

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. D. Hiebert-Murphy,
Acting Chair
Dr. A. Abra
Dr. C. Adams
Prof. K. Anderson
Prof. M. Anderson
Ms. N. Andrew
Prof. J. Arino
Prof. T. Arnold
Prof. L. Balneaves
Prof. M. Berton
Prof. R. Biscontri
Prof. W. Bonness
Dean D. Brown
Ms. A. Bruce
Prof. S. Bruce
Prof. A. Bunt
Prof. C. Charles
Prof. R. Chernomas
Prof. A. Chudyk
Prof. D. Churchill
Prof. N. Cicek
Prof. S. Ciurysek
Prof. S. Clark
Prof. R. Coates
Ms. O. Dingwall
Prof. M. Docker
Dean N. Dyck
Prof. P. Ferguson
Prof. S. Ferris
Prof. C. Figley
Prof. L. Fowler
Dean M. Friesen
Prof. N. Greidanus
Ms. J. Groisman
Prof. S. Herath
Acting Dean R. Hoppa
Mr. O. Jakpa
Mr. G. Jhanji
Ms. J. Ji
Dean R. Jochelson
Dean E. Jurkowski
Prof. E. Keating
Ms. V. Koldingnes

Dean U. Kothe
Prof. S. Kuss
Prof. T. Lakowski
Ms. T. Lanre Hassan
Prof. D. Lobb
Dean M. Locher
Prof. M. McKenzie
Prof. P. Mai
Dean K. Main
Prof. J. Mammei
Dean B. Mark
Prof. D. Martin
Prof. H. Marzban
Prof. D. Medoro
Prof. C. Miller
Dean P. Nickerson
Ms. L. O'Hara
Prof. D. Oliver
Prof. J. Peeler
Ms. A. Pham
Mr. C. Provost
Prof. M. Rafay
Dean L. Raman-Wilms
Prof. A. Raouf
Prof. B. Rose-Lovett
Dean M. Scanlon
Ms. A. Sharma
Ms. D. Sharma
Ms. C. Shaw
Prof. J. Sorensen
Prof. R. Souleymanov
Prof. V. Sparks
Dean J. Stewart
Prof. S. Strachan
Prof. V. Swain
Ms. J. Ticknor
Prof. G. Tranmer
Ms. V. Wainikka
Prof. D. Walker
Prof. BC Wang
Prof. S. Webber

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

Assessors Present

Mr. J. Adams
Dr. T. Chen
Ms. C. Cyr
Ms. R. Dhaliwal
Prof. S. Kirkland
Prof. K. Kumar
Prof. D. McNeill
Dr. T. Peter
Dr. D. Radi
Prof. J. Tichon
Dr. M. Torchia

Regrets

Mr. S. Batla
Dr. M. Benarroch
Rectrice S. Bouffard
Prof. J. Chen
Prof. A. Clay
Ms. E. Cromarty
Prof. A. Doshi
Ms. M. Dumontet
Prof. P. Eck
Prof. A. Farenhorst
Acting Dean A. Fredericksen
Prof. J. Gamble
Ms. F. Ganiyu
Prof. M. Garcia-Holguera
Ms. S. Han
Prof. M. Hudson
Dean A. Kelekis-Cholakis
Prof. F. Laurencelle
Prof. K. Levasseur
Chancellor A. Mahon
Ms. S. Marks
Prof. J. Patzer
Dr. M. Pinto

Prof. S. Prentice
Ms. L. Schnarr
Dean B. Silvestre
Dr. G. Smith
Ms. R. Smith
Mr. G. Sobie
Dr. D. Stewart
Prof. S. Teetzel
Dean R. Urbanowski
Prof. H-J Wieden
Dean M. Yellow Bird
Mr. C. Yendt

Absent

Very Rev. R. Bozyk
Prof. M. Campbell
Mr. D. Dai
Prof. M. Hart
Prof. M. Kramer
Prof. N. MacLeod
Schroeder
Prof. K. Rochon
Mr. R. Shami
Prof. M. Shaw
Prof. A. Stewart-Tufescu
Ms. S. Sudhakar
Ms. B. Usick

Also Present

Ms. C. Davidson
Ms. A. Di Ubaldo
Ms. M. McDermott
Ms. L. Orsak-Williams
Mr. J. Peyton
Dr. L. Reimer
Ms. L. Taylor
Ms. M. Watson
Ms. M. Yoshida

The Chair informed Senate that the Speaker of the Senate Executive Committee was Dean Kelley Main, Faculty of Graduate Studies.

The Chair welcomed newly elected and re-elected Senators.

The Chair informed Senate that it was the final Senate meeting for Acting Dean Hoppa, Faculty of Arts, Dean Yellow Bird, Faculty of Social Work, and Dr. Stewart, Executive Director, Student Support. She thanked them for their service on Senate.

I Matters to be Considered in Closed Session

1. Report of the Senate Committee on Honorary Degrees [June 13, 2024]

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

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| 1. Report of the Faculty of Graduate Studies Executive Committee RE: <u>Department of Community Health Sciences</u> | Page 4 |
| 2. Reports of the Faculty of Council of the Faculty of Graduate Studies on Course, Program and Regulation Changes | |
| a) <u>RE: Department of Chemistry</u> | Page 6 |
| b) <u>RE: Department of Civil Engineering</u> | Page 11 |
| c) <u>RE: College of Nursing</u> | Page 15 |
| d) <u>RE: Department of Plant Science</u> | Page 25 |
| 3. Report of the Senate Committee on Instruction and Evaluation RE: Revised Policy on Midpoint In-Training and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation, Undergraduate Medical Education Program, <u>Max Rady College Medicine</u> | Page 37 |
| 4. Report of the Senate Committee on Curriculum and Course Changes RE: Proposal to Close the Baccalaureate Program for Registered Nurses, College of Nursing, Rady Faculty of <u>Health Sciences</u> | Page 48 |

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

- **Faculty of Graduate Studies Executive Council on course and curriculum changes concerning the Department of Community Health Sciences, effective for the next available term;**
- **Senate Committee on Instruction and Evaluation concerning the revised policy on Midpoint In-Training Evaluation and Final In-Training Evaluation**

Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation, for the Doctor of Medicine program, Rady Faculty of Health Sciences, effective for the 2024 Fall Term;

- **Senate Committee on Curriculum and Course Changes concerning a proposal to close the Baccalaureate Program for Registered Nurses, College of Nursing, Rady Faculty of Health Sciences.**

CARRIED

III Matters Forwarded for Information

1. Truth and Reconciliation Framework, Time for Action (for consultation)

Page 61

Ms. Bruce introduced a discussion of the draft document, *Truth and Reconciliation Framework, Time for Action (May 24, 2024)*, which she characterized as an engagement framework. The draft *Framework* is one step in an ongoing process that was initiated roughly two years earlier. Informed by, and building on, many engagements that have taken place and work that is being done within the University community, it articulates a vision for the institution and will serve as a pathway to guide the development of reconciliation action plans in academic and administrative units.

Ms. McDermott, Indigenous Strategic Project Manager, Office of the Vice-President (Indigenous), spoke to the key components of the *Framework*. A copy of the presentation, *Truth and Reconciliation Framework: Taking Action, June 19, 2024*, is appended to the minutes of the meeting.

Ms. McDermott briefly reviewed the structure of the *Truth and Reconciliation Framework*, which sets out the *Framework* vision, principles, four overarching themes with sub-themes and initial actions, and next steps. The vision is to promote *mino-bimaadiziwin* (the good life or living well) and *mino-ayawin* (being in good health) as values of the University.

Ms. McDermott said the *Framework* sets out a Five Rs approach to advancing reconciliation at the University. The approach involves the five principles of respect, relevance, reciprocity, responsibility, and relationship, to be applied to work with Indigenous communities and ways of knowing in change processes.

The four themes and their associated sub-themes include:

- Create a sense of belonging: recruitment and retention
 - Student recruitment and retention practices
 - Faculty recruitment and retention practices
 - Support staff recruitment and retention practices
- Integrate Indigenous ways of knowing: policies, practices, languages and research
 - Culturally responsive policies and practices
 - Language revitalization
 - Anti-oppression knowledge, for non-Indigenous researchers, related to Indigenous histories

- Empowering learning: curriculum, programs, and cultural safety awareness
 - Enhancing curriculum with Indigenous knowledges
 - Supporting culturally appropriate training for students, staff and faculty
 - Ongoing anti-racism education, awareness and community-building
- Indigenizing spaces, places, and supports
 - Creating spaces and places for *mino-bimaadiziwin*
 - Exploring culturally appropriate housing and support

Ms. McDermott said the language “time for action,” in the working title for the *Framework*, reflects that there is a sense of urgency to advance reconciliation. She briefly reviewed the engagement sessions that either have taken place or are planned with various stakeholders within the University and with community partners, as detailed in the presentation. She invited feedback on the *Framework*, referring Senators to several questions set out in the memo from Ms. Bruce and Mr. Leclerc (dated May 24, 2024) and in the presentation. She pointed to an option to complete a feedback form on the website of the Office of the Vice-President (Indigenous).

Senators who offered feedback on the *Framework* unanimously expressed appreciation for the work that has been done by the Reconciliation Advisory Committee and the document’s authors. They offered suggestions for revisions and elaboration, as follows.

- To recognize that one aspect of reconciliation is to acknowledge the harms that have occurred, it was suggested that, in the section “How we got here,” the paragraphs under the heading “Understanding the Truth” might elaborate on broad issues concerning responsibility for the histories of colonization that the University, including its faculty members, were involved with, whether training educators to work at schools or informing child welfare policies that lead to the Sixties Scoop.
- Highlight the University’s responsibility for, and commitment to, advocacy, to advance reconciliation.
- Related to all four themes, strengthen the initial actions by indicating specific actions.
- Related to the first theme, Create a sense of belonging: Recruitment and retention:
 - With respect to student recruitment, consider, at an institutional level, ways to provide the necessary academic preparation that is not taught in high schools in some Indigenous communities, to address barriers to university programs in physics and other science disciplines.
 - Related to student retention, strengthen retention activities in the transition years from the first years of undergraduate study to professional programs, in particular, medicine and law.
 - With respect to faculty recruitment and retention, be more specific about the need to create postdoctoral positions and other routes into tenure-track faculty positions for Indigenous Ph.D. graduates and professional development initiatives or programs for those graduates who are not in a position to leave the province to pursue postdoctoral studies due to family and community obligations.
- Related to the second theme, Integrate Indigenous ways of knowing: Policies, practices, language and research:
 - this section might include stronger language regarding the need for non-Indigenous members of the University community to take leadership in the work.

- the third paragraph in this section might be revised to communicate a willingness on the part of the University to welcome guidance and the leaderships of Indigenous communities, to reflect a recognition and acknowledgement that some research with Indigenous communities has been damaging.
- the initial actions might include the creation of a formal process for the research community to interact with Knowledge keepers and communities in a safe, respectful, and productive way, to carry out mutually agreed upon projects that meet the needs of both the communities and researchers.
- Related to the third theme, Empowering learning: Curriculum, programs and cultural safety awareness and, specifically, the initial action to explore approaches to resource initiatives, consider ways to support academic and administrative units across the University to consider this work part of their core business, to allocate funding from within existing resources to support the work, and to clearly communicate this as an expectation of units.

Referring to the last comment, Ms. Bruce said Ms. Cyr, Associate Vice-President (Indigenous – Students), conceives of an institution-wide ecosystem of supports for Indigenous students, including supports available through the Access Program, Migizii Agamik, Ongomiizwin, and some academic units. She agreed these things can be strengthened in the document.

Ms. Sharma proposed, and Ms. McDermott agreed, that students, faculty, and staff at the Inner-City Social Work site at the William Norrie Centre might be consulted on the draft *Framework*.

Ms. Dingwall observed that the document does not include actions to advance reconciliation identified in discussions that took place about eighteen months earlier, some of which were quite innovative. She asked why those things are not included and whether they will continue to be considered.

Ms. Bruce indicated the four themes and the sub-themes identified in the *Reconciliation Framework* were established based on action items identified during those earlier discussions. She explained that the *Framework* will create a pathway that everyone can walk within, including individuals and academic and administrative units. Following approval of the *Framework*, an implementation committee and process will be established to move the project forward. Units will be asked to develop individualized action plans that will be brought together by the implementation committee. She anticipated that the individualized action plans will include the specific actions identified in earlier discussions.

Dr. Hiebert-Murphy encouraged Senators to either contact Ms. McDermott or complete the feedback form on the website if they have additional feedback. There will be additional opportunities to discuss the *Truth and Reconciliation Framework*.

Dr. Hiebert-Murphy informed Senators that Strategic Plan Implementation Committee will consider how to implement the objectives established in various institutional planning documents, including the *Framework* and the recently approved *MomentUM: Leading Change Together, University of Manitoba Strategic Plan 2024-2029* and *Change Through Research: University of Manitoba Strategic Research Plan 2024-29*.

Dr. Torchia, in his capacity as Chair of the Digital Steering Committee, introduced a discussion on the *UM Digital Strategic Report, May 2024*. The Digital Strategy Project was initiated to create and transform digital capabilities that support the mission of the University; identify themes, issues, and objectives to achieve goals related to capability; have a digital strategy embodied within the overall strategic plan for the University and integrate it with tactical approaches in various areas. In June 2022, the Provost and Vice-President (Academic) struck the Digital Steering Committee, with the mandate set out in Dr. Torchia's memo (dated May 27, 2024). More than 200 students, support staff, and faculty responded to a call for volunteers to participate in the project. A university-wide digital baseline survey was completed, to inform the work of the Digital Steering Committee. The Steering Committee established five sub-committees, as indicated in Dr. Torchia's memo, to help it carry out its work. Feedback received through the survey and through the work of Steering Committee and its sub-committees was incorporated into the *Report*. The next steps will be to develop tactics, outcomes and key results, and metrics, to advance the objectives for the project.

Referring to the tactics for teaching, learning, and student support, Professor Charles raised concerns about the tactic to "support and incentivize the integration of universal instructional design into the fabric of all UM courses, to enhance accessibility." He agreed universal design is an important pedagogical approach but observed that, like any pedagogy, it has its challenges. To specify that all courses will integrate universal instructional design ignores the diversity of instructors and their approaches to teaching and is not consistent with the autonomy of instructors to design courses based on their scholarship. He proposed the word "all" might be removed to make this tactic less restrictive, or the tactic might be to support and incentivize the use of digital tools in courses.

Referring to the guiding principles for implementation, Professor Tichon asked about the principle, digital by design, which is to choose digital first, whenever possible. She suggested there could be more focus on the need to be thoughtful about how digital technology will be used in processes and activities, including teaching. She observed that from a pure teaching or pedagogical perspective, the first consideration in designing a course is to address certain learning objectives. After this, consideration is given to appropriate teaching approaches or tools to achieve those objectives, which might or might not include digital tools.

Referring to the guiding principle, green digital, to support the University's commitment to carbon neutrality, Ms. Dingwall asked about the apparent contradiction, given that some digital tools, including the artificial intelligence (AI) tool ChatGPT, for example, use substantial amounts of energy.

Dr. Torchia said considerations related to sustainability will need to inform decisions about the types of digital tools the institution will rely on. He observed that digital tools can be used in various ways to monitor the institution's impact on the environment, including any positive impacts as the University works to achieve carbon neutrality.

Professor Chernomas asked if the results of the digital survey included in the *Report* might reflect that faculty members find that increasing digital and other bureaucracy, in the absence of sufficient support, shows that their ability to do teaching, research, and

service is being interfered with, rather than complemented by digital technology. He identified as a concern that, rather than enabling faculty to carry out their responsibilities, the imposition of increasing amounts of digital technology and bureaucracy might be increasing workload.

Professor Walker was also concerned about the implications for peoples' workloads. With respect to the use of digital technology in classroom teaching, he identified problems related to outdated audio visual and other technologies in many classrooms and the lack of tools to deal with concerns related to academic integrity associated with the improper use of AI tools by some students, as limiting factors.

Professor Walker suggested a digital strategy for the University might include a commitment to create open-source software.

Professor Ferris identified the need to involve researchers from the social sciences and other disciplines who use qualitative data in the work of the Steering Committee and / or its sub-committees. She suggested, based on her experiences and those of her colleagues in the Faculty of Arts, that data management resources on campus are primarily designed to meet the needs of researchers working with large volumes of biomedical data, for example, and do not anticipate the needs of those doing qualitative research.

Dr. Torchia thanked Senators for sharing their feedback, which he indicated he will share with the Digital Steering Committee.

Dr. Hiebert-Murphy invited Senators to contact Dr. Torchia to share any additional feedback they might have on the *UM Digital Strategic Report*.

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| 3. | Closure of Bachelor of Science (Pharmacy),
<u>Provincial Approval</u> | Page 99 |
| 4. | Report of the Senate Committee on Awards
<u>[May 7, 2024]</u> | Page 101 |
| 5. | Annual Reports of Faculty and School Councils
<u>RE: of Letters of Accomplishment and Participation</u> | |
| | a) <u>Division of Extended Education</u> | Page 119 |
| 6. | <u>Items Approved by Board of Governors [May 28, 2024]</u> | Page 122 |
| 7. | Report of the Senate Committee on Academic Review
<u>RE: Updates on Academic Program Review Policy and
Procedure and Status of Academic Program Reviews and
Accredited Programs</u> | Page 126 |

IV Report of the President

Dr. Hiebert-Murphy informed Senate that the President was travelling on University business and sends his regrets for the meeting.

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 questions were submitted by Professor Tichon, Assessor for the University of Manitoba Faculty Association.

RE: Institutional Neutrality and Proposed Anti-racism Training:

The University is not exercising Institutional Neutrality. Most recently, both the University President and the Dean of Medicine spoke publicly about the Valedictorian speech to the recent graduating class of the Rady College of Medicine – explicitly and implicitly chiding the speaker for the content of his speech. This appears to have been at least partially motivated by the opinions of private donors to the University. To fully understand what donors and the administration have done, and to prevent it from happening in the future, we would like answers to the following questions:

1. In his May 27 message to the University community, the President revealed a message he sent to “a small group of community Members” on May 24. Were these community Members donors of funds to the University and, if so, which ones? Will the administration commit to releasing all messages that it sent to donors of funds to the University about this issue, and reveal which donors received such messages?
2. The University of Toronto’s policy on donations states that all but proprietary or the most personal information in donor agreements will be made public. Will the University commit to reviewing its donations policy, including the “Naming of Buildings, Parts of Buildings, and Spaces” Policy, such that all future donor agreements will be made public?
3. In the May 24 letter, which was originally not a public statement, the President committed to mandating every student at the College of Medicine to take anti-racism and antisemitism training. How can this announcement be consonant with Article 34(1) G of the University of Manitoba Act which gives Senate the power to regulate instruction and determine the methods and limits of instruction? Is this intended to be a permanent policy or just for the current cohort? Will it be mandatory and what are the consequences for not complying? Who is offering the noted current training to deans and vice-provosts and what is the content?
4. Will the University commit to updating its various policies relating to student discipline to include explicit protections of students’ Charter right to freedom of expression?

RE: Artificial Intelligence Committee:

In the most recent newsletter of the Vice-Provost it was announced that a new committee on artificial intelligence has been formed. Does the

jurisdiction overlap with SCIE and why is this not a committee of SCIE or another committee of senate?

In response to the first question, Dr. Hiebert-Murphy said the May 24th email was a direct response to both donors and non-donors who had contacted the President about their concerns with the presence of antisemitism on campus. Administrators throughout the University have responded directly to a broad range of feedback from a wide range of individuals, including community members, students, alumni, parents, faculty, staff, and donors. As a practice, the University does not make such inquiries or direct responses public. It was due to the significant interest in this event, that a decision was made to communicate publicly on the matter. The response was posted on UMToday, on May 27th.

In response to the second question, Dr. Hiebert-Murphy said the UM enters into agreements with donors to ensure clarity and transparency on the terms of the gift and the relationship. These agreements serve to protect and reinforce institutional autonomy. Every donor agreement contains a clause on the autonomy of the University and our commitment to academic freedom. The specific language is as follows:

Notwithstanding any provision of this Agreement, the University and the [insert faculty, college, school] shall, at all times, operate in accordance with academic processes approved by the University Senate, and the academic freedom of its faculty members shall be maintained to the fullest extent.

Dr. Hiebert-Murphy said it is not the practice of the University to make signed donor agreements public because they contain personal information.

In response to the third question, Dr. Hiebert-Murphy said the Undergraduate Medical Education (UGME) program, at the Max Rady College of Medicine, is developing curricula on Anti-Semitism and Holocaust Education and on Islamophobia for medical learners. The UGME program is engaging multiple stakeholders and anticipates a roll out of several hours of curriculum for Medicine 1, Medicine 2, and during clerkship, for the upcoming academic year. This is intended to be a permanent curriculum addition and will fall within the College's pre-clerkship student attendance policy.

Dr. Hiebert-Murphy said, with respect to training for Deans and Vice-Provosts, this has been provided through the Office of the Provost. Content includes a workshop series on anti-racism and equity, diversity, inclusion, and ableism (EDIA) led by Dr. Chen, Vice-Provost (Equity). Learning opportunities for Deans, Directors, and Senior Leadership are also being incorporated into the Dean's and Director's Council. In 2024, this has included sessions on anti-Muslim racism and Islamophobia, led by Tariq Tyab and Yusuf Siraj, from the Foundation for Path Forward, and sessions on antisemitism, led by Dr. Catherine Chatterley, Canadian Institute for the Study of Antisemitism.

In response to the fourth question, Dr. Hiebert-Murphy said the University does not discipline students for exercising freedom of expression. The *Student Discipline Bylaw* and the *Non-Academic Misconduct* procedure already clearly indicate the grounds under which students may be subject to disciplinary action.

In response to the question concerning the Artificial Intelligence Committee, Dr. Hiebert-Murphy said the breadth of applicability and potential concerns related to the use of artificial intelligence (AI) in the context of the University are broad and reach beyond academic matters. As such, a new committee was initiated by the Provost and Vice-President (Academic) and the Vice-President (Administration) to provide advice to the administration. Should new policies or specific academic issues arise from the work of that Committee, they will be brought to the relevant Senate Committees and Senate as appropriate.

VI Consideration of the Minutes of the Meeting of May 15, 2024

Professor Ferris MOVED, seconded by Professor Souleymanov, THAT the minutes of the Senate meeting held on May 15, 2024, 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 142

Dean Main reported that the Senate Executive Committee met on June 7, 2024. The comments of the Committee accompany the reports on which they were made.

2. Report of the Senate Planning and Priorities Committee

Professor Oliver said the April 27th meeting of the Senate Planning and Priorities Committee (SPPC) was cancelled, as no new items of business had been submitted. In an electronic vote that was subsequently organized, the Committee approved the Report to Senate that accompanies two program proposals from the Faculty of Law included under item IX (1) on the Senate agenda.

IX Reports of other Committees of Senate, Faculty and School Councils

**1. Report of the Faculty Council of the Faculty of Law Page 143
RE: Proposals for a Micro-Diploma in Canadian Private Law and a Micro-Diploma in Canadian Public Law**

Dean Jochelson spoke to proposals from the Faculty of Law to establish a Micro-Diploma in Canadian Private Law and a Micro-Diploma in Canadian Public Law. The programs will address a programming need, to enhance access to legal education for internationally trained lawyers who are resident in Manitoba (and, potentially, other provinces) and to retain these individuals in the province. Each year, as many as seventy internationally trained lawyers are resident in Manitoba about twenty of whom apply for licensure using an ad hoc series of challenge examinations and without career supports. Dean Jochelson said the Faculty has an obligation to address systemic barriers to law education, which the proposed programs will do.

Dean Jochelson said the Faculty had consulted with the National Committee on Accreditation (NCA) of the Federation of Law Societies of Canada, the Law Society of Manitoba (LSM), and the Manitoba Bar Association. Based on those consultations, the Faculty is proposing to create two Micro-Diploma programs. The programs are designed to meet the unique needs of internationally trained lawyers, to prepare them to successfully challenge the NCA requirements for a Certificate of Qualification, which is required to register with the LSM and practice law in Manitoba.

Dean Jochelson said the Faculty's resources would not be negatively impacted by offering the proposed programs. The programs would be funded largely with existing resources. Resources will be needed to fund a new support staff position for a Program Coordinator, which the proposal indicates is contingent upon funding from the Manitoba Law Federation. Dean Jochelson informed Senate the Faculty's request for funding was approved by the Federation on the previous day. Dean Jochelson anticipated that enrolment in the programs will be modest and additional teaching resources will not be needed. If enrolment is strong, the Faculty will consider creating additional course sections for the courses used in the Micro-Diploma programs.

a) Report of the Senate Planning and Priorities Committee Page 143

Professor Oliver said the SPPC met on April 29th to consider the proposals. The Committee discussed with Faculty representatives who were present at the meeting, the Faculty's decision to bring forward proposals to establish two Micro-Diploma programs, rather than a proposal for one program with an integrated structure. The Committee had also discussed that the Faculty had applied to the Manitoba Law Foundation for funding for the first two years and had requested that the Faculty confirm that the curricula for the programs address the Truth and Reconciliation Commission of Canada's Call to Action (CTA) 28 and several Calls for Justice made in the *National Inquiry into Missing and Murdered Indigenous Women and Girls Final Report*, as described in observations 11 and 8, respectively, in the Report of the Committee.

b) Report of the Senate Committee on Curriculum and Course Changes Page 146

Professor McNeill said the Senate Committee on Curriculum and Course Changes met on May 17th to consider the proposals from the Faculty of Law. He briefly reviewed the curriculum structure for each program. The Micro-Diploma in Canadian Private Law will require students to complete 15 credit hours, including LAW 1102 Contracts, LAW 1480 Torts and Compensation Systems, and LAW 1500 Property. The Micro-Diploma in Canadian Public Law will require students to complete 13 credit hours, including LAW 1140 Criminal Law and Procedure, LAW 1460 Constitutional Law, and LAW 3530 Administrative Law. Students in both programs will have the option to complete one or two additional courses within an 18-credit hour maximum. The Faculty will introduce one 0-credit hour course, LAW 1002 Preparation for the Study of Law in Canada, that students admitted to the programs will need to complete before taking other courses required in their program.

c) Reports of the Senate Committee on Admissions Page 149

Ms. Schnarr said the Senate Committee on Admissions (SCADM) had reviewed the proposals from the Faculty of Law at its meeting on May 21st. The Committee

appreciated the Faculty's objective to remove barriers to admission for internationally trained lawyers and to provide supports to students who are seeking to obtain an NCA Certificate of Qualification.

d) Report of the Senate Committee on Instruction and Evaluation

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Dr. Torchia said the Senate Committee on Instruction and Evaluation (SCIE) had met on May 9th to consider the proposed academic regulations for the programs. He highlighted that completion of the Micro-Diploma in Public Law will require students to complete 13 to 18 credit hours of courses, and completion of the Micro-Diploma in Private Law will require 15 to 18 credit hours. Additionally, students will be required to achieve a minimum grade point value of 2.0 and 1.0 in mandatory and elective courses, respectively, for courses graded using a letter grade, and a pass in any course graded pass/fail. Students who do not achieve a grade point value of 2.0 in a mandatory course will have an opportunity to write a supplemental examination or assignment. Students who do not meet the minimum required grade on the supplemental assessment could repeat the mandatory course once. Students who do not achieve a grade point value of 1.0 in an elective course would be permitted to repeat the course once. Students fail to achieve the minimum required grade point value or a grade of pass after two attempts at a course, will be required to withdraw from the Micro-Diploma program.

Professor Oliver MOVED, on behalf of the Committees, THAT Senate recommend that the Board of Governors approve the proposals to establish a Micro-Diploma in Canadian Private Law and a Micro-Diploma in Canadian Public Law, in the Faculty of Law.

CARRIED

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

a) RE: Faculty of Law, Proposed Coursework Route, Master of Laws

Page 199

Dean Main reviewed a proposal from the Faculty of Law to establish a course-based route to a Master of Laws degree. The curriculum will require students to complete 24 credit hours of courses, including 6 credit hours of core courses and 18 credit hours of electives, as detailed in the proposal. At least 12 credit hours of the 18 credit hours of electives must be 7000-level LAW courses completed within the Faculty. The proposal responds to demand from students who are interested in pursuing graduate education in Law but are not interested in completing the existing thesis-based LL.M. degree program.

Dean Main briefly reviewed supplementary admission regulations for the proposed course-based route for the LL.M. program, which include an option for students to transfer from the course-based to the thesis-based route. The Faculty of Law has indicated that it will not propose program-specific *bona fide academic requirements* (BFARs) for the program but will use the Faculty of Graduate Studies' BFARs.

b) RE: Department of Pathology

Page 221

Dean Main reviewed a proposal from the Department of Pathology to revise the curriculum of the Pathologists' Assistant Stream, in the M.Sc. in Pathology. The changes follow from course changes made by the Department of Human Anatomy and Cell Science. The Department is also proposing revisions to the supplementary regulations on transferring from the M.Sc. to the Ph.D. in Pathology, to clarify the courses and credit hours required.

c) RE: College of Pharmacy

Page 224

Dean Main said the College of Pharmacy is proposing to introduce one new course, PHRM 7150 Pharmaceutical Economics and Policy. It is designed to be used as an elective course in the Concentration in Pharmacoepidemiology, in the M.Sc. in Pharmacy. The course will also be open to students in other graduate programs, including in other disciplines, to complete as an elective.

Dean Main MOVED, seconded by Dean Jurkowski, THAT Senate approve the Reports of the Faculty of Council of the Faculty of Graduate Studies on course, program, and regulation changes for the following units, effective for the next available term:

- Faculty of Law
- Department of Pathology
- College of Pharmacy

CARRIED

3. Report of the Joint Senate Committee on Master's Programs RE: Master of Arts in Religion, Elimination of Comprehensive Examination Route

Page 227

Dean Main said the Joint Senate Committee on Master's Programs is recommending a proposal from the Joint Discipline Committee of Religion to eliminate the comprehensive examination route for the Master of Arts in Religion that is jointly offered by the UM and the University of Winnipeg, as student demand for this option is not strong. The proposal is in line with similar departments at other Canadian and North American postsecondary institutions, most of which offer only a course-based M.A. in Religion, and with other departments in the Faculty of Arts at the UM.

Dean Main MOVED, on behalf of the Committee, THAT Senate approve the Report of the Joint Senate Committee on Master's Programs concerning the Master of Arts in Religion, effective for the next available term.

CARRIED

4. Reports of the Senate Committee on Admissions

a) RE: Proposal for Winter Intake for Bachelor of Commerce (Honours), Asper School of Business

Page 233

Ms. Schnarr said, at its meeting on May 21st, SCADM endorsed a proposal from the Asper School of Business, to introduce a winter intake option for the Bachelor of

Commerce (Honours) program. Each year, a decision on whether the intake will be offered will be made in late July. In those years where there will be a winter intake, applications will be open from August 1st to September 30th and admission offers will be made in October. Given the tight turnaround and the unlikelihood that applicants residing outside Canada would be able to secure a study permit, the winter intake will be limited to applicants residing in Canada at the time of their application.

Ms. Schnarr MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning the introduction of a Winter intake for the Bachelor of Commerce (Honours) program, Asper School of Business, effective for the 2026 Winter intake.

CARRIED

b) RE: Revisions to Canadian Indigenous Ancestry Admission Category, Interdisciplinary Health Program, Rady Faculty of Health Sciences

Page 236

Ms. Schnarr said, at the same meeting, SCADM endorsed a proposal from the Rady Faculty of Health Sciences to revise the Canadian Indigenous ancestry admission category for the Interdisciplinary Health Program (IHP). The proposal is to revise the admission requirements to require First Nations, Inuit, and Métis applicants, who apply for admission under this category, to submit documentation to support their declaration of Indigenous ancestry. Currently, applicants under this category are required to self-declare their Indigenous ancestry. The revised requirement was developed in consultation with Ongomiizwin (Indigenous Institute for Health and Healing) and the Director of Indigenous Recruitment. Also, it is consistent with the process established by the Max Rady College of Medicine for admission to the Doctor of Medicine program under the Canadian Indigenous admission category, which was developed in consultation with Indigenous communities.

Ms. Schnarr indicated that once an institutional policy on the verification of Indigenous identity, which is being developed, has been approved, the requirements for the Canadian Indigenous ancestry admission category for the Interdisciplinary Health Program will be modified to ensure alignment.

Ms. Schnarr MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning revisions to the admission requirements for the Bachelor of Health Studies and Bachelor of Health Sciences programs, Interdisciplinary Health Program, Rady Faculty of Health Sciences, effective for the 2025 Fall intake.

Ms. Dingwall why it was necessary to revise the process for the IHP program now, rather than waiting until the University-level policy on Indigenous identity was available to inform the proposal. She sought to understand whether the proposal was indeed urgent given that admission to the IHP was not as competitive as some other programs, including the M.D. program in the Max Rady College of Medicine.

Mr. Adams clarified that admission to IHP is very competitive and there is a limited number of seats reserved for Canadian Indigenous applicants.

CARRIED

Professor M. Anderson said she supported the motion. Referring to the last item on the list of documents / proof that will be accepted to support an applicant's declaration of their Indigenous ancestry, she raised a concern that it will not be possible to operationalize because there are no "Non-Status communities." Anticipating that the intent is to communicate that "First Nations" refers to both Status and Non-Status First Nations, she proposed that the sentence might be revised to include both Status and Non-Status within the round brackets.

Ms. Bruce agreed that it would be useful and important to include clearer language in the final bulleted item. Mr. Adams indicated that he would be open to working with the Office of the Vice-President (Indigenous) to revise the wording, so it is consistent with the process followed by the Office to verify applicants' declaration of Indigenous ancestry.

The Chair proposed that the Faculty might work with the Office of the Registrar and Enrolment Services the Office of the Vice-President (Indigenous) to clarify the language and to communicate the final wording that is adopted to the University Secretary, to share with Senate, for information.

5. Reports of the Senate Committee on Instruction and Evaluation

a) RE: Academic Regulations for Programs in the Division of Extended Education

Page 240

Dr. Torchia reported that SCIE had met on May 9th to consider a proposal from the Division of Extended Education, to establish academic regulations for the different types of programs offered through the Division, including certificate and micro-certificate programs, letters of assessment and participation, and open enrolment courses. Dr. Torchia highlighted, for each type of program, several of the various regulations that will be established under the proposal, including, for Certificate and Micro-Certificate programs, that students:

- can apply for recognition of prior learning, where it is available for particular courses and / or programs;
- can request credit recognition for courses previously completed as open enrolment courses;
- will be required to submit a *Self-Declaration Form for Brief or Temporary Absences* if they are unable to meet scheduled term work obligations;
- can voluntarily withdraw from courses prior to deadlines established by the Division;
- will be permitted to request authorized withdrawals on compassionate or medical grounds, in alignment with the university-level policy and procedure;
- will require a minimum grade of "C" in every letter grade course and a "Pass" in every pass/fail course, to successfully complete the certificate or micro-certificate program;
- will require a minimum Degree Grade Point Average of 2.0 and/or a "Pass" in all pass/fail courses to be assessed as being in good academic standing.

Dr. Torchia highlighted that students registered in a Letter of Assessment program must obtain a minimum grade of "C" in a letter grade course and a "Pass" in a pass/fail course. Given the nature of these types of programs, voluntary and authorized

withdrawals, course repeats, course or program extensions, and recognition of prior learning will not be permitted.

Dr. Torchia highlighted that students registered in Open Enrolment Courses will be required to obtain a minimum grade of “C” in letter grade courses and a “Pass” in pass/fail courses and would have the options to voluntarily withdraw from the course or request an authorized withdrawal.

Dr. Torchia MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning proposed academic regulations for programs in the Division of Extended Education, effective for the 2024 Fall Term.

CARRIED

b) RE: Revised Regulation on Student Progress and Academic Status, Price Faculty of Engineering

Page 269

Dr. Torchia said, at its meeting on May 9th, SCIE considered a proposal from the Price Faculty of Engineering, to modify its regulations on *Student Progress and Academic Status*, for students in the Preliminary Engineering Program and the Bachelor of Science (Engineering) programs. The objective is to clarify the regulations for engineering students registered in the Preliminary Engineering Program and those registered in a department program or a post-baccalaureate diploma program.

Dr. Torchia MOVED, on behalf of the Committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revisions to the regulation on Student Progress and Academic Status, Price Faculty of Engineering, effective for the 2024 Fall Term.

CARRIED

c) RE: Revised Academic Regulations, Interdisciplinary Health Program, Rady Faculty of Health Sciences

Page 274

Dr. Torchia said SCIE had met on March 14th to consider a proposal from the Interdisciplinary Health Program (IHP), Rady Faculty of Health Sciences, to revise the academic regulations for the Bachelor of Health Sciences and Bachelor of Health Studies degree programs. He briefly reviewed the proposed amendments, including that:

- students' academic progress will be assessed at the end of each term, rather than annually at the end of May;
- students who have completed between 9 and 21 credit hours, who do not meet the minimum required Degree Grade Point Average of 2.00, will receive an academic warning;
- students on academic suspension will not be permitted to register in any other Faculty or School of the University during the period;
- students returning from suspension will be required to contact an Academic Advisor in the IHP but will not be required to apply for reinstatement to their program unless they had completed courses at another institution while serving their suspension.

Dr. Torchia said the Faculty is proposing editorial changes throughout the document.

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 Bachelor of Health Sciences and Bachelor of Health Studies programs, Interdisciplinary Health Program, Rady Faculty of Health Sciences, effective for the 2024 Fall Term.

CARRIED

**d) RE: Revised Academic Regulations concerning
Scholastic Progress and Program and Graduation
Requirements, Bachelor of Social Work,
Faculty of Social Work**

Page 279

Dr. Torchia reported that SCIE had met on March 14th and May 9th to consider a proposal from the Faculty of Social Work, to revise the academic regulations concerning scholastic progress and graduation, for the Bachelor of Social Work program.

Dr. Torchia briefly reviewed revisions to the regulation on *Scholastic Progress*. He called attention to section 9, which concerns specified non-Social Work courses currently required for admission and graduation. He noted that this section would be effective for the 2024-2025 academic year only and would be rescinded effective for the 2025-2026 academic year, for consistency with recent revisions to the admission requirements and curriculum of the B.S.W. program (Senate, May 15, 2024).

Dr. Torchia said other revisions to the same regulation will:

- clarify that a student with two failures in the same or an equivalent Social Work course will be required to withdraw from the Faculty;
- reduce the minimum period to request reinstatement from two years to one year, where a student has been required to withdraw from the program on academic grounds;
- increase the number credit hours that students registered at the Fort Garry delivery site are permitted to complete by distance delivery, from 6 to 12 credit hours.

Dr. Torchia said the Faculty is proposing to revise the list of courses open to challenge for credit, as detailed in the proposal, and to amend the list of prerequisite courses for Field Instruction, to reflect a recent change to the course title for SWRK 1210, as approved by Senate, May 15, 2024.

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 Social Work, Faculty of Social Work, effective for the 2024 and 2025 Fall Terms, as indicated in the attachments to the Report:

- ***Scholastic Progress***
- ***Courses Open to Challenge for Credit***
- ***Program and Graduation Requirements***

Referring to proposed revisions to section 4 (g) in the regulation on *Scholastic Progress*, Dean Main raised a concern regarding the lack of clarity about what is meant by “delivery sites” and, by extension, who at the delivery sites would approve requests to

repeat/replace courses, and the potential for inconsistency in decisions made across sites.

To address the concerns and to ensure any approved course replacements are in keeping with the accreditation requirements for the program, Dr. Torchia suggested that authority to approve requests to repeat/replace courses might rest with either the Committee on Academic Standing or the Associate Dean (Undergraduate Programs).

Senate supported the amendment.

CARRIED, as amended.

X **Additional Business** - none

XI **Adjournment**

Dr. Hiebert-Murphy thanked Senators for their work and hoped they had a good summer.

The meeting was adjourned at 3:02 p.m.

These minutes pages 1 to 18, together with the agenda, pages 1 to 292, and the presentation, *Truth and Reconciliation Framework: Taking Action, June 19, 2024*, comprise the minutes of the meeting of Senate held on June 19, 2024.

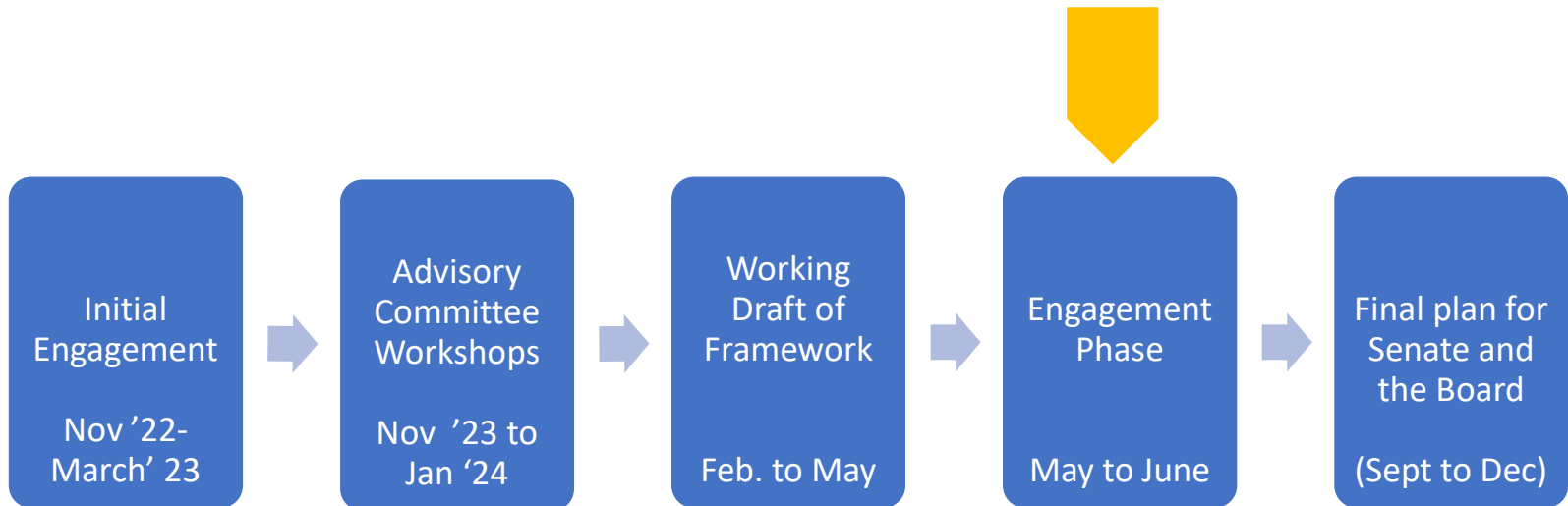
Truth and Reconciliation Framework: Taking Action

June 19, 2024



**University
of Manitoba**

Our progress



What we've heard

Engagement feedback to date

- Strengthen accountability message
- This is ongoing work
- Systems change
- Clarity around next steps



Truth and Reconciliation Framework

- Sets out the Framework vision.
- Principles: Five Rs to advancing Reconciliation
- Four overarching themes with sub-themes and initial actions
- Next steps



Principles: Five Rs

To advance Indigenization and Decolonization across UM, each of the Rs—**that learning be respectful of Indigenous peoples and ways of knowing, relevant to Indigenous students and communities, reciprocal, and responsible to Indigenous relationships and ethical approaches** must be applied.



Four Themes



Initial Actions

Create a sense of belonging

Improve our understanding of the demographic and geographic composition of Indigenous students, faculty and staff.

Share more students, faculty and staff success stories.

Continue to enhance communication and relationship-building with Indigenous education leaders.

Create a repository to capture existing and future ideas to advance Reconciliation.

Integrate Indigenous ways of Knowing

Begin review of ethics processes and approvals for Indigenous research projects led by non-Indigenous researchers.

Safeguard opportunities for Indigenous students, faculty and staff through a university-wide policy and procedures on Indigenous identity.

Develop, resource and implement a Respectful Rematriation and Repatriation Ceremony Policy and Wise Practices (Procedures).

Identify ways to support Indigenous language teaching and learning.

Empower Learning

Initiate review of curriculum, programs, training and content for opportunities to integrate Indigenous knowledges.

Explore approaches to resource initiatives.

Indigenize spaces, places, supports

Engage with Indigenous faculty, students, staff and Indigenous communities to listen and learn how to create Indigenous community spaces.

Support the use of Indigenous languages or Indigenous Peoples/Leaders to name spaces.



Questions

- Is the purpose of the framework clear?
- Do the four themes and sub-themes provide us with the framework needed to move forward?
- Does the framework clearly articulate how UM will move forward? E.g., Next steps
- How can we strengthen the framework?



Thank you

Upcoming planned engagement

INTERNAL:

- PET (May 15) ✓
- OVPI (June 11) ✓
- Provost Council (June 13) ✓
- Indigenous Senators (June 17) ✓
- Feedback form, Web presence ✓
- Senate and BOG (June 19 and 25)
- Student Gov and Groups, e.g., UMISA (TBD)
- Community Partners



Feedback

Webpage and feedback form

reconciliation@umanitoba.ca





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