to Admission Target, Doctor of Pharmacy (Pharm.D.), College of Pharmacy** Page 327
- b) **Request for Increase to Admission Target, Bachelor of Science in Engineering Programs, Price Faculty of Engineering** Page 335

The Chair reminded Senators that, under the *Admission Targets* policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation with the dean or director and with Senate and the Board of Governors, subject to the provisions of the provincial *Programs of Study Regulation*. He asked if there were any questions or comments concerning requests from the College of Pharmacy, for a temporary increase to the admission target for the Pharm.D. program, and from the Price Faculty of Engineering, for a permanent increase to the admission target for the Bachelor of Science in Engineering degrees.

Dean Taylor referred Senators to his statement of support (dated September 20, 2021) included with the request from the Price Faculty of Engineering for a permanent increase of 118 spaces to its admission target. Restating the Faculty of Arts' support for the proposal, he called attention to several issues that, in the Faculty's view, need to be addressed for enrolment increases of the magnitude requested by Engineering, as well as an impending request from the College of Nursing, given significant resources implications entailed for other units. Particularly when funding sources to support the additional enrolments are outside the University's budget model. A formal mechanism was needed to allow for discussion of the resource implications, by Senate, the Board and/or their committees, at an earlier stage in the process than currently provided for in the *Admission Targets* procedure. Dean Taylor proposed that the matter might be referred to either the Senate Executive Committee or the Senate Planning and Priorities Committee (SPPC), for discussion. He noted the *Admission Targets* procedure does not require SPPC review of requests for changes to admission targets.

Professor Prentice and Dean Mark expressed support for Dean Taylor's suggestion to refer the matter to Senate Executive for discussion. Professor Prentice said the proposal from the Price Faculty of Engineering had generated significant discussion amongst Faculty of Arts Senators concerning service teaching that Departments in the Faculty provide for other parts of the University, including in ways that are not always recognized. Dean Mark said the Faculty of Science also faced pressures related to providing service courses to other Faculties. Referring to the proposal from Engineering, specifically, he said the Faculty of Science supports the proposal and would work to find ways to accommodate additional Engineering students who would take science courses. There were also physical resource issues that could be discussed further.

Several Senators supported the suggestion to have Senate Executive discuss the process for reviewing requested changes to enrolment targets, for the reasons identified by others at the meeting.

Professor G. Clark suggested Senate Executive might discuss the specific factors that might prompt further review of a requested enrolment increase; for example, the size of the enrolment increase.

Professor Watt suggested that, regardless of the outcome of the discussion and whether or not that would require that units consult with the SPPC, it would be useful for the committee to receive information on requests for significant increases to their admission targets, as these might inform other discussions at, or decisions by, the committee.

President Benarroch observed that part of the issue was how funds were distributed to academic units under the University's budget model. He said he was in favour of having a discussion to understand the implications of requests for significant changes to admission targets and

indicated the matter would be included on the agenda for a future meeting of the Senate Executive Committee.

3. **Report of the Senate Committee on Awards
[October 19, 2021]** Page 398
4. **Report of the Senate Committee on Appeals** Page 404
5. **Report of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum, and Regulation Changes
RE: Letter of Participation, Professional Development
Recognition Program in Graduate Education Mentoring** Page 406
6. **Report of the Faculty Council of the Faculty of Arts
RE: Letter of Participation in Ukrainian Canadian
Heritage Studies** Page 408
7. **Items Approved by the Board of Governors
[November 30, 2021]** Page 411

IV REPORT OF THE PRESIDENT

1. **Report of the President** Page 412

President Benarroch congratulated members of the University of Manitoba community named to the Order of Canada in December, including: The Honourable Murray Sinclair, Professor Evelyn Forget, Tomson Highway, J. Roger Léveillé, Mr. Ovide Mercredi, Jean Riley Senft, Distinguished Professor Emeritus Gerald Friesen, Chancellor Emeritus Harvey Sexter, and Bob Silver.

President Benarroch acknowledged the agreement recently reached between the Assembly of First Nations, the government of Canada, and the Child and Family Caring Society to provide compensation to First Nations children and their families who were harmed by an underfunded and discriminatory child welfare system. He acknowledged, in particular, the leadership of Dr. Cindy Blackstock, an Honorary Degree recipient and friend of the University. In recent emails with Dr. Blackstock and Professor Chernomas, Dr. Blackstock had acknowledged the roles of UM colleagues in this work, noting in particular, the decades long advocacy of the late Professor Loxley and of Dean Postl who was Jordan River Anderson's physician and who advocated strongly for him while he was alive and for Jordan's Principle thereafter.

President Benarroch said he hears every day about the contributions faculty and staff make that change lives, and he is proud to be a part of a community and the work completed at the institution toward the betterment of our society.

President Benarroch invited Dr. Cook, Vice-President (Indigenous) to provide an update on a review of the Indigenous identity process led by her office.

Dr. Cook said there have been ongoing discussions of the Indigenous identity process at the University but the review was also prompted by recent publications concerning Indigenous identity fraud. Traditionally, establishing Indigenous identities had focussed on government issued cards, including status cards under *The Indian Act*, Métis cards issued by the Métis government in Manitoba and elsewhere, and the Inuit identifier. As these did not address Indigenous people who are non-Status, a self-declaration process was viewed as a way to engage the Indigenous community rather than to allow only the federal and provincial governments to decide who is an Indigenous person. Unfortunately, it also made it possible for some individuals to falsely claim Indigenous identity. In some cases, these individuals benefitted by accessing admission to postsecondary institutions, scholarships and bursaries, or faculty and staff positions at universities established for Indigenous persons, or research grants requiring Indigenous researchers or Indigenous community engagement.

Dr. Cook said the Office of the Vice-President (Indigenous) would establish a working group, with membership including Indigenous and non-Indigenous staff and community members, to have a dialogue with members of Indigenous communities, including leadership, Knowledge Keepers, and educators, to understand what the Indigenous community feels would be the best way forward. She anticipated a facilitator would be identified shortly, to begin consultations in February, with a goal to provide a report and any recommendations prior to the start of the Summer Term. The process established for the consultations would be carried out by three Co-Leads: Ovide Mercredi is a First Nations member and former National Chief of the Assembly of First Nations; Barbara Bruce is a Métis Knowledge Keeper and prior to retirement, was prominent in the province as a consultant and Knowledge Keeper guide; Marti Ford is Inuit and is a long-standing educator in community and has worked with the government of Nunavut on issues of access for students. Dr. Cook said a formal announcement and an invitation to participate in the process would be made shortly, and she invited interested individuals to contact her.

**2. Consultation: Search for a Vice-President
(Research and International)**

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As part of the search for the next Vice-President (Research and International) Senate was consulted about the opportunities, issues, and challenges that will await the incoming Vice-President and the qualities and experiences that would be important for that individual to possess.

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.

Senators are reminded that questions pertaining to items on the agenda can be asked during the Senate meeting and do not require submission in advance.

The following questions were received from Professor Thomson, Assessor for the University of Manitoba Faculty Association.

RE: COVID and return to campus.

1. When do you anticipate that the decision will be made about whether most courses will return to in-person learning in late-February?
2. What provision will be made for portable HEPA filters in rooms where ventilation and air circulation are below recommended guidelines? In addition, are there plans to procure stocks of KN-95 masks, rapid tests, and other equipment such as headset microphones to mitigate the risk of community transmission upon the resumption of in-person learning?
3. How will faculty and students be accommodated if they are sick or need to isolate? How does this extend to care of children or others who require attention?

President Benarroch recalled that the University had made a decision to defer in-person learning for the 2022 Winter Term until after the Winter Break, at the earliest. The decision was based on models available at the time that showed, if there was to be a steep increase in the number of cases of the COVID-19 Omicron variant followed by a steep decrease, this would not occur before the end of January. The circumstances around the Omicron variant were evolving quickly and the University continued to gather information about what the end of February might look like. The University had taken a cautious approach throughout the pandemic, with less in-person learning than other institutions in Canada. President Benarroch recognized, though, that two years had passed since the start of the pandemic and overwhelmingly students were waiting to return to in person learning, and the University owed its students some flexibility in this matter. Nonetheless, given the primary concern would continue to be the safety of the University community, it was prudent to wait to until there was more information before making a decision, which might involve a staged return.

President Benarroch asked Ms. Andrew, Vice-President (Administration) to respond to the second question concerning ventilation, masks, rapid tests, and other preparations for a return to in-person teaching.

Ms. Andrew said the University was implementing a multi-layered approach, with various safety measures to minimize COVID risk. In addition to optimizing indoor air quality and ventilation, these include requirements for: everyone attending campus to complete the Shared Health COVID-19 screening questionnaire and stay home if they answer yes to any question; medical grade and KN95 masking for all on campus activities; physical distancing; enhanced cleaning; and mandatory vaccinations with rapid testing for anyone unvaccinated until January 24 after which time vaccination will be mandatory for everyone on campus.

Ms. Andrew said the University had hired environmental testing consultants to validate the performance of HVAC systems, which are designed to meet or exceed applicable standards for indoor air quality. Results from locations tested across the Fort Garry and Bannatyne Campuses, which showed acceptable levels, were shared in a *UM Today* article published in November and information will continue to be made available to the

University community as it becomes available. Indoor air quality testing will be repeated in late February, once the number of individuals on campus increases.

Ms. Andrew said the University had purchased fifty-six portable air purifiers and had procured 100,000 masks (KN95 and Level 1 and Level 3 medical grade) and over 50,000 individual rapid tests, which are available through EPIC. Faculties and other units can also order these items.

Ms. Andrew said the University was purchasing microphones for instructors' use in larger classrooms, particularly when wearing masks. Many classrooms have existing amplification units that the microphones can be plugged into. In some cases, it would be necessary to also add amplification units. The microphones will be available to Faculties through EPIC. Further information will be provided as it becomes available.

President Benarroch asked Dr. Hiebert-Murphy, Provost and Vice-President (Academic) to respond to the third question concerning provisions for faculty and students who were sick or isolating, including those with responsibilities for child care or caregiving.

Dr. Hiebert-Murphy reiterated the University's requirement for anyone coming onto campus, including students, faculty, and staff, to self-screen and to stay home if they have any symptoms. Students who are unable to meet course obligations due to illness or a requirement to isolate should self-declare by sending an email to the instructor. Instructors have been asked to provide reasonable accommodation to students when they are absent for these reasons. An instructor who was sick or required to isolate would follow the usual processes, including to contact their Head or Dean to discuss coverage options for their classes. Practices vary across units. In some cases, backup might be available, for example, where instructors share teaching over cover for each other. Where backup is not available and providing the instructor is healthy to teach, it might be necessary to temporarily pivot to remote delivery. Instructors have been asked to make students aware of this possibility at start of their Winter Term courses. Instructors who are unable to meet their teaching obligations due to caregiving responsibilities should follow the same process, beginning with a discussion of their situation with their Head or Dean.

The following questions were received from Professor Thomson, Assessor for the University of Manitoba Faculty Association.

RE: Rady Faculty of Health Sciences Dean

During the Senate meeting of 6 October, Dr. Hiebert-Murphy argued that the Rady Faculty of Health Sciences' (RFHS) current leadership structure, which combines the Dean of the RFHS and of the College of Medicine in a single person, had resulted in significant progress towards the faculty's vision. She also noted that no formal evaluation of the RFHS had taken place. Given that,

1. Are there plans for an evaluation of the RFHS? Will the evaluation be shared?
2. Can details of the Faculty's progress be provided that supports moving forward with the same leadership structure?

Dr. Hiebert-Murphy clarified that, in her response to a question submitted for Question Period at the November Senate meeting regarding whether there had been an evaluation of the costs and benefits of the establishment of the Faculty prior to the announcement of the combined search, she had said no formal evaluation had occurred.

Dr. Hiebert-Murphy informed Senate that, although not required under University policy, Dean Postl had initiated an internal review five years following implementation of the Faculty. The review involved feedback from the Faculty's senior leadership, several focus groups, and a survey sent to faculty, staff, students, and other stakeholders. The internal review resulted in several recommendations related to the Faculty's administrative structure, the structure of some committees, and some of the Faculty's key strategic priorities. The review was circulated and discussed within the Faculty, including among administrators and with faculty and staff at various standing meetings. It was also available on the Faculty's intranet. The Faculty developed an implementation plan and its leadership team continues to work at moving forward on the recommendations.

Dr. Hiebert-Murphy provided examples of progress made under the current leadership structure of the Rady Faculty of Health Sciences. The strategic redistribution and sharing of resources across the Faculty allowed several positive changes within the Faculty, including: the introduction of additional funding for interdisciplinary education; enhanced supports for student placements; the establishment of a Faculty-wide accreditation unit; sharing of administrative supports across the constituent Colleges, including legal services, communications, and supports for advancing equity, diversity, and inclusion (EDI) initiatives. A coordinated Faculty funding pool established to support research start-ups, graduate students, and interdisciplinary research awards, has allowed funding to be identified for several major capital projects including, for example, a daycare, student health clinic, pharmacy learning space renovation, and gross anatomy lab. The Faculty has also increased opportunities for interdisciplinary learning that align with its commitment to community engagement, social accountability and rural health priorities.

Dr. Hiebert-Murphy said Dean Postl's leadership within the current structure has fostered a vision that is embedded in collaboration, interdisciplinarity and the collective progress toward some of the strategic priorities within the health sciences.

The following questions were received from Professor Thomson, Assessor for the University of Manitoba Faculty Association

RE: Appointment of Ms. Lanette Siragusa to Vice Dean, Education, RFHS

While Ms. Siragusa's recent performance throughout the COVID-19 pandemic as Chief Nursing Officer with Shared health has been notable, the recent announcement of her appointment to the position of Vice Dean has raised questions. Her previous academic experience consists of a masters in Nursing Administration and holding an adjunct assistant professorship in the College of Nursing, while previous Vice Deans have held doctorates and extensive experience teaching, research, supervising graduate students, and university service. Given this,

1. What qualifications are required for the position of Vice Dean, Education, RFHS, and how does Ms. Siragusa meet them?
2. What was the procedure followed for the appointment of Ms. Siragusa, and were other senior and tenured faculty within the RFHS considered.

Dr. Hiebert-Murphy reminded Senate that administrative appointments of Vice-Deans and Associate Deans are at the discretion of the Dean or Director. There is no policy that addresses the process by which appointments to these administrative positions are made. The position for Vice-Dean (Education) in the Rady Faculty of Health Sciences is a part-time term administrative appointment and is not a tenured faculty appointment. Dr. Hiebert-Murphy said Ms. Siragusa will serve as the Vice-Dean (Education) as well as the Associate Director, Ongomiizwin Health Services. Ms Siragusa brings a unique combination of relevant academic background and professional experience that will serve the Faculty well in these roles. The College Deans had been consulted and support this appointment. Dr. Hiebert-Murphy said she had received positive feedback on the appointment from within and from outside the University. She said she was excited to have Ms. Siragusa join the University, observing that Ms. Siragusa will be an asset to the Faculty and to advancing interdisciplinary education in the Faculty.

**VI CONSIDERATION OF THE MINUTES
OF THE SPECIAL MEETING OF DECEMBER 10, 2021**

Dean Jurkowski MOVED, seconded by Professor Anderson, THAT the minutes of the Special Meeting of Senate meeting held on December 10, 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. Reports of the Senate Executive Committee

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|----|---|----------|
| a) | <u>RE: Meeting on December 8, 2021</u> | Page 430 |
| b) | <u>RE: Special Meeting on December 15, 2021</u> | Page 431 |
| c) | <u>RE: Matters Approved on behalf Senate during UMFA Labour Action</u> | Page 432 |

Dean Taylor reported that Senate Executive held its regular monthly meeting on December 8, 2021. The committee considered one item of business at that meeting, endorsing recommendations from the Academic and Research Team of the Continuity Steering Committee concerning revisions to the 2021 - 2022 Academic Schedule based on a return to teaching on December 7, 2021, by UMFA members. The recommendation was considered and approved by Senate at a Special Meeting on December 10, 2021.

Dean Taylor reported that a Special Meeting of Senate Executive was held on December 15, 2021, to prepare the agenda for the January 12, 2022 Senate meeting.

Dean Taylor recalled that, at its meeting on November 3, 2021, Senate delegated its approval authority to the Senate Executive Committee to approve (i) revisions to the Academic Schedule for the 2021 Fall and 2022 Winter Terms, as recommended by the Academic Research Team of the Continuing Steering Committee, and (ii) the temporary modification or suspension of academic policies required to facilitate the completion of the Fall and Winter Terms. Senate Executive met on several dates, including November 10, November 17, and December 6, 2021, to approve various recommendations on behalf of Senate. Dean Taylor referred Senators to a summary of the motions approved that was included with the Senate agenda.

Dean Taylor said other 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 last on October 25, 2021, to discuss a report from the Clayton H. Riddell Faculty of Environment, Earth, and Resources concerning a proposal for a Bachelor of Science (Major) and Bachelor of Science (Honours) in Environmental Geoscience. Other Reports of the SPPC that the committee considered at that meeting accompany the proposals to which they refer.

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

1. Reports of the Faculty Council of the Faculty of Arts

a) RE: Proposal for a Bachelor of Arts (Single Advanced Major) and Bachelor of Arts (Double Advanced Major) in German

Dean Taylor briefly reviewed a proposal from the Department of German and Slavic Studies, Faculty of Arts, to establish a Bachelor of Arts (Single Advanced Major) and a Bachelor of Arts (Double Advanced Major) in German. The four-year programs would require 120 credit hours of course work. The rationale for the proposal relates to giving students more options for completing a four-year German degree based on their educational and employment goals. Introduction of the Single Advanced Major with a Co-operative Education Option, specifically, would highlight for students the practical aspects of a language/culture program in German and provide opportunities to gain practical experience and skills that would benefit graduates in the job market. The introduction of a

Double Advanced Major would give students flexibility to increase their breadth of studies.

Dean Taylor said establishment of the programs would not require the introduction of any new courses, as the programs would make use of existing courses.

(i) Report of the Senate Committee on Curriculum and Course Changes Page 434

Professor Smith said the Senate Committee on Curriculum and Course Changes (SCCCC) had reviewed the proposed curriculum. Courses that would be required are already in place, as the Department already offers four-year Single Honours and Double Honours degrees. The proposal would introduce a different option for students who want to complete a four-year advanced degree but with some additional flexibility to participate in travel study or international exchange opportunities, as there would be more space in the curriculum for transfer credits.

Professor Smith said the SCCC was recommending that Senate approve the proposal.

(ii) Report of the Senate Planning and Priorities Committee Page 436

Professor Watt said the SPPC considered the proposal at its meeting on September 27, 2021. The committee noted that no additional resources would be required to offer the program, which would make use of existing Faculty resources, including existing courses, plus tuition revenue.

Professor Watt said, on the basis of the SPPC's criteria for assigning priority to new programs, the committee was recommending that a high priority level be assigned to the proposal.

Dean Taylor MOVED, THAT Senate recommend that the Board of Governors approve a proposal for a Bachelor of Arts (Single Advanced Major) and Bachelor of Arts (Double Advanced Major) in German, Faculty of Arts.

CARRIED

b) RE: Proposal for a Bachelor of Arts (Honours) in Global Political Economy

Dean Taylor said the Global Political Economy (GPE) Program, Faculty of Arts, was proposing to introduce a four-year, 120 credit hour Bachelor of Arts (Single Honours) in Global Political Economy. The purpose of the program is to provide students advanced, problem-oriented training in an interdisciplinary context; to develop students' writing abilities, analysis and argumentation skills; and to provide specialized knowledge of global political economy.

Dean Taylor said establishment of the program would not require the introduction of any new courses.

(i) **Report of the Senate Committee on Curriculum and Course Changes** Page 489

Professor Smith observed that the Global Political Economy Program currently offers a Bachelor of Arts (Single Advanced Major) in Global Political Economy, which is a well-established and academically rigorous interdisciplinary program. The proposal is based on a recommendation in a recent external undergraduate program review, to offer students the option to complete an Honours degree, given students in the Single Advanced Major complete a significant amount of advanced level course work without receiving the Honours degree recognition required to proceed to graduate studies. The B.A. (Single Honours) in Global Political Economy would build on the existing interdisciplinary framework and the participating units would continue to offer the upper-level courses required for the program.

Professor Smith said the SCCC strongly supported and was recommending that Senate approve the proposal.

(ii) **Report of the Senate Planning and Priorities Committee** Page 491

Professor Watt said the SPPC had reviewed the proposal at its meeting on September 27, 2021. The committee observed that it was a strong proposal. No new courses would be required to offer the program, which would be funded using existing Faculty resources plus tuition revenue.

Professor Watt said, on the basis of the SPPC's criteria for assigning priority to new programs, the committee was recommending that a high priority level be assigned to the proposal.

(iii) **Report of the Senate Committee on Instruction and Evaluation** Page 494

Dr. Torchia said SCIE reviewed the entrance requirements for the program, which would require a grade of "B" or better in both ECON 1010 Introduction to Microeconomic Principles and ECON 1020 Introduction to Macroeconomic Principles or both ECON 1210 Introduction to Canadian Economic Issues and Policies and ECON 1220 Introduction to Global and Environmental Economic Issues and Policies, plus 6 additional credit hours from a specific list of course choices, as detailed in the Report. Dr. Torchia said SCIE was recommending that the entrance requirements be approved.

Dean Taylor MOVED, THAT Senate recommend that the Board of Governors approve a proposal for a Bachelor of Arts (Honours) in Global Political Economy, Faculty of Arts.

c) **RE: Proposal for a Micro-Diploma in Workplace Health and Safety**

Dean Taylor said the Labour Studies Program, Faculty of Arts, was proposing to establish a Micro-Diploma in Workplace Health and Safety, that would require 9 credit hours of existing Labour Studies courses. The objective of the program will be to provide students with a comprehensive analytical understanding of workplace health and safety. The program would be open to students in any degree program at the University who are in good academic standing in their program, provided the academic requirements and regulations for their degree program allowed for the completion of a Micro-Diploma.

Dean Taylor said no additional resources would be required to offer the Micro-Diploma.

(i) **Report of the Senate Committee on Curriculum and Course Changes** Page 536

Professor Smith said the proposal for the Micro-Dip. in Workplace Health and Safety was the first proposal for this sort of micro-credential, as provided for under the University's *Certificate and Diploma Framework*. The SCCCC had reviewed the curriculum and had observed that the program could be mounted using courses already offered by the Labour Studies Program. The committee had discussed the limitations that prerequisites for the courses would present for some students who were not familiar with the Labour Studies programs. The Labour Studies Coordinator has agreed to meet with students who request access to the courses but do not have the course prerequisites.

Professor Smith said the Micro-Diploma would be open to students enrolled in any degree program who might elect to complete the program if it complemented their degree. The Labour Studies Program hoped to be able to provide a pathway to the Micro-Diploma program for non-traditional students in future.

Professor Smith said the SCCCC was recommending that Senate approve the program, as presented in the proposal.

(ii) **Report of the Senate Planning and Priorities Committee** Page 538

Professor Watt said the SPPC considered the proposal at its meeting on September 27th. He noted that the Micro-Diploma was designed to prepare students for employment in health and safety risk management positions in the private sector and union health and safety positions. No new resources would be required to offer the program.

Dean Taylor MOVED, THAT Senate recommend that the Board of Governors approve a proposal for a Micro-Diploma in Workplace Health and Safety, Faculty of Arts.

Anticipating other units might bring forward proposals for Micro-Diplomas in future, Dean Scanlon asked whether general consideration was given to the issue of prerequisites. He remarked that the current proposal would result in additional administrative work for the Coordinator.

Professor Smith said the SCCC had a lengthy discussion about the matter. The committee had asked the Program to confirm, because the required courses include written consent of the Coordinator as a prerequisite, that students who did not have the course prerequisites would be able to register if they could demonstrate they had the appropriate preparation, including workplace experience or experience in relevant university courses. Professor Smith agreed that course prerequisites sometimes present limitations for students to progress quickly and /or have associated administrative burdens for instructors or some other administrator or staff member.

Observing that courses required for the program had been created prior to the COVID-19 pandemic, Mr. Dowie asked whether changes could be made to the courses, to reflect any new ideas about workplace health and safety as a consequence of the pandemic, or whether courses could be added to the program in the future.

Professor Smith said the courses and program could be modified in future, following established processes. Dean Taylor added, with respect to currency of the course content, that instructors would take account of new information or trends in the recent environment when teaching the existing courses.

CARRIED

2. Reports of the Faculty Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes

a) RE: Department of Curriculum, Teaching and Learning Page 551

Acting Dean Main said the Department of Curriculum, Teaching, and Learning was proposing to revise the course title and description for EDUB 7580 Social, Cultural, and Political Theories in Second Language Acquisition, to more accurately reflect the content. The Department was also proposing several changes to the supplementary regulations, as detailed in the proposal, including to modify the Second Language Education specialization in the Master of Education to add EDUB 7212 Critical Applied Linguistics in a Global Context to the required courses. The change would increase the total number of credit hours required in the program to 18 credit hours, including 12 credit hours of core courses

and 6 credit hours of electives. The revised requirements align with those for similar programs offered at other U15 institutions.

b) **RE: Department of Environment and Geography** Page 560

Acting Dean Main said the Department of Environment and Geography was proposing the introduction of three courses, GEOG 7610 Graduate Seminar in E&G (Masters), GEOG 7620 Graduate Seminar in E&G (PhD1), and GEOG 7630 Graduate Seminar in E&G (PhD2). The proposals respond to recommendations in a 2018 external graduate program review to establish a core professional development course and to reduce the number of credit hours required. Graduate programs offered by the Department would be modified to require the new courses, as set out in the supplemental regulations. Other revisions to the supplemental regulations clarify the course requirements for students admitted to the Ph.D. in Geography program without a Master's degree.

c) **RE: Department of Human Anatomy and Cell Science** Page 568

Acting Dean Main said the Department of Human Anatomy and Cell Science was proposing the deletion of one 6 credit hour course, ANAT 7470 Human Gross Anatomy. It would be replaced by three 2 credit hour courses that each address a specific aspect of anatomy: ANAT 7472 Human Gross Anatomy: Musculoskeletal, ANAT 7474 Human Gross Anatomy: Thorax, and ANAT 7476 Human Gross Anatomy: Head and Neck. The course changes would give students greater flexibility when choosing courses for their program.

Acting Dean Main said the Department was proposing various revisions to the supplemental regulations for the Master of Science and Doctorate in Human Anatomy and Cell Science, involving changes to the advisory committee, the admissions process and requirements, revised requirements for the thesis proposal, and changes to the coursework required, as detailed in the Report. Calling attention to section 4.4.1 of the supplemental regulations, she noted that the course titles ANAT 7472, ANAT 7474, and ANAT 7476 will be amended to match the course titles used in the Report of the Faculty Council of the Graduate Studies, and reflected in the preceding paragraph.

d) **RE: Department of Mathematics** Page 597

Acting Dean Main reviewed a proposal from the Department of Mathematics to revise its regulations concerning the candidacy examinations for the Doctorate in Mathematics, to remove the option for students to complete the examinations in January, as students who complete the examinations in January tend not to perform as well as students who complete the examinations in September and April. The Department was also proposing to reduce the number of candidacy examinations and to reduce the number of examination areas.

e) **RE: Department of Immunology**

Page 603

Acting Dean Main reviewed revisions to the requirements for the Master of Science and the Doctorate in Immunology, as detailed in the proposal from the Department of Immunology. Changes to the required courses for the programs will eliminate redundancy and overlap. The number of credit hours required in the Ph.D. program would be increased by 3 credit hours, which was necessary given growth in knowledge in the discipline in recent years. The Master's program would be revised to require two new mandatory courses but would continue to require the completion of 9 credit hours.

Acting Dean Main MOVED, seconded by Professor Martin, THAT Senate approve the Reports of the Faculty of Council of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes concerning the following Departments, effective for the next available term:

- **Department of Curriculum, Teaching and Learning**
- **Department of Environment and Geography**
- **Department of Human Anatomy and Cell Science, as amended**
- **Department of Mathematics**
- **Department of Immunology.**

CARRIED

3. **Undergraduate Course Changes Beyond Nine Credit Hours**
RE: Faculty of Law

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

Page 607

Professor Smith said the Faculty of Law was proposing to introduce a Concentration in Access to Justice in French, to formalize the delivery of several Law courses that have been taught in a bilingual format in the previous ten years using sections of existing topics and practice-oriented courses. Introduction of the Concentration would give students in the Juris Doctor degree the option to complete 26 credit hours of bilingual Law courses toward the 92 credit hours required for the degree. The main objectives for the Concentration would be, first, to prepare graduates with the knowledge and skills to provide legal services in French, to meet a growing need for access to justice for French-speakers and French-language communities in Manitoba, including Métis communities, and other parts of Canada. In Manitoba, specifically, there is significant and increasing demand for French-language legal services, including in criminal, family, and immigration law. The second objective for the program is to enhance the career prospects of J.D. graduates who, having completed the Concentration, would have potential to advance in areas of the legal profession where bilingual ability is required.

Professor Smith said there were no requirements for entry to the Concentration. The pathway into the Concentration would require that students complete LAW 1542 Méthodes juridiques in the first year of the J.D. program and demonstrate sufficient French-language ability to progress in the bilingual courses. Students who either elected to or were encouraged not to continue in the Concentration would not encounter barriers nor would their progress in the J.D. degree be delayed.

Professor Smith noted that, if the Concentration in Access to Justice was approved, the Faculty's J.D. program would become one of only a small number of Law programs nationally (including the University of Ottawa, Université de Moncton, and McGill University) that provide French-language courses or programming. It would, potentially, be a destination for French-language legal training in western Canada.

Professor Smith said the proposal for the Concentration requires that the Faculty delete one course, introduce ten courses, and modify four courses, for a net increase of 23 credit hours of course offerings. The SCCCC reviewed the curricular design of the Concentration and on the basis of that review, is recommending the proposal to Senate.

b) Report of the Senate Planning and Priorities Committee Page 609

Professor Watt observed that, although the Faculty was proposing to introduce a substantial number of courses, it would not require additional resources to offer these. Over the previous ten years, the Faculty had received \$1.5 million in funding from Justice Canada's Access to Justice in both Official Languages Fund, which it had used to develop four of the proposed courses, which have been offered previously either as topics course sections or practice-oriented courses. Also, the Faculty reassured the SPPC that it would not require any additional subvention from the University Fund. It would rely on existing resources, including external funding and Faculty resources.

Professor Watt said the SPPC strongly supports the proposal to introduce the Concentration, recognizing the importance of the program for francophone individuals and communities, including francophone Métis communities, in the province. There was a concern expressed at the committee that the Faculty had not taken the opportunity when developing the courses and the Concentration to explicitly address, first, the University's strategic priority for creating pathways to Indigenous achievement, by including Indigenous content, and, second, the Truth and Reconciliation Commission's Call to Action 28. Professor Watt said Dean Jochelson had assured the SPPC that the Faculty of Law is working to address these things. As the committee wanted to ensure there was a formal mechanism for the Faculty to respond to the committee's concerns, it approved a motion requesting that, within a two-year timeline, the Faculty provide a follow-up report on any further progress toward formally modifying courses and curricula in the Juris Doctor degree, through Senate, to include additional Indigenous content in its courses

and curricula, including to respond to those things specifically identified in the Truth and Reconciliation Commission of Canada's Call to Action 28 and any specific national requirements for law school programs in Canada to address the Call to Action.

Professor Watt said, subsequent to the August 30th meeting of SPPC, Dean Jochelson had written to the committee to share how work is already ongoing within the Faculty to respond to the concerns identified. He thanked the Dean for the prompt response to the committee's concerns and for his reflections on the implications of the current proposal. The committee was happy to receive the information and looks forward to receiving further updates in future. Professor Watt said the committee also wanted to call attention to opportunities for other academic units to address the strategic priority for creating pathways to Indigenous achievement when they bring forward proposals for course and curriculum changes.

Dean Jochelson said the Faculty was excited to introduce the proposed Concentration in Access to Justice in French and was particularly proud of the work done by the proponents of the proposal, Professors Turnbull and Heckman, who had laid the foundations for the program over the previous ten years. He said the Faculty has an extensive and detailed two-year plan to deal with Call to Action 28, including plans to introduce a course that will address this and will be required for all students in the J.D. degree. The course proposal was recently endorsed by the Faculty Council of the Faculty of Law and would be brought forward to Senate shortly. Dean Jochelson offered to share the Faculty's plans with any Senators who were interested in receiving this information.

Professor Watt MOVED, on behalf of the committees, THAT Senate approve undergraduate curriculum changes and course changes beyond nine credit hours in the Faculty of Law, effective for the 2022 Fall Term.

CARRIED

4. Report of the Senate Committee on Instruction and Evaluation Page 638
RE: Revised Academic Progression Policy, Bachelor of
Nursing, College of Nursing

Dr. Torchia said the SCIE met on October 14, 2021, to consider a proposal from the College of Nursing to revise the *Academic Progression* policy for the Bachelor of Nursing. The revised policy will include a process for clinical and skills courses, which are graded as Pass/Fail, that aligns with progression requirements for didactic courses in the program. Dr. Torchia referred Senators to the agenda for specific details on the consequences for a student, of either failing a course and/or having their Term Grade Point Average drop below 2.5, including an academic warning, probation with a remediation plan, suspension, or a requirement to withdraw from the program.

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 *Academic Progression* policy for the Bachelor of Nursing, College of Nursing, effective September 1, 2022.

CARRIED

X ADDITIONAL BUSINESS - none

XI MATTERS TO BE CONSIDERED IN CLOSED SESSION

**1. Report of the Senate Committee on Honorary Degrees
 [January 7, 2022]**

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

XII ADJOURNMENT

The meeting was adjourned at 3:30 p.m.

These minutes pages 1 to 24 together with the agenda, pages 1 to 642, comprise the minutes of the meeting of Senate held on January 12, 2022.