

**Minutes of a meeting of Senate held on the above date at 1:30 p.m. in the Senate Chamber, Room E3-262 Engineering and Information Technology Complex and Room A106 Chown Building**

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**Members Present**

Dr. M. Benarroch,  
Chair  
Dr. A. Abra  
Dr. C. Adams  
Mr. A. Aghajani  
Prof. J. Anderson  
Prof. K. Anderson  
Ms. N. Andrew  
Prof. J. Arino  
Ms. M. Babb  
Very Rev. R. Bozyk  
Dean D. Brown  
Prof. A. Bunt  
Prof. J. Chen  
Prof. D. Churchill  
Prof. S. Ciurysek  
Prof. S. Clark  
Prof. A. Doshi  
Dean N. Dyck  
Acting Dean C. Enns  
Prof. P. Ferguson  
Prof. S. Ferris  
Ms. C. Follows  
Prof. J. Gamble  
Prof. J.-E. Ghia  
Prof. J. Ghomeshi  
Prof. N. Greidanus  
Prof. S. Herath  
Dr. D. Hiebert-Murphy  
Dean R. Jochelson  
Dean E. Jurkowski  
Ms. T. Karuhogo  
Prof. E. Keating  
Prof. S. Kuss  
Prof. F. Laurencelle  
Prof. H. Luo  
Prof. L. MacDonald  
Prof. N. MacLeod  
Schroeder  
Prof. M. McKenzie  
Prof. K. McManus  
Mr. C. McNab  
Prof. P. Mai

Acting Dean K. Main  
Prof. D. Martin  
Prof. H. Marzban  
Prof. D. Medoro  
Mr. M. Moore  
Mr. D. Ness  
Dean P. Nickerson  
Ms. L. O'Hara  
Prof. J. Patzer  
Prof. J. Peeler  
Dean S. Pflugmacher  
Lima  
Prof. S. Prentice  
Prof. M. Rafay  
Ms. H. Rezasoltani  
Prof. K. Rochon  
Ms. C. Shaw  
Dean B. Silvestre  
Prof. J. Sinclair  
Mr. G. Sobie  
Prof. A. Stewart-  
Tufescu  
Prof. S. Strachan  
Dean J. Taylor  
Prof. G. Tranmer  
Dean R. Urbanowski  
Prof. BC Wang  
Prof. S. Webber  
Dean M. Yellow Bird  
Mr. J. Leclerc,  
University Secretary  
Dr. S. Coyston,  
Recording Secretary

**Assessors Present**

Mr. J. Adams  
Dr. T. Chen  
Prof. S. Kirkland  
Prof. D. McNeill  
Dr. C. Miller  
Prof. T. Peter  
Mr. L. Pittman  
Dr. G. Smith  
Prof. E. Thomson

Dr. M. Torchia  
Mr. C. Yendt

**Regrets**

Mr. E. Abanto  
Prof. M. Anderson  
Prof. L. Balneaves  
Prof. D. Beach  
Ducharme  
Prof. R. Biscontri  
Prof. P. Blunden  
Prof. W. Bonness  
Rectrice S. Bouffard  
Prof. R. Chernomas  
Prof. N. Cicek  
Dr. C. Cook  
Ms. C. Cyr  
Mr. T. Dobrowney  
Prof. A. Farenhorst  
Prof. C. Figley  
Ms. H. Garber  
Ms. C. Granberg  
Ms. A. Groeneveld  
Prof. M. Hart  
Prof. M. Hudson  
Mr. C. Ives  
Ms. C. Kachulak  
Dean A. Kelekis-  
Cholakakis  
Ms. V. Koldingnes  
Prof. S. Kouritzin  
Prof. K. Kumar  
Acting Dean R. Lastra  
Prof. T. Lakowski  
Dean M. Locher  
Chancellor A. Mahon  
Prof. J. Mammei  
Dean B. Mark  
Ms. E. Masresha  
Prof. M. Morris  
Mr. U. Nwankwo  
Prof. D. Oliver  
Prof. J. Paliwal  
Dr. D. Radi

Dean L. Raman-Wilms  
Dean. M. Scanlon  
Ms. L. Schnarr  
Prof. R. Souleymanov  
Prof. V. Sparks  
Dr. D. Stewart  
Prof. S. Teetzel  
Prof. G. Thompson  
Ms. B. Usick

**Absent**

Prof. U. Abdullaev  
Ms. J. Biz  
Prof. M. Campbell  
Ms. Y. Cha  
Prof. A. Clay  
Prof. R. Coates  
Mr. A. Diego  
Prof. M. Docker  
Prof. P. Eck  
Dean M. Friesen  
Mr. C. Giannotti  
Prof. A. Halayko  
Prof. M. Kramer  
Ms. A. Laureano  
Prof. K. Levasseur  
Ms. K. Mashru  
Ms. M. Morrish  
Dr. M. Pinto  
Prof. T. Reeve  
Prof. M. Shaw  
Prof. J. Sorensen  
Prof. D. Sutherland  
Prof. H-J Wieden  
Prof. F. Zeiler

**Also Present**

Prof. M. Cheung  
Ms. C. Davidson  
Ms. L. Orsak-Williams  
Ms. M. Watson  
Prof. L. Vercaigne  
Ms. M. Yoshida

The Chair informed Senate that the Speaker of the Senate Executive Committee was Professor Donna Martin, Rady Faculty of Health Sciences.

The Chair observed that it was National Indigenous Peoples Day.

The Chair welcomed newly elected and re-elected Senators. He informed Senate that it was the final Senate meeting for Acting Dean Enns, Faculty of Education, and Dean Taylor, Faculty of Arts. He thanked them for their work at Senate and in their roles as Dean.

**I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none**

**II ELECTION OF SENATE REPRESENTATIVES**

1. **Election of a Student Member to the Senate Executive Committee** Page 5

This item was deferred to a future Senate meeting at the request of the University of Manitoba Students' Union.

President Benarroch informed Senate that the Student Senate Caucus had appointed Mr. Uche Nwankwo (Graduate Studies) to serve as the Student Assessor on the Senate Executive Committee.

**III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

1. **Reports of the Faculty Council of the Faculty of Graduate Studies on Course and Program, and Regulation Changes**
- a) **RE: Department of Community Health Sciences** Page 6
- b) **RE: Department of Philosophy** Page 13
2. **Revisions to the 2023 – 2024 Academic Schedule** Page 15  
**RE: Master of Social Work in Indigenous Knowledges**

Professor Martin MOVED, on behalf of the Senate Executive Committee, THAT Senate approve:

- revisions to the 2023-2024 Academic Schedule concerning the Master of Social Work in Indigenous Knowledges, effective upon Senate approval;
- the Reports of the Faculty Council of the Faculty of Graduate Studies on Course, Program, and Regulation Changes regarding the Department of Community Health Sciences and the Department of Philosophy, effective for the next available term.

**CARRIED**

**IV MATTERS FORWARDED FOR INFORMATION**

1. **Schedule of Meetings and Agenda Availability for Senate and Senate Executive Committee** Page 16

**2. In Memoriam: Dr. Russel Smandych**

Page 17

Professor Prentice offered a memorial tribute for Professor Emeritus Dr. Russel Smandych, who had joined the Department of Sociology as an Assistant Professor in 1986 and retired from the University in 2021.

**3. Correspondence from President and Vice-Chancellor**

- a) **RE: Request for Change to Admission Targets, Bachelor of Social Work, Faculty of Social Work**  
(for consultation)

Page 19

The Chair invited Dr. Smith, Vice-Provost (Academic Planning and Programs), to speak to a request from the Faculty of Social for a change to the admission targets for the Bachelor of Social Work program.

Dr. Smith said applicants to the B.S.W. program are admitted to one of several program delivery sites, each with a unique admission target. In some years, this has resulted in unfilled spaces at one or more sites. To address this, the Faculty was requesting to consolidate the targets for the program delivery sites into a single admission target (280 spaces). This would give the Faculty flexibility to redistribute seats across the delivery sites based on demand for spaces and would ensure all available spaces are filled each year. The Faculty was not requesting an increase to the admission target.

Senate did not raise any concerns regarding the request.

- b) **RE: Requests to Extend Suspensions of Admissions to Programs** (for consultation)

Page 27

- (i) **Bachelor of Human Ecology (Family Social Sciences) and Bachelor of Human Ecology (Family Social Sciences) After-Degree, Rady Faculty of Health Sciences**

Page 28

Dr. Smith recalled that, prior to the closure of the former Faculty of Human Ecology, responsibility for administration and delivery of the Bachelor of Human Ecology (Family Social Sciences) degree, including the After-Degree, had been transferred to the Rady Faculty of Health Sciences (Senate, October 1, 2014). Subsequently, some students who had been registered in these programs had transferred to the Bachelor of Health Studies program when a Concentration in Family Health was introduced (Senate, December 6, 2017). Others had elected to continue to pursue the B.H.Ecol. degree. Admissions to the B.H.Ecol. programs have been suspended since 2019 (Senate, February 6, 2019) to allow these students to finish their degrees. The current request to extend the suspension of admissions is being made to allow the ten students who remain to complete the program.

Senate did not raise any concerns regarding the request.

(ii) **Master of Arts in Icelandic, Faculty of Arts**

Page 39

Dr. Smith said the Department of Icelandic Language and Literature, Faculty of Arts, was requesting an extension to the suspension of admissions to the Master of Arts in Icelandic, to allow the unit additional time to identify a scholar to teach at the graduate level. The Department is without a faculty member who can supervise graduate students following a departure that has not been filled. The Faculty continues to work with the Icelandic community in Manitoba and across Canada to raise funds to support an endowed research Chair.

Senate did not raise any concerns regarding the request.

c) **RE: Request for Increase to Admission Target, M.A. and Ph.D. in Psychology, Clinical Psychology, President's Approval**

Page 50

President Benarroch informed Senate that he had approved a request from the Department of Psychology, Faculty of Arts, to increase the admission target for the M.A. and Ph.D. in Psychology, Clinical Psychology, conditional upon the province approving the request with new ongoing funding. Senate (May 17, 2023) and the Board of Governors (March 28, 2023) had been consulted previously on the request.

4. **Correspondence from Provost and Vice-President (Academic)  
RE: Implementation of Programs**

a) **Ph.D. in Pathology and Laboratory Medicine**

Page 51

b) **M.Sc. and Ph.D. in Pediatrics and Child Health**

Page 53

c) **Graduate Micro-Diploma in Science Communication**

Page 56

d) **Micro-Certificate in Songmaking**

Page 57

6. **Correspondence from Vice-Provost (Academic Planning and Programs)**

a) **RE: Change to Program Length, Diploma in Art, School of Art, Approval**

Page 58

b) **RE: Revisions to Credentials for Graduate Programs in the Dr. Gerald Niznick College of Dentistry, Approval**

Page 60

7. **Annual Reports of Faculty and School Councils  
RE: Establishment of Letters of Accomplishment and Participation**

a) **Faculty of Arts**

Page 62

b) **Division of Extended Education**

Page 64

c)	<b><u>Faculty of Graduate Studies</u></b>	Page 66
8.	<b>Report of the Senate Committee on Awards <u>[May 9, 2023]</u></b>	Page 67
9.	<b>Report of the Faculty Council of the Faculty of Graduate Studies RE: Correction to Report of February 16, 2023 <u>Concerning the Faculty of Education</u></b>	Page 79
10.	<b>Items Approved by the Board of Governors <u>[May 30, 2023]</u></b>	Page 80

## **V REPORT OF THE PRESIDENT**

### **1. Report of the President**

President Benarroch said the Spring Convocation ceremonies had gone extremely well. He remarked on the number of Indigenous graduands crossing the stage who had commented on the new convocation robes he and Chancellor Mahon had worn. It was an affirmation of the University's commitment to Indigenous achievement and Indigenous students seeing themselves in the institution. It was a proud moment for the University. President Benarroch said recipients of honorary doctorates that celebrated UM alumni, members of the Winnipeg community, and individuals connected to the institution through research networks, had been excited to receive the honour.

President Benarroch said, on the previous day, he had met with the newly appointed Deputy Minister of Advanced Education and Training, Ms. Jan Forster. Ms. Forster had previously served as Deputy Minister of Advanced Education, so was familiar with the portfolio. President Benarroch said there would be a new Minister following the provincial election in October, regardless of the outcome of the election, as Minister Guillemard had announced that she would not seek re-election.

President Benarroch reported that the province had approved the requested admission target increase for the Doctor of Medicine program, including a request for significant capital funds. The College of Medicine had admitted an additional fifteen students for the 2023/2024 academic year and had committed to increasing enrolment by an additional fifteen students for the 2024/2025 academic year.

### **2. UM Strategic Plan Consultation Session – Where We Are Today** Page 81

President Benarroch invited Dr. Hiebert-Murphy to lead a Strategic Plan consultation session. A copy of her presentation, *Strategic Planning – Where We Are Today*, is appended to the minutes. Senators' feedback was sought on the following questions:

- Do you think the report captures the spirit of the discussions around institutional strategy? Does the report resonate with the mood on campus? If not, what was missed?
- What did you think of the five themes? Do these seem like logical groupings? What else might you have included?

- If you could image UM in 2033, are there other aspirational goals you would prioritize?

Dr. Hiebert-Murphy encouraged Senators to complete the Where We Are Today report feedback form that was available on the Strategic Plan website.

## **VI 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.

The following question was submitted by Professor Ferguson, Faculty of Engineering:

Prior to the pandemic, we used paper SEEQ forms to solicit course feedback from the students. During the pandemic, we made the shift to the online SRI system. I and my colleagues from various levels and teaching experience all continue to use best practices for maximizing the student response rate, including providing dedicated time during a lecture, encouraging students to do the survey on their phone, reminding them over email, explaining the importance and value of the feedback, etc. However, even with these efforts, the response rate for SRI is absolutely abysmal. With the paper SEEQ process, we were regularly seeing greater than an 80% response rate and now with SRI, it is less than 30%. Furthermore, the responses that we do get are extremely polarized. It seems as if only the students that either really liked the course or really disliked the course are bothering to respond. I and my colleagues are concerned that the SRI is not serving our students well and it limits our ability to mentor new colleagues. What can we do to improve the SRI response rate? Is going back to the paper system an option? At least in that case the students were handed a piece of paper 20 minutes before the end of the lecture and asked to turn it in when they leave, which seems to have improved the response rate.

President Benarroch invited Dr. Torchia, Vice-Provost (Teaching and Learning), to respond to the question.

Dr. Torchia remarked, first, that the goal of collecting student rating of instruction (SRI) data is to succinctly capture student reflection on instruction and, second, that not all students in a given course complete the survey. He said the paper-based Student Evaluation of Educational Quality (SEEQ) had had variable response rates, as does the current digital SRI, across courses, course sections, terms, and instructors. With respect to students who do complete the SRI, because the institution does not have access to the individual comments for analysis, it is not possible to determine how polarized the responses are. Dr. Torchia observed that other institutions were having similar discussions about increasing response rates. He recommended several strategies for instructors to increase response rates, including to: add language to the course syllabus that discusses student feedback; tell students that their honest and constructive feedback – whether positive or negative – is valued; describe the kind of feedback the instructor would find most useful; remind students when they can expect the link to the SRI digital form to be released; continue to set aside time in class for students to complete the SRI form digitally. Dr. Torchia said the Centre for the Advancement of

Teaching and Learning has resources that discuss methods to engage students in the SRI process and how to interpret SRI results.

President Benarroch said he had asked Drs. Hiebert-Murphy and Torchia to consider steps that might be taken to increase the response rates to SRIs. Dr. Hiebert-Murphy said anecdotal evidence suggested that a higher response rate could be achieved if time is allotted at the start rather than the end of a class for students to complete the SRI.

Professor Thomson observed that some other institutions do not release grades to students who do not complete the course evaluation.

**VII      CONSIDERATION OF THE MINUTES  
OF THE MEETING OF MAY 17, 2023**

**Dean Jurkowski MOVED, seconded by Professor Ferris, THAT the minutes of the Senate meeting held on April 5, 2023, be approved as circulated.**

**CARRIED**

**VIII     BUSINESS ARISING FROM THE MINUTES – none**

**IX       REPORTS OF THE SENATE EXECUTIVE COMMITTEE  
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

**1.       Report of the Senate Executive Committee**

Page 95

Professor Martin informed Senate that the Senate Executive Committee had met on June 9, 2023. The comments of the Committee accompany the reports on which they were made.

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

There was no report from the Senate Planning and Priorities Committee.

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

**1.       Reports of the Faculty Council of the Faculty of Graduate  
Studies on Course, Program, and Regulation Changes**

**a)       RE: Department of Biological Sciences**

Page 96

Acting Dean Main said the Department of Biological Sciences was proposing revisions to the supplementary regulations for the M.Sc. and Ph.D. in Biological Sciences, including updated processes concerning progress reports and thesis submission; appointing a different chair for an M.Sc. Advisory Committee where this would normally be the supervisor; reverting from the Ph.D. to the M.Sc. program, in the event of non-completion of the Ph.D. program; and the candidacy examination for Ph.D. students.

**b) RE: Department of Curriculum, Teaching, and Learning** Page 121

Acting Dean Main said the Department of Curriculum, Teaching and Learning was proposing modifications to the course requirements for the Language and Literacy Concentration, in the Master of Education program, for both the thesis/practicum route and the course-based route. The current requirement to complete courses from lists of both core and elective courses would be replaced by a requirement to complete a specific number of credit hours from a single list of concentration courses. The objective was to give students more flexibility in course selection. The Department was also proposing modifications to the curriculum for the Second Language Education Concentration, for students in the course-based route, involving the removing of several courses from the list of concentration elective courses, as detailed in the proposal, because the courses are no longer offered.

**c) RE: College of Dentistry** Page 127

Acting Dean Main said the Department of Dental Diagnostic and Surgical Sciences, the Department of Preventive Dental Science, and the Department of Restorative Dentistry were proposing to amend the supplementary regulations for the Master of Dentistry degrees, including the M.Dent. (Oral and Maxillofacial Surgery) and the M.Dent. (Periodontics), the M.Dent. (Pediatric Dentistry) and the M.Dent. (Orthodontics and Dentofacial Orthopedics), and the M.Dent. (Prosthodontics), respectively, to provide for a supplemental examination in DDSS 7230 Advanced Oral Pathology. Because the course is offered every two years, students who fail the course may be delayed in their program, which can take them over the maximum time to complete their program. The supplemental examination would provide a different option of remediation for students.

Acting Dean Main said the Department of Dental Diagnostic and Surgical Sciences was proposing a modification to the M.Dent. (Oral and Maxillofacial Surgery) curriculum, to add DDSS 7030 Advanced Oral Radiology (1 credit hours) as a requirement. The number of credit hours required in the program would increase from 48 credit hours to 49 credit hours. The change addresses a need to provide students with additional background in 3D imaging, which is increasingly used in dentistry.

**d) RE: Department of Educational Administration, Foundations, and Psychology** Page 134

Acting Dean Main reviewed modifications to the Counselling Psychology Concentration, in the Master of Education program, for both the thesis-based and course-based routes, as proposed by the Department of Educational Administration, Foundations, and Psychology. The Department was proposing to remove two prerequisite courses for admission to the concentration and to modify the curriculum to add EDUA 5480 Counselling Skills, EDUA 5520 Ethics in Counselling, and EDUA 7710 Development in Learning Environments to the list of eligible concentration courses. A note will be added to clarify, for students in the thesis-based route, that the program usually requires 27 credit hours of course work plus a thesis.



e) **RE: Department of Human Anatomy and Cell Science** Page 141

Acting Dean Main said the Department of Human Anatomy and Cell Science was proposing seven course deletions and four course introductions, to replace several 1.5 and 2 credit hour modular courses with 3 credit hours courses, modifications to the curriculum for both the M.Sc. and Ph.D. in Human Anatomy and Cell Science, and various revisions to the supplementary regulations for these programs, as detailed in the attachment to the Report. Revisions to the supplementary regulations concerning application and admission procedures would require that all graduate students receive at least one year of guaranteed funding.

f) **RE: College of Nursing** Page 159

Acting Dean Main reviewed proposals from the College of Nursing to modify one course, NURS 7110 Readings in Selected Topics, including to open registration to any graduate student, and various amendments to the supplementary regulations for the M.N., Nurse Practitioner Stream, and the Ph.D. in Nursing, as detailed in the attachment to the Report. Revisions to the admission criteria for the M.N., Nurse Practitioner Stream, would give preference to applicants who intend to register as full-time students, to increase the number of graduates and address high vacancy rates for nurse practitioners in the province. Changes were also proposed to the supplemental regulations concerning admission to the Ph.D. in Nursing.

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

- Department of Biological Sciences
- Department of Curriculum, Teaching and Learning
- College of Dentistry
- Department of Educational Administration, Foundations, and Psychology
- Department of Human Anatomy and Cell Science
- College of Nursing

**CARRIED**

2. **Report of the Faculty Council of the Faculty of Management** Page 166  
**RE: Renewal of Articulation Agreement, University of Manitoba, Bachelor of Commerce (Honours) – Red River College Polytechnic, Diploma in Business Administration**

a) **Report of the Senate Committee on Curriculum and Course Changes** Page 166

Professor McNeill said the Senate Committee on Curriculum and Course Changes (SCCCC) met on May 11, 2023, to review a proposal from the Faculty of Management to renew an articulation agreement between the University and Red River College Polytechnic (RRCP) concerning advanced standing in the Bachelor of Commerce (Honours) program for graduates of the Diploma in Business Administration offered at

RRCP. The articulation agreement was last renewed in 2017. More recently, Senate had approved a request to extend the agreement for one year. Since 2017, both institutions had substantially modified their curriculums. This required a significant review and revisions to the articulation agreement course mapping, to reflect course changes made at both places.

Professor McNeill briefly reviewed revisions to the articulation agreement, as set out in documents attached to the Report. Under the revised agreement, graduates of the Dip. in Business Administration admitted to the Faculty would receive credit for a minimum of 42 credit hours up to a maximum of 54 credit hours for eligible courses completed at RRCP, toward the B.Comm.(Hons.) degree. Students would complete the balance of the 120 credit hours required for the degree at the University. Students who had not completed Pre-Calculus Mathematics (40S), which was a prerequisite to some mathematics and statistics courses required in the degree, would be required to complete MATH 0100 Mathematical Skills.

Professor McNeill said the Faculty had provided an analysis of the agreement that was in place from 2017 to 2022. Of the 140 students admitted under the agreement, the majority (n = 97) were admitted into Year 3 of the degree, 63 had graduated, and 73 were continuing in the program. The academic performance of the students was on par with other students admitted to the Faculty via direct or advanced entry admission.

**b) Report of the Senate Committee on Admissions**

Page 168

Ms. Schnarr said the Senate Committee on Admissions (SCADM) had endorsed the proposal at its meeting on May 16, 2023. The admission pathway established through the agreement is intended for graduates of the Dip. in Business Administration who wish to pursue the Chartered Professional Accountant (CPA) designation upon graduation from the B.Comm.(Hons.) degree. To qualify for admission to the Faculty under the agreement, applicants must present a minimum Cumulative Grade Point Average of 3.0. Students would receive transfer credit for up to 54 credit hours of coursework completed at RRCP toward the degree. Up to fifty seats in the program would be available each year for students admitted under the agreement, with twenty dedicated to applicants with an accounting major.

**Ms. Schnarr MOVED, on behalf of the Committees, THAT Senate approve the renewal of an articulation agreement between the University of Manitoba, I.H. Asper School of Business, and Red River College Polytechnic concerning advanced standing in the Bachelor of Commerce (Honours) degree at the University of Manitoba for graduates of the Diploma in Business Administration, for a five-year term beginning September 1, 2023.**

**CARRIED**

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

**a) RE: Proposals from the Office of the Registrar and Enrolment Service**

**(i) Modification to English Language Proficiency Requirements**

Page 201

Ms. Schnarr said the Office of the Registrar and Enrolment Services (ORES) was proposing to modify the institutional English language proficiency requirements, to add the Duolingo English Test as an acceptable test for undergraduate admissions. She recalled that the University had previously approved the temporary use of the Duolingo English Test for the 2020 Fall and 2021 Winter intakes when, due to the COVID-19 pandemic, it had been the only English language proficiency testing option available (Senate Executive on behalf of Senate, March 18, 2020). Every U15 institution where English is the language of instruction now accepts the Duolingo English Test for admission. The proposed minimums, including an overall score of 120 with no component score lower than 105, align with the University's requirements for other English proficiency tests, including the International English Language Testing System (IELTS) test, and with standards for the Duolingo English Test established at other U15 universities.

**Ms. Schnarr MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning modifications to the institutional English language proficiency requirements, effective for the 2024 Fall intake.**

**CARRIED**

(ii) **Modification to Approved English Language Proficiency Country Waiver List** Page 204

Ms. Schnarr reviewed a proposal from the ORES to add Ethiopia to the approved English language proficiency country waiver list. She briefly reviewed the assessments carried out prior to adding a country to the list, as outlined in the attachment to the Report. Ms. Schnarr noted that English is the language of instruction of education in Ethiopia, from elementary school to tertiary institutions. A review of English language proficiency test scores for applicants from Ethiopia showed that all had met, and most had scored higher than, the University's minimum requirements for admission.

**Ms. Schnarr MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning modifications to the English language proficiency country waiver list, effective for the 2024 Fall intake.**

**CARRIED**

b) **RE: New Admission Category for the Bachelor of Social Work Faculty of Social Work** Page 206

Ms. Schnarr reviewed a proposal from the Faculty of Social Work to establish a new admission category for the Bachelor of Social Work program, for applicants admitted to a cohort delivery site. She noted that, for the purposes of the proposed admission category, "cohort" was defined as a group of students who were admitted at the same time and with the same expected graduation date irrespective of the different number of credit hours students would receive advanced standing for in the program. The proposed Cohort Delivery Site admission category would provide two options for admission; one for applicants who had 27 credits hours or less of attempted university-level course work and the second for applicants who had completed 30 credit hours or more of university-level coursework. In both cases, applicants would be required to be in good academic

standing. Seats in the B.S.W. program allocated to the proposed admission category would be divided equally between the two options, with specific proportions of the available spaces allocated for Indigenous applicants (60 percent), other equity group applicants (20 percent), and general applicants (20 percent). Any unused seats for any of these groups would be redistributed, as outlined in the proposal.

Ms. Schnarr said the proposal was consistent with the Faculty's commitment to access and, particularly, to providing opportunities for learners who had experienced barriers to postsecondary education due to their residence in remote locations or to economic and/or cultural reasons.

Ms. Schnarr said a blended delivery model, including face-to-face and online classes, would be used to deliver the B.S.W. program to students admitted through the proposed Cohort Delivery Site admission category. Students in each cohort would be required to attend specific face-to-face classes at a predetermined site for the cohort. Cohort sites would be determined in consultation with communities and based on need prior to the opening of applications for a given cohort.

Ms. Schnarr informed Senate that, following a discussion at the June 9<sup>th</sup> Senate Executive Committee meeting, the Faculty of Social Work had returned a revised proposal, to address a concern raised that the proposal should be clear that students admitted under the Cohort Delivery Site admission category who had not completed all Preliminary Year course requirements prior to admission would be required to do so following admission. The revised document was shared with Senators at the meeting. Ms. Schnarr called attention to the following statement, which would be added in two places, as a footnote to the requirements for either 27 credit hours or less or 30 credit hours or more of attempted university level coursework, for Options 1 and 2, respectively:

All applicants admitted to the BSW Cohort program will be required to successfully complete all preliminary year course requirements of not completed prior to admission, in addition to three years of curriculum requirements, as outlined in the Academic Calendar.

Ms. Schnarr said the additional wording had been considered and endorsed by SCADM. Pending Senate's approval, the clarifying information would be provided to applicants in the Applicant Information Bulletin.

**Ms. Schnarr MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning a new admission category for the cohort delivery site for the Bachelor of Social Work, Faculty of Social Work, as amended, effective for the 2024 Fall intake.**

President Benarroch indicated that Professor Cheung, Associate Dean (Undergraduate Programs), Faculty of Social Work, was available to address questions. He thanked the Faculty for its willingness to consider an amendment.

Dr. Smith continued to be concerned that the proposal was not sufficiently clear that students admitted under the Cohort Delivery Site admission category would need to

complete all the courses required for the degree and not only the Preliminary Year course requirements, to graduate.

Dr. Miller said the intent of the proposed admission category was to create a streamlined process for admission to the B.S.W. degree, with reduced bureaucracy, for students who might otherwise experience barriers to admission.

The Chair proposed that Senate might take a decision on the proposal based on the proposed language, with the understanding that the Faculty would monitor to ensure the program requirements were clear to students and, if they were not, to bring forward an amendment.

Observing that Option 1 required applicants to have completed 27 credit hours or fewer and Option 2 required completion of 30 credit hours or more, Ms. Karuhogo asked whether this was intentional and whether a student who had completed 28 credit hours would need to complete an additional course to be considered for admission under Option 2, for example.

Ms. Schnarr said the Faculty anticipated it would be rare for an applicant to present 28 or 29 credit hours of completed course work. Mr. Adams confirmed that an applicant who had completed 28 or 29 credit hours would not qualify for admission under the proposed admission category.

**CARRIED**

#### **4. Reports of the Senate Committee on Instruction and Evaluation**

- a) **RE: Revised Regulation on Introductory/Advanced Pharmacy Practice Experiences, Doctor of Pharmacy, College of Pharmacy** Page 224

Dr. Torchia said the Senate Committee on Instruction and Evaluation (SCIE) had met on May 11, 2023, to consider revisions to the academic regulation on *Introductory/Advanced Pharmacy Practice Experiences* for the Doctor of Pharmacy. The College of Pharmacy was proposing that students be required to complete one pharmacy practice experience outside of Winnipeg, at a location in rural or northern Manitoba, to provide students with a unique perspective and broader understanding of Manitoba's healthcare system. Eligible costs would be reimbursed, as provided for in the Rady Faculty of Health Sciences' policy on *Rural and Northern Manitoba Student Placement Reimbursements*. Students would be permitted to request an exemption from the requirement for medical reasons, if they were a primary caregiver, or for other exceptional circumstances that would be considered on a case-by-case basis.

Dr. Torchia indicated that, in response to feedback received from the Senate Executive Committee, the College had amended the proposal to communicate that students who are not able to relocate to a rural or northern location would be able to complete the requirement at a placement located near Winnipeg. The revised document was shared with Senators at the meeting. Dr. Torchia called attention to the following statement, which would be added following the three criteria for an exemption to travel to experiential locations outside of Winnipeg.

Students who are unable to relocate to a rural or northern location for the period of the placement will be given preference for rural placements that are within commuting distance from Winnipeg.

Professor Ferris indicated the amendment addressed the concern she had raised at the Senate Executive Committee.

**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 regulation on *Introductory / Advanced Pharmacy Practice Experiences*, for the Doctor of Pharmacy, College of Pharmacy, as amended, effective for the 2023 Fall Term.**

Professor Ferris suggested, given the institutional priority for experiential learning, that it will be important for units, when developing academic regulations, to consider the need to provide access to these opportunities to students who are primary caregivers or who have other challenges in their lives that require time to plan and prepare to participate in these sorts of learning experiences. To do so will require units to imagine these students at the centre, rather than as outliers, and to think about the support they might require.

**b) RE: Revised Academic Regulations, I.H. Asper  
School of Business**

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Dr. Torchia reported that, at its meeting on May 11, 2023, SCIE had considered revisions to several academic regulations for the Bachelor of Commerce (Honours) degree program, including the *Probation Regulations* and regulations for the Asper Co-op Program and for the Asper International Exchange Program. He briefly reviewed some of the more significant amendments to each of these. Referring to the *Probation Regulations*, he said the Asper School was proposing there be no limit on the number of non-consecutive times a student could be required to enter the probation program.

With respect to the regulations for the Asper Co-op Program, the Faculty was proposing to decrease the minimum Degree Grade Point Average required from 3.0 to 2.5 for the general pool and from 2.75 to 2.5 for applicants under the Canadian Indigenous Ancestry Category. The objective is to encourage students to apply for the program as early as possible. An existing provision barring entry where a student has had an allegation of academic dishonesty upheld would be revised to specify that such a student may no longer be eligible, to provide some flexibility. The revised regulations would also give students the option to complete a fourth work term.

Dr. Torchia said the Faculty was proposing several amendments to the entrance regulations for the Asper International Exchange Program, including to decrease the minimum required Degree Grade Point Average from 3.0 to 2.5 and to remove certain provisions for students admitted to the Faculty under an articulation agreement with Ningbo University, because the agreement had ended.

**Dr. Torchia MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revisions to the following academic regulations for the Bachelor of Commerce (Honours), I.H. Asper School of Business, effective September 1, 2023:**

- **Probation Regulations**
- **Program Requirements for the Asper Co-op Program**
- **Asper International Exchange Program**

**CARRIED**

**XI ADDITIONAL BUSINESS - none**

**XII ADJOURNMENT**

President Benarroch thanked Senators for their work through the Senate-year and for making the return to in-person learning a success. He recognized that the transition from remote- to in-person learning had been challenging for some individuals. Overall, students, staff, and faculty had been positive about returning to in-person and much of that could be attributed to the attitudes and perspectives members of the University took to returning to campus and wanting to make it a successful year.

President Benarroch expressed his hope that Senators would have a restful and projective summer.

The meeting was adjourned at 3:23 p.m.

These minutes pages 1 to 15, together with the agenda, pages 1 to 243, and the presentation, *Strategic Planning – Where We Are Today*, comprise the minutes of the meeting of Senate held on June 21, 2023.