

**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**

---

**Members Present**

Dr. M. Benarroch,  
Chair  
Mr. E. Abanto  
Dr. A. Abra  
Prof. K. Anderson  
Prof. M. Anderson  
Ms. N. Andrew  
Prof. J. Arino  
Ms. M. Babb  
Prof. L. Balneaves  
Prof. D. Beach  
Ducharme  
Prof. R. Biscontri  
Rectrice S. Bouffard  
Very Rev. R. Bozyk  
Dean D. Brown  
Prof. A. Bunt  
Prof. D. Byrne  
Prof. M. Campbell  
Ms. Y. Cha  
Prof. C. Charles  
Prof. J. Chen  
Prof. R. Chernomas  
Prof. D. Churchill  
Prof. N. Cicek  
Prof. S. Ciurysek  
Prof. M. Davidson  
Mr. T. Dobrowney  
Prof. M. Docker  
Prof. A. Doshi  
Ms. M. Dumontet  
Prof. P. Eck  
Prof. P. Ferguson  
Prof. S. Ferris  
Prof. C. Figley  
Ms. C. Follows  
Dean M. Friesen  
Prof. J. Gamble  
Ms. H. Garber  
Prof. J. Ghomeshi  
Prof. N. Greidanus  
Prof. S. Herath  
Dr. D. Hiebert-Murphy

Acting Dean R. Hoppa  
Mr. C. Ives  
Dean R. Jochelson  
Ms. T. Karuhogo  
Prof. E. Keating  
Prof. M. Kramer  
Prof. S. Kuss  
Prof. T. Lakowski  
Acting Dean R. Lastra  
Prof. K. Levasseur  
Dean M. Locher  
Prof. H. Luo  
Prof. L. MacDonald  
Prof. N. MacLeod  
Schroeder  
Prof. M. McKenzie  
Chancellor A. Mahon  
Prof. P. Mai  
Dean K. Main  
Prof. D. Martin  
Prof. H. Marzban  
Dean P. Nickerson  
Mr. U. Nwankwo  
Ms. L. O'Hara  
Prof. D. Oliver  
Dr. M. Pinto  
Prof. S. Prentice  
Dean L. Raman-Wilms  
Ms. H. Rezasoltani  
Prof. K. Rochon  
Dean M. Scanlon  
Ms. L. Schnarr  
Prof. T. Scribbans  
Ms. C. Shaw  
Prof. M. Shaw  
Prof. J. Sinclair  
Ms. R. Smith  
Mr. G. Sobie  
Prof. J. Sorensen  
Prof. R. Souleymanov  
Dean J. Stewart  
Prof. S. Strachan  
Prof. J. Thorpe  
Prof. G. Tranmer  
Dean R. Urbanowski

Prof. S. Webber  
Mr. J. Leclerc,  
University Secretary  
Dr. S. Coyston,  
Recording Secretary

**Assessors Present**

Mr. J. Adams  
Dr. T. Chen  
Prof. A. Farenhorst  
Ms. C. Cyr  
Prof. D. McNeill  
Dr. C. Miller  
Dr. T. Peter  
Mr. L. Pittman  
Dr. G. Smith  
Prof. D. Sutherland  
Prof. E. Thomson  
Dr. M. Torchia  
Prof. H-J Wieden  
Mr. C. Yendt

**Regrets**

Dr. C. Adams  
Prof. J. Anderson  
Mr. B. Behboodie Nejad  
Prof. S. Clark  
Prof. R. Coates  
Dr. C. Cook  
Mr. A. Diego  
Prof. M. Garcia-  
Holguera  
Prof. J.-E. Ghia  
Ms. C. Granberg  
Prof. M. Hudson  
Dean E. Jurkowski  
Ms. C. Kachulak  
Dean A. Kelekis-  
Cholakis  
Ms. V. Koldingnes  
Prof. K. Kumar  
Prof. F. Laurencelle  
Prof. D. Lobb

Prof. K. McManus  
Mr. C. McNab  
Dean B. Mark  
Mr. M. Moore  
Prof. M. Morris  
Prof. J. Patzer  
Prof. J. Peeler  
Dean S. Pflugmacher  
Lima  
Dr. D. Radi  
Prof. T. Reeve  
Dean B. Silvestre  
Dr. D. Stewart  
Prof. A. Stewart-  
Tufescu  
Prof. G. Thompson  
Dean M. Yellow Bird  
Prof. F. Zeiler

**Absent**

Mr. A. Aghajani  
Ms. J. Biz  
Prof. W. Bonness  
Dean N. Dyck  
Ms. A. Groeneveld  
Prof. A. Halayko  
Prof. M. Hart  
Ms. A. Laureano  
Prof. J. Mammei  
Ms. K. Mashru  
Ms. E. Masresha  
Prof. M. Rafay  
Ms. B. Usick  
Prof. BC Wang

**Also Present**

Ms. C. Davidson  
Prof. D. Delay  
Ms. K. Evans  
Prof. S. McKenna  
Ms. J. Marchant  
Prof. P. Perkins  
Ms. L. Orsak-Williams

Ms. M. Sabourin  
Ms. M. Watson  
Ms. M. Yoshida

President Benarroch observed that December 6 is the National Day of Remembrance and Action on Violence Against Women. The Price Faculty of Engineering had marked the somber day with a brief ceremony to pay respect to the fourteen women murdered at École Polytechnique in 1989.

The Chair informed Senate that the Speaker was Professor Shawna Ferris, Faculty of Arts.

## **I MATTERS TO BE CONSIDERED IN CLOSED SESSION**

### **1. Report of the Senate Committee on Honorary Degrees [November 21, 2023]**

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.

## **II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

- |  |          |
|--|----------|
| <b>1. Report of the Senate Committee on Curriculum and Course<br/><u>Changes on Course and Program Changes</u></b>                     | Page 5   |
| <b>2. Report of the Faculty Executive Committee of the Faculty<br/><u>of Graduate Studies RE: Department of Indigenous Studies</u></b> | Page 157 |
| <b>3. Reports of the Faculty Council of the Faculty of<br/><u>Graduate Studies</u></b>   |          |
| <b>a) <u>RE: Department of Animal Science</u></b>  | Page 158 |
| <b>b) <u>RE: Department of Community Health Sciences</u></b>   | Page 162 |
| <b>c) <u>RE: Department of English, Theatre, Film &amp; Media</u></b>  | Page 169 |
| <b>d) <u>RE: Faculty of Kinesiology and Recreation Management</u></b>  | Page 174 |
| <b>e) <u>RE: Department of Occupational Therapy</u></b>  | Page 180 |
| <b>f) <u>RE: College of Pharmacy</u></b>   | Page 186 |
| <b>g) <u>RE: Department of Political Studies</u></b>   | Page 192 |
| <b>h) <u>RE: Department of Psychology</u></b>  | Page 200 |
| <b>i) <u>RE: Faculty of Social Work</u></b>  | Page 203 |
| <b>j) <u>RE: Department of Sociology and Criminology</u></b>   | Page 219 |

Professor Ferris 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;
- Report of the Faculty Executive Committee of the Faculty of Graduate Studies concerning the Department of Indigenous Studies, effective for the next available term;
- Reports of the Faculty Council of the Faculty of Graduate Studies concerning the following units, effective for the next available term:
  - Department of Animal Sciences
  - Department of Community Health Sciences
  - Department of English, Theatre, Film & Media
  - Faculty of Kinesiology and Recreation Management
  - Department of Occupational Therapy
  - College of Pharmacy
  - Department of Political Studies
  - Department of Psychology
  - Faculty of Social Work
  - Department of Sociology and Criminology.

CARRIED

### III MATTERS FORWARDED FOR INFORMATION

#### 1. In Memoriam

##### a) Sheila Andrich

Page 224

Ms. Shaw offered a memorial tribute to Sheila Andrich who joined the University of Manitoba in 1988. Ms. Andrich held an appointment in the Education Library until 1997 when she transferred to the Elizabeth Dafoe Library to join the reference department, with responsibility for psychology and women's studies. Ms. Andrich retired from the University in 2008.

##### b) Dr. Michael Angel

Page 225

Ms. Babb offered a memorial tribute to Dr. Michael Angel, who retired from the University of Manitoba in 1999 as Associate Head of the University library system. Dr. Angel served for many years in executive positions with the Manitoba Library Association and the Canadian Library Association.

##### c) Dr. Vivian Bruce

Page 226

Dean Scanlon offered a tribute to Dr. Vivian Bruce, who had retired from the former Department of Human Nutritional Sciences after spending her entire career at the University of Manitoba in what was originally the School of Home Economics, subsequently became the Faculty of Home Economics, and eventually was the former Faculty of Human Ecology. Dr. Bruce's expertise was in nutrition. She and the late Dr. Bruce McDonald collaborated on pioneering research that established the nutritional qualities of canola oil and its effectiveness in lowering blood cholesterol. Their research

essentially changed Canada's agricultural landscape as canola oil became the third-largest edible oil globally. For her important contributions, Dr. Bruce was named to the Order of Manitoba in 2019.

2. **Report of the Senate Committee on Awards** Page 227  
**[October 4, 2023]**
  
3. **Correspondence from Vice-Provost (Academic and Planning)**  
**RE: Extension of Suspensions of Admissions, Approval**
  - a) **Bachelor of Human Ecology (Family Social Sciences) and Bachelor of Human Ecology (Family Social Sciences) After-Degree, Rady Faculty of Health Sciences** Page 237
  
  - b) **Master of Arts in Icelandic Language and Literature, Faculty of Arts** Page 239

#### **IV REPORT OF THE PRESIDENT**

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

President Benarroch reported that he had spoken briefly with the Deputy Minister of Advanced Education and Training about several priorities and commitments identified in the government's mandate letter for the Ministry, including to: respect universities as self-governing institutions; work with universities to deliver high-quality affordable education; train more doctors and nurses, including by creating ten new doctor training seats at Brandon University; restore international student health coverage, which the University has been lobbying for; repeal Bill 33, the *Advanced Education Administration Amendment Act*; increase funding for Research Manitoba; create clinician-research chairs at health care centres of excellence; and increase funding for student bursaries and financial aid. With respect to the plan to create ten new doctor training seats at Brandon University, President Benarroch said preliminary discussions had taken place within the UM with the Dean, Rady Faculty of Health Sciences and Max Rady College of Medicine, and externally with Brandon University, the Brandon Regional Health Authority, and the province. President Benarroch anticipated that the University would have a central role as the government worked to fulfill these and other priorities and commitments outlined in the mandate letter.

President Benarroch offered two observations on the environment at the University in recent weeks, in the context of the war in the Middle East. First, he commented on the number of times he had had to publicly defend academic freedom, which reflects that universities are being monitored closely for statements on and activities related to the conflict. Second, the University had heard from students on all sides that they were feeling more insecure. President Benarroch said it was incumbent on all members of the University community to ensure students feel safe and respected on campus. He expressed his wish for peace in the world.

## **2. Presentation: Campus Safety**

The Chair invited Dr. Hiebert-Murphy, Provost and Vice-President (Academic), and Ms. Andrew, Vice-President (Administration), to make a presentation on campus safety. A copy of the presentation, *Safer Campuses*, is appended to the minutes of the meeting, with one typographical correction noted on slide 6.

Dr. Hiebert-Murphy remarked that this day - the National Day of Remembrance and Action on Violence Against Women – was a stark reminder that universities have not always been equally safe places for all members of their communities. There was a universal wish that greater progress might have occurred in the years since December 6, 1989. Yet, events that occurred at the University of Waterloo in June were a poignant reminder of ongoing challenges, as are instances of violence on some campuses as the current Israeli-Hamas conflict continues. Dr. Hiebert-Murphy said there is considerable work to do, to make the University's campuses safe places where all members of the community are safe to learn and to engage in dialogue, including about difficult and unsettling or challenging issues. The presentation provides an overview of where the University is at on this work.

President Benarroch invited questions and comments following the presentation.

Dr. Peter, Vice-Provost (Academic Affairs), encouraged units that want to know more about Security Services and the various services it provides to invite Mr. Perrier, Director, Security Services, to give a presentation. She had been surprised to learn of the breadth of services provided, as well as the thought and consideration given to both providing the services and hiring.

Professor Prentice wanted to understand the relationship of Security Services to the campus community, as some members of the community might have concerns about oversight. She asked if an advisory committee worked with the unit to build relationships and serve as a forum for ongoing discussion of issues concerning to some community members.

Ms. Andrew said the Safety Committee includes representatives from many of the supporting offices listed on slide 6 of the presentation. She indicated that her office would be holding a series of townhall discussions to talk about a holistic approach to campus safety, as Security Services is only one component.

Dr. Chen, Vice-Provost (Equity), said her office has established an ad hoc Safety Committee, with representatives of various groups including particularly those concerned about violence. The objective for the ad hoc Committee, working closely with the Office of the Vice-President (Indigenous), is to build community by working with the groups to understand what they feel is most important in terms of creating a community and spaces where they can feel safe on campus, and to provide leadership to arrive at, rather than impose solutions for the communities. The Committee recognizes there are diverse opinions within impacted communities regarding whether individuals feel safe.

Mr. Nwankwo asked if there was any mechanism to document or correct the behaviour of Safety Officers, to protect both members of the University community and the Safety Officers; for example, through the use of body cameras.

Ms. Andrew said there was no plan to introduce body cameras at this point in time. To increase safety, the University has installed closed circuit television (CCTV) cameras at many locations across its campuses and Security Guards patrol in pairs where they are entering situations where there is a potential for escalation or violence. As it is not possible to anticipate every situation, the best approach would continue to be proper education and training of Security Guards, including not to enter into or to intervene in situations that might be unsafe but to wait for police or other services to arrive.

In response to a question, Ms. Andrew said there was no specific activity at either the Fort Garry or Bannatyne Campuses that prompted plans to institute the Institutional Safety Officer Program. She observed that postsecondary institutions across Canada had seen increased incidences of violence recently, including the University of British Columbia, where a security guard had been killed, and the University of Waterloo, where an instructor had been assaulted.

In response to a question, President Benarroch said he was aware of two instructors who had made requests for additional security outside their classrooms related to the Israeli-Hamas conflict. He did not know whether the instructors had received threats.

Professor M. Anderson said she appreciated the thoughtful reflection on how the goal of increased safety could undermine the psychological or emotional safety of individuals in certain populations. She asked whether, in addition to planned townhall discussions, there might be focused engagement sessions with particular communities that would be underrepresented or perhaps hesitant to voice concerns in a townhall context and education campaigns about different forms of safety, for example, related to increasing awareness of how Islamophobia, antisemitism, and other forms of discrimination threaten people's psychological and emotional safety.

Ms. Andrew supported the suggestion to engage through focus groups in addition to the townhalls. Dr. Hiebert-Murphy said her Office, together with the Office of the Vice-President (Equity) would develop a strategy to increase awareness of Islamophobia and antisemitism. She remarked that universities, as any place in society, must be places where individuals can safely engage in dialogue about these issues. So, it was important for all members of the community, including students, to understand the issues.

In response to a question about whether anything could be done to address persons with no association to the University entering buildings at night, Ms. Andrew said one approach might be to lock the buildings. She said the University is having discussions with Winnipeg Transit to determine if there is a way to work cooperatively to address the issue, as some of these individuals are persons who ride the buses to stay warm and the Fort Garry Campus is a fairly open place where people do come to stay warm. Ms. Andrew observed that issues of homelessness and mental health are not limited to the University but must be addressed across the City of Winnipeg. It will be necessary for the University to partner with community services to provide a solution.

## **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.

The following question was received from Professor Sorensen, Faculty of Science:

The final exam schedule for the Fall Term was released on November 14th — less than one month before the start of the exam period. Traditionally this schedule was released much earlier in the term, usually around the end of September. Having the schedule released this late in the term present numerous logistical challenges for both students and instructors. There is a particular challenge in assigning Teaching Assistants for exam invigilation and marking. The student experience is also affected by the uncertainty over travel planning for the holiday period.

Can the President provide some assurance that the exam schedule will be released in a timely manner in future academic terms? Is the President able to provide some comment as to why the schedule was released so late in the term?

The following question was received from Professor Thomson, University of Manitoba Faculty Association (UMFA) Assessor:

Final exam dates were announced late in this autumn term, only becoming available to students in mid-November. This causes burdens on students planning their travels around the holidays, including increased prices for later airline bookings which particularly affect international students. What is more, this exam period seems to involve an unusually high number of conflicts. As a result, faculty members have been approached with requests to compose multiple versions of exams, despite the difficulty of ensuring fairness and consistency across different versions. Were there any unusual circumstances that caused exam dates to be announced so late in the term? Would it be possible to announce the exam schedule earlier in future terms?

President Benarroch invited Mr. Adams, University Registrar and Executive Director, Enrolment Services, to respond.

Mr. Adams said the final exam schedule is normally available in the first two weeks of October. Producing the schedule this early is of benefit to faculty and staff for planning and to provide clarity to students regarding the timing of their final examinations. Production of the Fall 2023 final exam schedule was delayed, which Mr. Adams recognized had caused challenges. He identified several factors that contributed to the delay, including (i) technical issues arising from an upgrade to the exam scheduling software, which had to be resolved before data could be input into the system; (ii) unexpected staff shortages in the Office of the Registrar and Enrolment Services (ORES); (iii) delayed submissions from some faculties with course information needed to create the exam schedule, which the ORES can normally accommodate but could not this fall when combined with the first two challenges. Mr. Adams said, with respect to the exam scheduling software, that it is normally very reliable and the ORES anticipates the challenges experienced with the software upgrade represent an isolated incident.

Mr. Adams said the ORES will continue to set a goal to release the final exam schedule for the Fall term in early- to mid-October each year. He reiterated that the delay this year could be attributed to an unexpected series of events and he anticipated a return to the normal release dates next fall.



President Benarroch restated an apology that had been communicated by the Provost concerning the delay. He indicated that, in future, should there be any delay in preparing the final exam schedule, the ORES would endeavour to communicate the issue to faculty, staff, and students, so they could plan for a later release.

**VI**     **CONSIDERATION OF THE MINUTES  
OF THE MEETING OF NOVEMBER 1, 2023**

**Professor Prentice MOVED, seconded by Dean Nickerson, THAT the minutes of the Senate meeting held on November 1, 2023, be approved as circulated.**

**CARRIED**

**VII**     **BUSINESS ARISING FROM THE MINUTES** - none

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

**1.     Report of the Senate Executive Committee** Page 241

Professor Ferris said the Senate Executive Committee met on November 22, 2023. The comments of the Committee accompany the reports on which they were made.

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

Professor Oliver reported that the Senate Planning and Priorities Committee did not meet in November, as no items of business were received.

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

**1.     Reports of the Faculty Council of the Faculty of  
Graduate Studies**

**a)     RE: Revisions to English Language Exemption List,  
Faculty of Graduate Studies** Page 242

Dean Main said the Faculty of Graduate Studies was proposing to add five countries to the English Language Exemption List, as set out in the attachment to the Report, for consistency with changes previously approved by Senate (November 4, 2020; June 21, 2023) for admission to undergraduate programs.

**b)     RE: Asper School of Business** Page 243

Dean Main briefly reviewed a proposal from the Asper School of Business to amend the supplementary regulations for the M.B.A. program concerning admission tests. Specifically, to: (i) increase the minimum required score on the Graduate Management Aptitude Test (GMAT) from 500 to 550 (or equivalent GRE score); (ii) exempt applicants with a minimum Admission Grade Point Average of 3.30, who have met all other

admission requirements, from submitting a GMAT or GRE score; (iii) exempt applicants who hold the designation Professional Engineering (P.Eng.) from the GMAT or GRE requirement.

**c) RE: Proposed Co-operative Education / Industrial Internship Option, Master of Engineering in Biosystems Engineering, Department of Biosystems Engineering** Page 248

Dean Main reviewed a proposal from the Department of Biosystems Engineering to modify the M.Eng. in Biosystems Engineering to include a Co-operative Education / Industrial Internship Option. The proposal would require the introduction of one course, ENG 7800 Biosystems M.Eng. Co-op/IIP Work Term. Students who opt to complete the Co-operative Education Option would be required to complete at least 50 percent of the required coursework for the degree before they could register for ENG 7800.

**Dean Main MOVED, seconded by Professor Biscontri, THAT Senate approve the Reports of the Faculty Council of the Faculty of Graduate Studies concerning the following units, effective for the next available term:**

- Faculty of Graduate Studies
- Asper School of Business
- Department of Biosystems Engineering.

**CARRIED**

**2. Report of the Senate Committee on Curriculum and Course Changes RE: Major Curriculum Revisions, Department of Biological Sciences, Faculty of Science** Page 255

Professor McNeill said the Senate Committee on Curriculum and Course Changes (SCCCC) had met on October 26<sup>th</sup> to consider a proposal from the Department of Biological Sciences, Faculty of Science, for major modifications to the Bachelor of Science (Major) and Bachelor of Science (Honours) in Biological Sciences. The proposal arose from recommendations in an academic program review completed in 2016. The current curriculum requires students to complete one of five Theme areas upon entry to the program. As the structure of the existing programs is not sufficiently flexible, it is not feasible for students to readily move between Theme areas. The Department is proposing to replace the Theme structure with a core program and two optional concentrations, including the Ecology and Evolutionary Biology Concentration and the Molecular, Cellular, and Systems Biology Concentration.

Professor McNeill said, under the modified curriculum, students would enter the core program for either the Major or Honours degree and subsequently could elect to declare one of the concentrations. Students would be encouraged to decide on a concentration early in their program. The curriculum requires students to complete either BIOL 2300 Principles of Ecology or BIOL 2390 Introductory Ecology. Students who intended to complete the Molecular, Cellular, and Systems Biology Concentration would need to complete BIOL 2300, as it is a prerequisite to some upper year courses required in that Concentration. The structure of the curriculum would allow increased mobility for students, including to return to the core program if for any reason a student was not able to complete the concentration.

Professor McNeill said the course requirements for the two concentrations include the courses required in the core degree program plus 12 credit hours of 3000- and 4000-level courses from a discipline-specific list of courses created for each concentration.

Professor McNeill said the Department had provided a transition plan for continuing students. Those who had not yet declared one of the five Theme areas would have the option to declare a Theme area by August 31, 2024. Otherwise, they would transfer to the modified curriculum. Those who had already declared a Theme area would complete the current requirements but would have the option to make course substitutions as described in the transition plan included with attachments to the Report.

Professor McNeill said the Committee had commented on the absence of a requirement for an Indigenous content course in the modified curriculum, observing there would be opportunities to make connections between the Biological Sciences programs and Indigenous ways of knowing, particularly in the Ecology and Evolutionary Biology Concentration. The Committee suggested the Department consider incorporating an Indigenous content course in the core requirements for the degrees. At the meeting, a representative of the Department had indicated the unit is considering ways to include Indigenous content and would return a proposal in future.

**Professor McNeill MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Curriculum and Course Changes concerning major curriculum revisions, Department of Biological Sciences, Faculty of Science, effective for the 2024 Fall Term.**

President Benarroch said the question concerning Indigenous content had been noted at the Senate Executive Committee. The Faculty's commitment to bringing forward a proposal to introduce this content in future was also noted. The Office of the University Secretary will follow up with the Faculty in due course to request that an update on any progress toward this objective be provided to the Senate Executive Committee.

Professor Shaw remarked that the Department's proposal to modify the Biological Sciences degree programs was primarily driven by resource issues. He observed that, while the Faculty of Science had been successful in increasing enrolment over time, the number of faculty and physical infrastructure needed to support the larger enrolment had not increased. In the Department of Biological Sciences, student progression is sometimes delayed, including for students who meet the required minimum Degree Grade Point Average to continue in their program, because required third year courses are oversubscribed. Some with waitlists that are longer than the number of spaces available in the courses. In the absence of additional resources for teaching and teaching space, the Department has modified the programs, including to reduce the number of specific course requirements and increase flexibility in course choices, so students can successfully complete the programs.

The motion was **CARRIED**.

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

#### a) RE: Proposed Waitlist Management Policy, Asper School of Business

Page 291

Ms. Schnarr reported that, at its meeting on October 24, 2023, the Senate Committee on Admissions (SCADM) endorsed a proposal from the Asper School of Business to establish a *Waitlist Management Policy* for the Bachelor of Commerce (Honours) program. The objective is to maximize enrolment by ensuring all available spaces in the program are filled each year. Under the proposed policy, the Faculty would extend offers of admission to applicants on a waitlist in rank order based on applicants' Adjusted Grade Point Average (AGPA) through the month of June. Beginning in July, offers would be made in rank order only to applicants on the waitlist who were residing in Canada. Applicants residing outside the country generally do not have sufficient time to secure a visa and travel to Winnipeg in time to commence their studies in the Fall Term.

**Ms. Schnarr MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning a proposed *Waitlist Management Policy* for the Bachelor of Commerce (Honours) program, Asper School of Business, effective for the 2025 Fall intake.**

**CARRIED**

#### b) RE: Revised Admission Requirements, Doctor of Medicine (Undergraduate Medical Education) Program, Max Rady College of Medicine

Page 294

Ms. Schnarr reported that, at the October 24<sup>th</sup> meeting, SCADM had endorsed a proposal from the Max Rady College of Medicine to revise the admission requirements for the Doctor of Medicine degree program. Specifically, to amend the requirement for an Indigenous content course that satisfies the Faculty of Arts' Indigenous course content requirement, which was recently approved by Senate (October 6, 2022) and would take effect for the 2025 Fall intake. The Faculty of Arts had since revised the criteria for courses that satisfy its Indigenous Content Requirement to stipulate those courses, "...must provide a broad view of the histories, treaties, rights, legal status, cultures and Indigenous Knowledge of the Indigenous peoples of North America with an emphasis on communities local to Manitoba." The College was concerned that potential applicants from out of province, as well as Manitoba applicants who do not benefit from receiving Manitoba-specific content in Indigenous content courses they have completed elsewhere, would be excluded from applying to the M.D. program. To address the concern, the College was proposing to amend the admission requirements to require that applicants have completed a course that satisfies all the criteria for a Faculty of Arts Indigenous content course except for the emphasis on communities local to Manitoba. Out of province and Manitoba students who had not received this content prior to admission would receive it as part of their program, as the content is embedded in the Indigenous health curriculum of the M.D. program.

**Ms. Schnarr MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning revised admission requirements for the Doctor of Medicine program, Max Rady College of Medicine, effective for the 2025 Fall intake.**

The motion was **CARRIED**.

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

**a) RE: Proposed Procedure on Student Reflections on Instruction and Courses** Page 299

Dr. Torchia reported that, at its meeting on October 12, 2023, the Senate Committee on Instruction and Evaluation (SCIE) endorsed a proposal to establish the *Student Reflections on Instruction and Courses (SRI)* procedure. The procedure relates to the parent policy on *Teaching Evaluation*, but it deals with only one component of teaching evaluations related to the SRI instrument. Dr. Torchia recalled that Senate had approved the SRI instrument at its meeting on May 13, 2020. At the same meeting, Senate received and referred the *Final Report and Recommendations, Teaching and Course Evaluation Review Sub-Committee* back to SCIE for further consideration. Subsequently, SCIE (February 17, 2022) had provided feedback on a draft of the proposed procedure related to language indicating multifaceted approaches to teaching evaluation and on a process to deal with inappropriate written comments from students. Feedback had also been sought from the University of Manitoba Faculty Association (UMFA), Canadian Union of Public Employees (CUPE), Deans Council, SRI Coordinators, and others, as detailed in the Report.

Dr. Torchia said the *Student Reflections and Courses (SRI)* procedure provides guidance on the operationalization of SRIs, including the use and evaluation of results. It also outlines the responsibilities of students, academic staff, and academic administrators, and support staff. Recommended revisions from SCIE had been incorporated into the final document, including, first, in section 2.15 of the procedure, to refer to the policies on *Respectful Work and Learning Environment (RWLE)* and *Sexual Violence* and, second, in Appendix A, under “Openness and Respect,” to refer to sections 2.10 and 2.15 of the procedure to emphasize that students have responsibility to ensure comments are respectful and appropriate.

Dr. Torchia informed Senate that SCIE had also approved a motion to strike a sub-committee to complete a review of the *Teaching Evaluation* policy and to gather information on best practices for teaching evaluation. A full review of the policy has not been carried out for several decades.

**Dr. Torchia MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning a proposed procedure on Student Reflections on Instruction and Courses (SRI), effective upon Senate approval.**

Professor Thomson observed that the recommendation was not consistent with the procedure, which identifies the Provost and Vice-President (Academic) as the approving body. Mr. Leclerc said the parent policy specifies that the Provost may approve procedures. Following a discussion with the Provost and the Chair of SCIE, the procedures had been placed on the Senate agenda for approval. Mr. Leclerc confirmed the recommendation was to approve the procedure as set out in the agenda, including with Senate’s delegation of authority for approving procedures to the Provost and Vice-President (Academic).

Referring to sections 2.11 and 2.12 of the procedure, Professor Bunt questioned whether the provision for instructors to opt out of, rather than opt into, having their quantitative data made available to students through a secure portal was sufficient to address concerns about bias, given research related to the SRI instrument shows that gender, racial, and other biases are reflected in students' responses.

Dr. Torchia said the Committee had discussed the issue. One objective for sharing the results with students was to reinforce for them that the information they provide through the SRI instrument has been received and that the information is valued. The processes established at the majority of U15 institutions provide for instructors to opt out of making the data available to students. One institution has a process for instructors to opt in. The proposed procedure is consistent with a long-standing practice at the UM to make the information available to students.

Professor Thomson, who is a member of SCIE, acknowledged there are concerns about the use of the SRI instrument, including whether the SRI scores are a meaningful reflection of the quality of instruction. He said SCIE had agreed to strike a sub-committee to carry out a review of the policy on *Teaching Evaluation* as it would involve a review of best practices for teaching evaluation.

**CARRIED**

**b) RE: Revised Regulations, Co-operative Education and Industrial Internship Program, Price Faculty of Engineering**

Page 310

Dr. Torchia reported that, at the October 12<sup>th</sup> meeting, SCIE endorsed a proposal from the Price Faculty of Engineering to revise the requirements to enter the Co-operative Education and Industrial Internship Program. Specifically, to remove the 90 credit hour-cap for eligibility to apply for the program. The Faculty found that the cap was a barrier to the program for some students. It was confident it could accommodate any increase in enrolment that might arise from the change. The Faculty was further proposing to revise the regulations to require that students return for one academic term following the completion of the final work term.

**Dr. Torchia MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revised academic regulations for the Co-operative Education and Industrial Internship Programs, Price Faculty of Engineering, effective September 1, 2024.**

**CARRIED**

**c) RE: Revised Graduation Requirements, Bachelor of Science (Major) in Physics and Astronomy, Faculty of Science**

Page 315

Dr. Torchia reported that, at the same meeting, SCIE had endorsed a proposal from the Faculty of Science to revise the graduation requirements for the Bachelor of Science (Major) in Physics and Astronomy, to require that students achieve a minimum grade of "C" in all required courses and required option courses, for consistency with the graduation requirements for other B.Sc.(Maj.) degree programs in the Faculty.

**Dr. Torchia MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revised graduation requirements for the Bachelor of Science (Major) in Physics and Astronomy, Faculty of Science, effective September 1, 2024.**

**CARRIED**

**5. Report of the Senate Committee on Nominations  
[November 24, 2023]**

Page 317

Professor Ferguson said that, since the last meeting, vacancies had arisen on several Senate committees, including for a faculty member on SCIE and for students on two other committees. Following an electronic poll conducted in November, the Senate Committee on Nominations was recommending members from the University community to serve on the committees, as detailed in the Report.

**Professor Ferguson MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Nominations [dated November 15, 2023].**

**CARRIED**

**X ADDITIONAL BUSINESS**

**1. MOMENTUM: Leading Change Together, University of Manitoba draft Strategic Plan, 2024-2029  
(for consultation)**

Page 321

President Benarroch said the draft strategic plan had been provided to the Board of Governors, for consultation, the previous day. He reported that there had been a good discussion with Board members.

Dr. Hiebert-Murphy led a consultation session on the draft strategic plan. A copy of the presentation, *MOMENTUM: Leading Change Together, Consultation on draft Strategic Plan, December 2023*, is appended to the minutes of the meeting. She acknowledged members of the Strategic Planning Committee, which had broad membership with a range of perspectives, for their work and robust discussions. She acknowledged Ms. Davidson, Academic Planning and Priorities Specialist, Office of the Provost, and Ms. Evans, Associate Director, Office of the President, for their work on integrating the feedback received from across the University community in the draft document.

Dr. Hiebert-Murphy said the strategic plan was intended to be a high-level document. Once it had been approved by Senate and the Board of Governors, an implementation committee would have responsibility for developing specific implementation plans. Academic and other units would also be asked to align their strategic and research plans, to move the University toward the priorities and goals identified in the institution's strategic plan.

Following the presentation and consultation, Dr. Hiebert-Murphy invited Senators to provide any additional comments they might have through an online feedback form available on the UM Strategic Plan website.

The Chair indicated that the final draft of the strategic plan would be brought to a future Senate meeting for approval.

## **XI ADJOURNMENT**

President Benarroch thanked Senators for their hard work during the Fall Term. He remarked, based on conversations with students, that it had felt like a normal year returning to University this fall, which President Benarroch said was due to the efforts of faculty members.

President Benarroch expressed his hope that Senators would have time for rest and renewal during the Winter Break and to enjoy the holidays.

The meeting was adjourned at 3:29 p.m.

These minutes pages 1 to 16, together with the agenda, pages 1 to 335, and the presentations titled *Safer Campuses* and *MOMENTUM: Leading Change Together, Consultation on draft Strategic Plan, December 2023*, comprise the minutes of the meeting of Senate held on December 6, 2023.



# Safer Campuses



**University  
of Manitoba**



# TRADITIONAL TERRITORIES ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Ojibwe-Cree, Dakota, and Dene peoples, and on the National Homeland of the Red River Métis.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

[umanitoba.ca](http://umanitoba.ca)



**University  
of Manitoba**

# Our Commitment

- Foster an inclusive, safe and welcoming environment
- Support our community members who experience targeted hate and violence
- Believe in the power and importance of equity, respect, and human dignity
- Bring about change through advocacy, action, research and comprehensive policies
- Take action for equity, diversity, inclusion, and accessibility
- Prioritize education, awareness, and support services.



# Who feels least safe at UM?

- transgender, Two Spirit and non-binary individuals
- minoritized sexual identities
- Indigenous students, faculty, and staff
- individuals with disabilities
- individuals of minority religious and cultural groups
- graduate students, postdocs, and other trainees
- racially marginalized individuals
- female students, faculty, and staff



# Currently underway

- Anti-Racism policy and training under development
- Anti-Ableism and Promoting Equity for Disabled Persons Project (led by Office of Equity Transformation) to include development of Anti-Ableism and Accessibility Policy in coming year
- Respectful Work & Learning Environment Policy & Procedure review
- Community building initiatives
  - Promoting Black Flourishing Fund
  - Accessibility Audit
  - Small-scale funding for student, staff, faculty-based initiatives to promote sense of inclusion and belonging
  - UMQueer reinvigoration



# Supporting Services & Offices

- Workplace Health and Safety programs
- Human Rights & Conflict Management
- Student Counselling
- Indigenous Student Centre
- Spiritual Care Center
- Student Groups
- Sexual Violence Resource Centre
- Student Advocacy
- Student Advisors
- Human Resources
- Rady Faculty of Health Sciences Office of **Anti - Racism**
- **Security Services**



# Security Services

- Assurance patrols (foot/vehicle)
- Incident and emergency response
- Security infrastructure management
  - CCTV, blue poles/red phones, alarm services, mass notification systems
- Safety programs
  - Safe walk/safe ride
- Consultation and advisory services
  - Eg: Faculty safety assessments, campus lighting project



# Institutional Safety Officer Program





# Bridging the Gap

Authority	Function	
Security Guard	<ul style="list-style-type: none"><li>• The Highway Traffic Act</li><li>• The Intoxicated Persons Detention Act</li><li>• The Mental Health Act</li><li>• The Petty Trespasses Act</li><li>• Liquor, Gaming and Cannabis Control Act</li><li>• Smoking and Vapour Products Control Act</li></ul>	No
ISO	<ul style="list-style-type: none"><li>• The Highway Traffic Act</li><li>• The Intoxicated Persons Detention Act</li><li>• The Mental Health Act</li><li>• The Petty Trespasses Act</li><li>• Liquor, Gaming and Cannabis Control Act</li><li>• Smoking and Vapour Products Control Act</li></ul>	Yes



# Significant Commitment to Training

Legal authorities and individual rights

Crisis intervention, de-escalation

Equipment

Mental health

Equity, diversity, cultural awareness

Use of force



# Uniforms/Equipment

## Current Uniforms

- protective vests (stab and projectile protection), defensive batons, cut resistance gloves for sharps protection, handcuffs, radio, flashlight, and smartphone.
- nitrile gloves, naloxone spray, CPR one-way valve, a tourniquet, a small utility knife (out of view) for first aid, freeing a seatbelt, cutting a rope.

## New items under ISO

- ID Card with provincial markings on the vest,
- new crests (Peace Officer and Institutional Safety Officer)
- a defensive/distance protection tool – Gel propellant.



# Accountability and Trust

- Comprehensive training
- Commitment to equity diversity and inclusion
- Policies and Standard Operating Procedures
- Emergency response plans
- Transparency (monthly reporting)
- Review and complaint process



# Accountability and Trust

## Conduct Complaints (including behavior and use of force)

- Internal documentation and review process for use of force being finalized
- ISO Code of Conduct and Independent Investigation process
- Respectful Work & Learning Environmental (RWLE)



# Next Steps

- Complete ISO training for all of the Security team
- Transition to new uniforms
- Communicate new program to UM Community including town hall forums.
- Make full transition to ISO in early 2024





[umanitoba.ca](http://umanitoba.ca)



**University  
of Manitoba**



**University  
of Manitoba**





**DATE:** November 27, 2023

**TO:** Jeff Leclerc, University Secretary

**FROM:** Michael Benarroch, Ph.D., President and Vice-Chancellor  
Diane Hiebert-Murphy, Ph.D., Provost and Vice-President (Academic)

*M Benarroch*  
*Diane Hiebert-Murphy*

**RE:** For Consultation - **MOMENTUM: Leading Change Together, University of Manitoba draft Strategic Plan, 2024-2029**

---

Please find attached 'MOMENTUM: Leading Change Together, University of Manitoba draft Strategic Plan, 2024-2029'. Informed by community consultations, this draft plan is accompanied by an updated mission, vision, and core values, which has directed the Strategic Planning Committee in our ongoing work. Before the Committee presents a final plan to Senate and the Board of Governors for approval, we are seeking community feedback to ensure that it resonates and that the diversity of voices and perspectives that strengthen our community are reflected in our plans to achieve our collective aspirations.

We invite Senators and Board Members to read the draft plan and consider the following:

- Overall, does the tone and direction of the plan resonate?
- Do the updated mission, vision, and core values reflect the UM that you know?
- Do the three fundamental commitments ('Fostering a Vibrant Community', 'Advancing Reconciliation for Transformative Change', and 'Building a Sustainable Future') accurately reflect our collective priorities?
- Do the three interconnected strategic themes ('Creating Knowledge that Matters', 'Empowering Learners', and 'Reimagining Engagement') and accompanying goals provide us with the framework needed to move us forward?

Members are also encouraged to provide feedback on the above through an online feedback form. Details can be found on the UM Strategic Plan website at <https://umanitoba.ca/strategic-plan>.

Accordingly, please place this item on the agenda for the December 6, 2023, Senate meeting and the December 5, 2023, Board of Governors meeting.

**Cc:** Cassandra Davidson, Academic Planning and Priorities Specialist  
Kelsey Evans, Associate Director, Office of the President



University  
of Manitoba

# MOMENTUM:

## LEADING CHANGE TOGETHER

University of Manitoba Draft Strategic Plan, 2024-2029

---

November 24, 2023

# Contents

- 2 Traditional territories acknowledgment
- 3 How we got here
- 4 What guides us
  - Vision
  - Mission
  - Core values
- 6 Where we are going
- 12 How we get there

## Traditional territories acknowledgment

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Ojibwe-Cree, Dakota and Dene peoples, and on the National Homeland of the Red River Métis.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration.

---

## How we got here

Over the past year we have asked ourselves, how can we best come together? How can we inspire each other? How can we build upon the strengths of the University of Manitoba community to gain momentum and move forward our big ideas to solve the pressing issues of today and tomorrow? How can we lead change respectfully?

Phases one and two of the strategic planning process included extensive community consultations of more than 2,300 touch points with faculty, staff, students, alumni, and external partners at in-person and virtual consultation sessions and via an online survey. Through this process, our community expressed that our greatest strength was our people and asked that they be given opportunities to make meaningful contributions, from day-to-day activities, to advancing solutions with positive impact on those around us. We articulated our collective institutional identity and shared aspirations. We worked together to identify what is most important to our community and focused our attention on the issues and spaces in which we want to invest and effect real change.

Our guiding principles began to emerge, and we identified five broad themes in the *Where We Are Today* report, released in May 2023. These themes were refined through feedback from over 110 community members in June and July to ensure that the shared vision accurately reflected the community's aspirations for the coming years and our ability to meet the challenges facing higher education, the province, and our world. What we heard over the course of the consultations was an overwhelming desire to make impactful change and to be responsive to the needs of an increasingly diverse student body and the communities with whom we engage. We also heard how important it is to invest in our faculty, staff, and students, so that together we could lead this change.

With your input and guidance, the Strategic Planning Committee has developed a draft strategic plan that articulates what meaningful change will look like at UM and provides us with the direction needed to achieve our collective goals. The draft plan presented on the following pages defines our shared aspirations to be leaders in this change and recognizes the strong foundations we have built that have helped us get to where we are today.

Accompanying the draft plan are updated mission and vision statements and core values for the University of Manitoba. These have been informed by what we heard during the community consultations and have guided the Committee in its work developing our next strategic plan.

We invite the community to review this draft plan and let us know your thoughts and feedback on whether the tone and direction of the plan resonates and moves forward our shared aspirations.

---

# What guides us

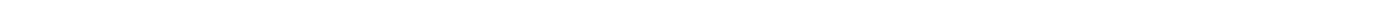
## **Vision**

The University of Manitoba will be a thriving community, strengthened by Indigenous knowledges and perspectives, leading change that makes meaningful impact in our province and wider world.

## **Mission**

Together, we create, share, preserve and apply knowledge in partnership with the diverse communities that contribute to and strengthen the University of Manitoba, for the cultural, social, and economic well-being of the people and communities of Manitoba, Canada, and the world.

As a university located on the original lands of Anishinaabeg, Cree, Ojibwe-Cree, Dakota and Dene peoples, and on the National Homeland of the Red River Métis, we work in collaboration with Indigenous communities to their benefit and in the spirit of Reconciliation, supporting success, and upholding Treaty rights.



## Core values

### **Belonging**

We foster trust, acceptance, and mutual respect, rooted in human rights and dignity of all. We are a community that strives to create the conditions for all in our university community to be their authentic selves. We change systems and structures that exclude. We empower success through our dedication to decolonization, Indigenization, and to a campus community that centers equity, accessibility, diversity, inclusion, and, ultimately, belonging.

### **Curiosity**

We value the pursuit of knowledge and uphold academic freedom. We celebrate curiosity and its essential role in learning, research, scholarly work, and creative activity. Our teaching, research, and engagement empowers the creation and dissemination of knowledge in all its forms, including Indigenous knowledges and ways of knowing, as a powerful tool for fostering deeper understanding, creating new connections, and addressing society's most pressing issues.

### **Impact**

We find solutions to important societal, cultural, economic, and environmental issues. We create global citizens through collaboration, inclusivity, empathy, and valuing diverse ways of knowing. We center community relations as we participate in the process of decolonization, and contribute to positive and meaningful change in Manitoba, Canada, and the world.

### **Integrity**

We take tangible actions to keep each other accountable to maintain high ethical standards and ethical stewardship. We have a shared commitment to Reconciliation, human dignity, open dialogue, transparency, and collegial governance.

### **Well-Being**

We advance the personal and professional growth and academic success of our community members. Grounded in an ethos of respect and compassion for each other and our community, we cultivate a supportive environment that embraces the values of mino-pimatisiwin (good life) and mino-ayawin (good health), placing high value on physical, mental, social, emotional, and environmental well-being.

---

# Where we are going

The University of Manitoba, strengthened by Indigenous knowledges and perspectives, is committed to respectfully leading change that makes meaningful impact in our community, province, and wider world.

To guide us as we move forward together, we are informed both by our core mission and by fundamental commitments to fostering a vibrant community, advancing Reconciliation for meaningful change, and building a sustainable future.

## **FOSTERING A VIBRANT COMMUNITY**

We cultivate a community rooted in equity that fosters diversity, human dignity, inclusivity, respect, well-being, and care, while acknowledging and addressing concerns and challenges with underlying structures. We commit to narrowing systemic inequities, removing barriers, and creating the conditions for all to thrive. By upholding the foundational tenet of academic freedom, we foster a vibrant and dynamic intellectual environment that strengthens our community through the free exchange of ideas and pursuit of knowledge.

## **ADVANCING RECONCILIATION FOR TRANSFORMATIVE CHANGE**

We walk together to advance Reconciliation. The University of Manitoba acknowledges and atones for both past and ongoing harms. We take action to change behaviour and move forward to establish and maintain mutually respectful relationships between Indigenous and non-Indigenous Peoples. By addressing root causes of inequities, we work towards social change and a more just and equitable future.

## **BUILDING A SUSTAINABLE FUTURE**

We meet the needs of today without compromising those of future generations. We pursue societal, cultural, economic, and environmental sustainability and address the impacts of climate change through our actions and operations—through ethical decision-making, continuous improvement, and the integration of sustainable practices into everything we do.

---



Grounded in these fundamental commitments, the 2024-2029 strategic plan is built on three interconnected strategic themes and their accompanying goals: creating knowledge that matters, empowering learners, and reimagining engagement.

**CREATING KNOWLEDGE THAT MATTERS**

We recognize diverse ways of knowing and acknowledge the value of work across academic disciplines. We celebrate the ideas that emerge, not in isolation, but through connecting as a community. We will advance research, scholarship, and creative pursuits that make an impact on the world around us.

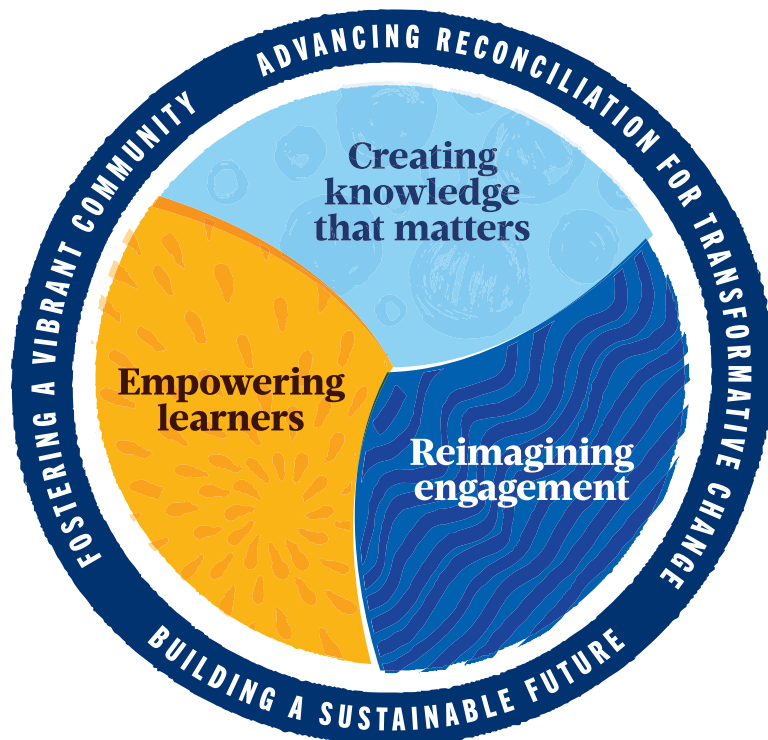
**EMPOWERING LEARNERS**

We recognize the essential role our institution serves in providing learners with the tools they need to succeed in a changing landscape. We will be more innovative in the delivery of our academic programs and supports, and in our commitment to accessible education, meeting the evolving needs of learners and of an increasingly diverse student body.

**REIMAGINING ENGAGEMENT**

We succeed as a community by reimagining how we engage—with one another, with our external partners, and with the environment that surrounds us. We will identify and address inequities that exist in our current relationships, systems, and structures to create the conditions required for all to thrive, today and in the future.

These strategic themes centre our collective intentions and provide us with the framework through which we gain momentum and move forward together as an institution.



## Creating knowledge that matters

Knowledge, in all its multi-faceted forms, can transform culture, advance understanding, and create positive societal and environmental impact. As the province's largest and most research-intensive university, we lead in responding to emerging issues across diverse disciplines and areas of expertise. We positively impact our communities while amplifying Manitoba's voice on the world stage.

Our commitment to creating knowledge that matters drives ground-breaking research and creative activities. We are ignited by a curiosity to identify, and solve important, complex problems, and promote evidence-based decision making. Strengthened by Indigenous knowledges and research, we bring together different ways of knowing and recognize that knowledge exchange is about building reciprocal relationships. Together, we are positioned to lead change in areas such as social justice, climate action, and the health and well-being of diverse communities. Our leadership extends to scholarly and creative pursuits that advance our understanding of each other and the world around us.

It is important to celebrate and value work across academic disciplines and recognize that knowledge comes in many iterations and forms. To succeed, we need to provide the opportunities and spaces to connect, collaborate, share, and promote meaningful knowledge creation and exchange, in partnership with communities, industry, organizations, and other groups. By building respectful and reciprocal relationships with Indigenous communities, we create opportunities for capacity-building, support self-determination, and advance decolonization.

**In leading change, UM will demonstrate advancements in exceptional research, scholarship, and creative activities to create knowledge that matters and that positively impacts the communities with whom we engage. UM will be increasingly sought out for our expertise and recognized for our contributions.**

To gain momentum in creating knowledge that matters, UM will:

**Inspire knowledge creation by supporting and promoting an environment of excellence.**

Through this work, we will:

- Expand initiatives that provide faculty members and staff with opportunities to succeed in their research, scholarship and creative activities.
- Increase opportunities for students to participate in different ways of knowledge creation and exchange as part of their learning experience.
- Foster a diverse community of talented researchers, scholars, and creators, recognizing the value of new perspectives and different ways of knowing.

**Identify sustainable and high-impact solutions through increased collaboration and connection across our campuses.**

Through this work, we will:

- Encourage strong disciplinary-focused research, scholarly activities, and creative pursuits while also increasing opportunities for inter- and multi-disciplinary endeavors.
- Connect different ways of knowing to identify innovative solutions that address major challenges faced today and tomorrow.
- Identify strengths to elevate UM's expertise on the local, national, and international stage, as informed by the Strategic Research Plan.

**Build reciprocal relationships with communities to anticipate and identify solutions to emerging societal, cultural, economic, and environmental needs of Manitoba and beyond.**

Through this work, we will:

- Increase investments to support more community-based research and to develop authentic relationships with community partners.
- Foster a reciprocal knowledge exchange network with community partners to work collaboratively on pressing issues.
- Promote UM expertise with communities to encourage the widest-possible use of our knowledge creation.

## Empowering learners

Teaching and learning are at the core of the University of Manitoba—we are committed to providing an inspiring, accessible, high-quality education and an exceptional student experience. An experience strengthened by a diversity of communities, voices, worldviews, and ways of knowing. We promote life-long curiosity that allows learners to navigate a complex and rapidly changing world confidently and critically. This curiosity will remain with our learners beyond their time at UM, providing them with the tools they need to realize their aspirations and make meaningful and sustainable contributions.

We recognise and embrace the increasingly diverse learners who choose UM to advance their studies. Indigenous Peoples have been, and continue to be, underrepresented in post-secondary education, and systemic change is needed to increase access to education. We are dedicated to advancing Reconciliation and promoting Indigenous success through Indigenization in our programming and by creating and fostering an inclusive and supportive learning environment. With more newcomers choosing Manitoba as their home, we welcome increasing numbers of first-generation and international students, enriching our institution's diversity of voices and perspectives. Enacting inclusive learning environments will help students to thrive no matter their background, experiences, or aspirations.

We bring the same curiosity and innovation we apply to our research, scholarly activities, and creative pursuits, to our teaching and pedagogy to deliver high-quality and meaningful learning experiences. We identify and offer services and supports that address the changing needs of our student body, and we incorporate sustainable practices into how we teach and learn. We do so by recognizing the value of our faculty and staff in supporting our core mission, providing them with opportunities to collaborate and access to systems and supports they need to be successful in their roles.

**In leading change, UM will empower learners through academic learning experiences that meet the needs of an increasingly diverse student body, providing researchers, instructors, and learners with the knowledge and skills they need to achieve their goals.**

---

To gain momentum in empowering learners, UM will:

**Respond to changing needs of learners through the creation and advancement of supportive systems for learning and success.**

Through this work, we will:

- Continuously reflect on and advance pedagogies that respond to the needs of diverse learners across their lives and careers, including innovative ways of learning and teaching.
- Direct supports and services to students to improve access, recognize diverse needs, and foster success, including supports for Indigenous students and systemically marginalized groups.
- Identify and incorporate flexible and sustainable practices in the delivery of academic programs and courses.

**Build sustainable futures for learners by increasing opportunities for innovative and meaningful learning experiences.**

Through this work, we will:

- Ensure students are exposed to Indigenous knowledge systems and ways of knowing, and have opportunities to participate in, and benefit from, a variety of learning experiences, including but not limited to experiential learning, work-integrated learning, land-based learning, and community-engaged service learning.
- Increase opportunities for graduate and undergraduate students to connect with, and contribute to, diverse ways of knowledge creation through research, scholarship and creative activities.
- Expand opportunities for students to identify and develop the skills needed to succeed in a changing world.

**Foster an exceptional student experience by strengthening teaching and student support services across the university.**

Through this work, we will:

- Invest in supports to ensure faculty and staff have the tools needed to adapt to changing learning environments and to continue to provide high-quality learning experiences.
- Develop more initiatives to employ universal design and inclusive teaching methods that accommodate people with disabilities, varied learning styles, and diverse lived experiences.
- Increase opportunities for faculty and staff to collaborate on shared work to improve student success.

## Reimagining engagement

Community is the heart of our institution—each of us bringing our unique perspectives and diverse experiences. To lead change and succeed, we need to reimagine how we engage with one another.

This begins with creating an environment in which there is a greater sense of collegiality, trust, integrity, collaboration, and shared opportunities. To advance well-being and belonging among faculty, staff, and students, and create conditions in which we can thrive, we work to dismantle all forms of oppression and advance decolonization by addressing inequities in our systems, policies, culture, and structures, and upholding human rights.

Engagement does not stop at the boundaries of our campuses and must include surrounding communities, alumni, industry, and other partners with whom we interact.

We engage through our academic programs, our research, and our community outreach. We centre authentic and reciprocal relationships to pursue innovative solutions together. We welcome surrounding communities to our campuses as a destination for the arts, culture, and sport.

We understand that engagement also extends to our interaction with the physical environment around us, from taking action to counter the impacts of climate change to redefining our spaces. We commit to sustainable practices that preserve and protect our environment, promote stewardship for the benefit of current and future generations, and take climate action. We recognize that physical and digital space is vital to well-being, and we commit to redefining and reimagining our spaces to inspire, to create a sense of belonging, and to reflect the diverse needs of our community.

**In leading change, UM will be an institution of choice to learn, create, work and play. In reimagining engagement, we will connect and thrive as a community for today and tomorrow.**

To gain momentum in reimagining engagement, UM will:

**Advance social justice through centering decolonization in institutional transformation and through dismantling systemic and structural inequities.**

Through this work, we will:

- Foster a community environment that encourages full participation of systemically marginalized groups.
- Update academic and institutional policies to advance equity, accessibility, diversity and inclusion in academic programming, the workplace, and in community life.
- Become a preferred destination for Indigenous faculty, staff, and students, informed by institutional Reconciliation action plans.

**Strengthen and build relationships through meaningful and authentic engagement.**

Through this work, we will:

- Improve conditions and connections across our campuses that empower staff, students, and faculty to thrive and succeed by creating a culture of belonging, well-being, and inclusion.
- Increase opportunities for external partnerships and connections, expanding our impact across our province, including in rural, northern, and Indigenous communities, and becoming the university for Manitoba.
- Become a destination by welcoming more visitors to our campuses through community events and programming.

**Achieve sustainability targets through community decision-making processes and institutional initiatives.**

Through this work, we will:

- Build sustainable campuses designed to facilitate community building and community life, both for today and tomorrow.
- Reduce waste and greenhouse gas emissions to reach sustainability goals informed by our Climate Action Plan.
- Increase opportunities for faculty, staff, and students to engage in sustainability initiatives, through learning experiences, research, and community programming to advance the United Nation’s Sustainable Development Goals, locally and nationally.

# How we get there

## **Next steps—gaining momentum:**

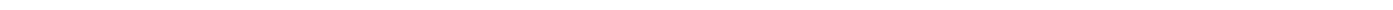
The University of Manitoba moves forward not only in making change, but in leading change. The next steps in the process will be to identify how we will meet the goals outlined in this draft plan, directed by our strategic themes, and focused by our fundamental commitments.

Following this round of community feedback, the Strategic Planning Committee will take what we heard to finalize the strategic plan to present to Senate and the Board of Governors for approval.

Once approved, a Strategic Plan Implementation Committee will be formed, led by the Provost and Vice-President (Academic), and including representatives from faculty, staff, and students. This new committee will be tasked with identifying the actions and initiatives we will take to implement the plan and gauge success moving forward, while remaining flexible and responsive to changing needs of the world around us. This will involve further engagement and consultation with our community to identify what actions will be taken across the institution to move the plan forward.

Thank you for taking the time to participate in this important process. We look forward to receiving your feedback on the draft strategic plan.

**Together, we will use this plan to gain momentum and respectfully lead change together to shape a brighter future for all.**



UMANITOBA.CA