

**Taking Our Place:
University of Manitoba Strategic Plan 2015-2020**

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Message from the President

When I joined the University of Manitoba community in 2008, I was honoured to be part of a University that was striving to be the best it could be for those it served. The *Strategic Planning Framework*, approved in 2009 to guide our decision-making over the subsequent five years, provided a structure to help us shape a future that demonstrated our University at its best.

The directions we established were meant to answer the question, “What future are we choosing to create?” We said:

- *The University of Manitoba will be nationally and internationally recognized for its teaching, research and creative excellence, sought after by students and faculty alike as their preferred site for study.*
- *The University of Manitoba will be a student-focused research university from the time of recruitment: a life-long academic home where students contribute to a diversity of ideas and experiences.*
- *The University of Manitoba will work with a variety of partners to make Winnipeg the national centre of excellence in Indigenous education, and in particular to allow Indigenous students to be prepared for and to achieve educational success in the full range of academic programs we provide.*
- *The University of Manitoba will be an employer of first choice, offering and expecting respect for all staff and faculty, providing opportunities for leadership, growth and development, and recognizing the contributions made at all levels of the organization.*

A great deal has been accomplished that moves us toward these objectives, which is a credit to all members of our community. The engagement in developing this new plan has been extensive, and reflects not only the sincere willingness of our community to participate in the conversation about the future we are now choosing to create, but to take an active part in making it happen.

This plan builds on the 2009 Framework while taking into account what we have learned and experienced together over the last five years. Through the many conversations that have formed the basis of this plan, it has been clear that, although some refinement was needed, our community continues to support the kind of future we had articulated in 2009. I am confident in our collective ability to pursue the priorities, goals and supporting actions articulated in this Plan with energy and enthusiasm, intent on building bigger futures for our students, for our faculty and staff members, and for communities both close to home and around the world.

I would like to thank the members of the Strategic Planning Committee for their time, their dedication and their service on behalf of our University. I would particularly like to thank Dr. Joanne Keselman, Vice-President (Academic) and Provost for her leadership of the Committee. Their work has resulted in a strategic plan that I believe will continue to shape our future as a great university.

*David T. Barnard
President and Vice-Chancellor
October, 2014*

Introduction

The University of Manitoba was established almost 140 years ago, and with the passage of *An Act to establish a Provincial University* (1877), became the first degree-granting institution west of southern Ontario. The *Act* described the University's purpose as "raising the standard of higher education in the province, and of enabling all denominations and classes to obtain academical degrees".

Echoes of this early statement of purpose remain in the University of Manitoba's current mission: *To create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.*

It is still the case, as it was then, that the University seeks to meet Manitoba's needs. In 1877, this was defined simply as a need for a degree-granting body, to raise the standard of higher education. From this foundation however has grown a University with a role that far exceeds its initial mission. The University of Manitoba now offers a wide range of programs to its students, of whom 80% still come from within Manitoba and, after graduation, pursue their careers here, becoming our next generation of cultural, community, business and government leaders.

At the same time, it now shares this excellence in education with students from around the world, and actively seeks to engage as part of the interconnected international community, through research partnerships, student and academic exchanges and the pursuit of solutions to challenges faced globally. The University of Manitoba offers a strong foundation in the liberal arts and sciences as part of its broad range of undergraduate and graduate programs. Many of these programs, particularly the professional programs, are unique within the province. In addition, as Manitoba's only research (medical-doctoral) university, the University of Manitoba's role within the provincial post-secondary system is defined by the extent of its provision of graduate education and its extensive research enterprise. The University dominates the Manitoba research landscape and ranks among Canada's most research-intensive universities, with world-class faculty who connect their expertise to local, national and international needs and provide students with a uniquely enriched educational experience. Over \$1.8 billion in annual economic activity in the province is attributable to the University of Manitoba, making it one of the most important contributors to the province's prosperity.

The University of Manitoba has evolved over 140 years to meet the unique needs and challenges of the Province and, unlike its early beginnings, fully recognizes the diversity of the people of Manitoba, particularly the Indigenous population. The University is engaged in a comprehensive effort to attract and retain more Indigenous students, faculty and staff, incorporate Indigenous perspectives and knowledge within its program offerings, and honour First Nations, Metis and Inuit traditions and cultures in its spaces.

Planning Context

In 2009, the University of Manitoba's Senate and Board of Governors approved, for the purposes of planning, the *Strategic Planning Framework 2009 – 2014* that was intended to guide the major decisions to be made over the ensuing five years. While recognizing the breadth and depth of the University's capacity, it identified areas where it was thought that the allocation of focused effort and resources would allow for the greatest progress in pursuing the University's vision and mission.

An October 2013 report on progress under the *Strategic Planning Framework* (http://umanitoba.ca/admin/vp_academic/media/October_2013_status_UPDATED_Feb_2014.pdf) identified much progress attained to that point, supported in part by almost \$32 million in funding reallocated in support of framework priorities. It also acknowledged there were some improvements that would need to be incorporated in the new plan, such as addressing in greater detail the University's commitment to teaching, research, scholarly work and other creative activities, and the depth of the work required to make meaningful improvements to the University's institutional infrastructure and organizational structures. It also has become clear that the University's commitment to providing an exceptional student experience, rather than being defined as a discrete set of activities, must be integrated within all of the University's programs and services.

The lessons learned in implementing the *Strategic Planning Framework 2009-2014* provide important context in charting a course for the next planning period, as will the environment in which the University will be making its decisions.

As a publicly funded institution, the University of Manitoba will be affected significantly by the increasingly-constrained financial environment in the coming years. Governments across the country have been adjusting their approaches to funding universities, choosing to reduce or constrain the growth of operating grants, establish targeted program funding, change eligibility criteria for research funding, and limit the availability of capital. The University of Manitoba in particular will need to respond to ongoing limits on its provincial operating grant, restrictions to its ability to adjust tuition fees to competitive market rates, and limited provincial funding for the research endeavor, while continuing to make the case for increased government support for post-secondary education.

These challenges will occur at a time when the competition for top talent will continue to intensify, and will be compounded by the scope of the investment that is necessary for the University to pursue its priorities. These include its commitment to improving and modernizing its institutional infrastructure, a key ingredient in attracting and retaining exceptional faculty, staff and students and maintaining our commitment to offering a broad range of opportunities to students from a variety of backgrounds. Our current commitment in this area has resulted in a significant investment in information technology, for example, and this need will remain strong for the foreseeable future. So, too, will be the need to continue investments in student support in order to attract top graduate and undergraduate students.

Changing demographics, along with other factors which affect enrolment, are expected to have a significant impact on the University in the coming years. The projected declines in provincial high school graduates and the provincial population aged 18-24 are concerning, but are tempered by factors such as current trends in immigration rates and university participation rates, and international demand for our programs. The implementation of Strategic Enrolment Management targets, both for the University's overall student population as well as for specific categories of students, make it even more important that these factors are monitored on an ongoing basis and their effects understood.

The University will need to continue its efforts to promote institutional sustainability and to pursue the principles of environmental, social and economic sustainability, defined by the World Commission on Environment and Development as meeting 'the needs of the present without compromising the ability of future generations to meet their own needs'.

Over the past few years, the University has been engaged in what can be described as the largest administrative transformation project in its history. This has involved a range of efforts designed to update the University's processes, modernize and improve the way in which it offers its services, and reorganize its structure. This undertaking has generated financial savings and other efficiencies that have allowed the University to reinvest in high-priority activities, but it also has led to a great deal of change within the organization, which in turn has led to concerns from faculty and staff related to its rate and impacts. The University will need to focus on effective change support and communication, both to address existing challenges being faced by members of its community and to prepare effectively for and implement future changes.

The University of Manitoba has an opportunity to capitalize on the growing desire within its community for increased, more effective and more meaningful engagement, both internally and externally. This has emerged as such a significant area for focus that external engagement is defined as a distinct priority for the University, and internal engagement has become a core feature of how a positive learning and work environment is defined.

The role that the University of Manitoba has evolved to fulfill is unique within the province, as are the impacts it can have in meeting economic and social needs in the province and globally, the opportunities it is able to offer its students, and the connections it is able to forge with other institutions, organizations, and communities. The University's commitment to Indigenous achievement is notable in this regard; not only does it involve a focus on meeting the needs of Indigenous students, but also an intention to work with communities to address a range of pressing issues.

Consultations: What We Heard

In developing this plan, more than 50 input sessions were held involving almost 1,200 faculty, staff, students and alumni, who were asked a series of questions related to their perspectives about the future direction of the University. This input was tremendously valuable to the Strategic Planning Committee in considering the types of goals that would have strategic importance to the University of Manitoba over the next five years. The process also served as a rich source of input from members of our community about the context in which we are planning for the future. Several themes emerged from these consultations that speak to the issues preoccupying members of our community, and can be used to guide the approaches that academic and administrative units will take to pursuing the University's priorities.

Sense of community: The need for a more connected community emerged as one of the strongest areas of consensus in the feedback from the consultation sessions. There is a clear sense that the University would benefit both from better communication and engagement within its own structures, and with the broader community as well. Internally, this might manifest itself as greater opportunity for collaboration and teamwork among and between faculties and administrative units, meaningful dialogue as a community about major issues facing the University or decisions affecting the workplace, or – in the case of students – creating better ways to engage students in campus life. In addition, a clear sense emerged from university faculty and staff, students and community partners that all would benefit from greater integration and dialogue between the University and the external community.

Positive working environment: Faculty and staff share a strong desire to foster a work environment where individuals are respected, contributions are valued and recognized, and where opportunities for growth and development are promoted. In addition, staff wanted better work-life balance, which they suggested could be enhanced through offerings such as accessible childcare and flexible work schedules. Faculty stressed the importance of a work environment that respects and fosters collegial decision making and that provides sufficient administrative support in order for them to focus on their primary responsibilities of teaching and research.

Innovations in learning: Students' participation in the consultation sessions provided important feedback regarding what they are seeking from their university experience. They prioritized flexibility in how they are able to pursue their programs, as well as greater opportunities for experiential education and a stronger connection between their studies and their careers of choice. The kind of supports they are seeking include enhanced career services and the ability to develop their 'job-readiness' skills while pursuing their degrees, through means such as co-op programs. They also promoted an increased emphasis on teaching excellence (both in terms of content and pedagogy) when recruiting faculty and assessing their performance.

Technology: Faculty, staff and students alike emphasized the increasingly important role that technology is playing in society in general and in the University's learning and work environment in particular. At the same time, the complexity of using technology and social media as an enabler of learning was identified as a challenge requiring additional support and guidance. In addition, it was acknowledged that a more robust technology infrastructure will be required to support the University's teaching and research programs.

Indigenous student success: A great strength of the University of Manitoba is the diversity of its student body, particularly its growing population of First Nations, Metis and Inuit students. There is a shared view among faculty, staff and students that one of the key elements to enhancing Indigenous student success is the availability of academic and student supports that are relevant, culturally affirming and innovative. Many discussions took place at Indigenous-focused consultation sessions about the need to decolonize the University

to better support Indigenous students and faculty by offering more Indigenous-based curricula, supporting more community-based research, and increasing awareness about the contributions of Indigenous peoples. Another suggestion was that the University can play an important role in enhancing early Indigenous student success by greater engagement with the pre-university student population through K-12 outreach and mentoring programs. Participants, Indigenous students in particular, spoke about the need for more Indigenous academics and staff on campus. Equally important was the need for engaged and active Indigenous alumni who can serve as role models and mentors.

Changing role of universities: The consultation sessions yielded a wide range of perspectives related to the changing role of universities, the context in which they are operating, and how the University of Manitoba should respond to these changes. Participants spoke about the need both to respond to change while remaining true to the University's fundamental purpose to educate, preserve, create and share ideas and new knowledge for the public good. They recognized the need to create greater connections between students' education and the workplace while expressing concern about a national skills discussion that appears to devalue the benefits of university education in favour of skilled trades. They also acknowledged the need to diversify funding sources while expressing concern about a focus on revenue generation. Though this range of perspectives highlights the need for balance in addressing diverse interests, what was consistent is a view that the University's academic principles must not be compromised, and that institutional resources, whatever their source, should be used so as to maximize their impact in support of the University's mission.

Reputation: Enhancing the University's reputation as a nationally and internationally recognized leader in its areas of strength was identified as a priority for many participants, who linked reputational strength to the University's ability to compete effectively for high quality faculty, staff, students, grant funding, and support from other sources. Though not universal, there was a commonly held view that building recognition would require choices and selective investments, given the current fiscal reality. In other words, the University of Manitoba cannot afford to be all things to all people.

Considered together, these themes reflect the forward-focused views of our community. They reflect our collective assessment of the opportunities that exist both on our campuses and in our greater society, ways in which our University can uniquely address those opportunities in the communities we serve and the conditions that need to be met to fulfill our role. The themes illustrate that while we've accomplished many things, including those guided by our previous planning framework, there are additional opportunities for our University to be even more responsive.

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We recognize the distinctive role the University of Manitoba can play in addressing these opportunities. It is this distinct role that has inspired the title of our updated Strategic Plan. *Taking Our Place* means employing intentional and strategic measures to meet the ever-changing needs of our world. It means increasing both our influence in, and our collaboration with communities. And it sets our sights on reinforcing our standing as a leading university.

Acknowledgement

The University of Manitoba's role in reconciliation, its connections with Indigenous students, partners and communities, and its commitment to Indigenous Achievement are central to the kind of future the University seeks to create. A strongly held view emerged from consultation sessions, the Strategic Planning Committee and the leadership of the University that in order to truly be "Manitoba's University" required that the University of Manitoba's commitment to Indigenous Achievement and to indigenizing the University be elevated to a level of prominence within its strategic plan that traditionally is held by its mission, vision and values. In recent years, the University has adopted the practice, at formal functions, of acknowledging the traditional lands on which it sits. An acknowledgement of these lands, and of the University's commitment to Indigenous peoples and communities, now form part of the foundational statements that define the University of Manitoba.

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Metis Nation.

The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Metis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. 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.

The University of Manitoba is committed to ensuring that First Nations, Metis and Inuit knowledge, cultures and traditions are embraced and reflected in the pursuit of its mission.

Mission, Vision and Values

Mission

To create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

Vision

To take our place among leading universities through a commitment to transformative research and scholarship and innovative teaching and learning, uniquely strengthened by Indigenous knowledge and perspectives.

Values

To achieve our vision, we require a commitment to a common set of ideals. The University of Manitoba values:

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| Academic Freedom | Accountability |
| Equity and Inclusion | Excellence |
| Innovation | Integrity |
| Respect | Sustainability |

Strategic Priorities

The strategic priorities of *Taking Our Place: University of Manitoba Strategic Plan 2015-2020* (“the Plan”) build on those identified in the *Strategic Planning Framework 2009-2014*, the lessons learned in implementing this framework and the perspectives on the future direction of the University shared by faculty, staff, students and alumni as part of the consultation process associated with the development of the Plan. What follows is a description of these priorities and where the University will direct its efforts and resources to realize these priorities.

The Plan identifies five strategic priorities or broad directions for the University for 2015-2020. For each of these priority areas, the Plan begins with a statement of commitment or aspiration – what the University hopes to achieve in setting a particular priority. A set of high level goals is then identified for each priority area along with a set of supporting actions. In most cases, these supporting actions are aligned with a specific goal. In some cases, however, they may support more than one goal, given their overlapping nature.

As indicated in the Implementation section of the Plan, a combination of qualitative and quantitative ways to assess our progress will be developed for each of the five priority areas.

I. Inspiring Minds

through innovative and quality teaching

The University of Manitoba is this province’s research university; therefore, research informs our teaching and teaching informs our research. We provide a wide range of high-quality liberal arts, science and professional programs that are consistent with our mission and size and that equip our undergraduate and graduate students to be locally and globally engaged citizens.

We are committed to ensuring that our undergraduate and graduate students have an outstanding educational experience. They engage with their courses and programs in learning and related environments that best contribute to their success. They have access to experiential learning opportunities as well as proper recognition of their relevant learning outside of the University of Manitoba. Excellent professors who are properly recognized and rewarded for their skills and achievements teach them. And they understand the importance and contributions of Indigenous peoples in Manitoba and Canada.

Goals

Supporting Actions

a. Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba’s research university in the context of stable or diminishing resources.	i. Establish Faculty program sustainability plans and develop a process for determining and ensuring program sustainability across the University. ii. Incorporate sufficient support for students as part of program sustainability plans.
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| <p>b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university.</p> | <ul style="list-style-type: none"> i. Increase the number of Indigenous and graduate students as a percentage of the total student population. ii. Monitor the number of international students as a percentage of the total student population. |
| <p>c. Provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online learning technologies and resources.</p> | <ul style="list-style-type: none"> i. Increase wireless technological capability, the number of active learning spaces (including smart classrooms), the number of blended courses and programs, and the number of courses using Desire2Learn and other learning management systems. ii. Assist and encourage academic units to consider delivery mode flexibility as they plan their programs. iii. Provide appropriate support and services to students across all delivery modes. |
| <p>d. Ensure students are able to complete their programs and reduce time to completion.</p> | <ul style="list-style-type: none"> i. Increase financial support for undergraduate and graduate students. ii. Review program regulations to remove barriers to timely student progress. iii. Increase first- to second-year undergraduate retention. |
| <p>e. Increase opportunities for experiential learning.</p> | <ul style="list-style-type: none"> i. Increase opportunities for community service-learning, co-operative education, undergraduate research, and student exchanges. |
| <p>f. Expect, recognize, promote and reward high quality and innovative teaching.</p> | <ul style="list-style-type: none"> i. Establish teaching chairs to lead and facilitate teaching excellence. ii. Review faculty/school tenure and promotion guidelines to ensure teaching and the scholarship of teaching are properly recognized. iii. Increase opportunities for academic staff to complete the Teaching and Learning Certificate program. |
| <p>g. Enhance student mobility.</p> | <ul style="list-style-type: none"> i. Increase the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations. ii. Establish university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples. |

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| <p>h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.</p> | <p>i. Identify options to ensure that Indigenous content is included in academic programs.</p> <p>ii. Provide educational opportunities for academic staff members to ensure they can incorporate Indigenous knowledge in their areas.</p> |
| <p>i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities.</p> | <p>i. Develop <i>bona fide</i> academic requirements or essential skills and abilities requirements as appropriate for all of our programs.</p> |
| <p>j. Ensure students have the information required to understand the goals and anticipated outcomes of our programs.</p> | <p>i. Establish educational goals and anticipated outcomes for all programs.</p> |

II. Driving Discovery and Insight
through excellence in research, scholarly work and other creative activities

The University of Manitoba – Manitoba’s research university – has a tradition of excellence in research, scholarly work and other creative activities spanning over 140 years, having made seminal contributions in many fields and finding life-changing solutions to problems being faced by peoples of Manitoba, Canada and the world through fundamental and applied research.

Over the next five years, we will champion excellence in research, scholarly work and other creative activities and increase our position within the top fifteen research-intensive universities in Canada. We will retain our strong commitment to research that advances knowledge and understanding in the natural sciences, health sciences, applied sciences, social sciences, the arts and humanities.

Our broad research directions will continue to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. Through strategic investments, we will build and grow existing and emerging areas of research excellence and generate ideas and knowledge that will help address the most pressing issues facing Indigenous peoples, other Canadians and global citizens. We will enhance our reputation on the international stage, and provide our undergraduate and graduate students with an exceptional and transformative research experience to succeed in their chosen careers.

Goals

Supporting Actions

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| a. Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities. | <ul style="list-style-type: none">i. Continue to provide support to all of the University's areas of research, scholarly work, and creative activities.ii. Increase the number of research chairs and professorships to develop and lead research areas.iii. Increase support at the unit level in developing competitive research proposals to external funding agencies.iv. Strategically invest in emerging and established areas of research excellence, within the context of faculty / school and University research plans.v. Nominate researchers and scholars for national and international awards and celebrate accomplishments within the University and broader communities.vi. Establish and articulate, through a process of unit-level collegial discussion, discipline-specific and/or area-specific means to assess and evaluate the impacts and outcomes of research, scholarly works, and creative activities. |
| b. Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners. | <ul style="list-style-type: none">i. Increase the role of research institutes, centres and groups in facilitating collaborative research.ii. Review faculty/school tenure and promotion guidelines to ensure that the value of developing effective partnerships and the time involved in carrying out community-based and international research are recognized.iii. Explore the possibility of offering jointly authored, multi-disciplinary, graduate theses. |
| c. Provide education and training opportunities for graduate students that recognize their diverse career paths. | <ul style="list-style-type: none">i. Provide discipline-specific and interdisciplinary opportunities for graduate students to explore diverse career paths. |
| d. Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities. | <ul style="list-style-type: none">i. Establish a development grants program to seed community-based research in partnership with First Nations, Metis and Inuit communities. |
| e. Advance Indigenous research and scholarship. | <ul style="list-style-type: none">i. Increase the University's research capacity on Metis rights and Treaty and Aboriginal rights, including the right of self-determination for Indigenous peoples. |

- f. Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities.
 - i. Encourage researchers, scholars and artists to publish and showcase their work through high quality peer-reviewed journals, presses, performances and exhibitions as well as through knowledge mobilization activities including policy development and legal opinions.
 - ii. Increase collaborative research, and scholarly work and other creative activities with institutions of global standing.

III. Creating Pathways to Indigenous achievement

Manitoba has a large and growing Indigenous population. This population is younger and growing at a faster rate than the non-Indigenous Canadian population. In fact, it is predicted based on Statistics Canada Census data that Indigenous peoples will comprise nearly 19% of Manitoba’s population by 2026. The success of First Nations, Metis and Inuit peoples and communities is vital to the health and well-being of our province and, indeed, our nation.

By incorporating Indigenous perspectives into our learning, discovery and engagement programs, the University will help to transform the lives of both Indigenous and non-Indigenous peoples and communities, and make Manitoba and Canada a better place to live. Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community.

We are committed to fostering the development of the next generation of Indigenous leaders by providing an inclusive and supportive learning environment that promotes Indigenous student success from the time of admission through graduation and beyond. As Manitoba’s research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Metis and Inuit K-12 students to better support academic success, building a more prosperous and fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Metis and Inuit communities.

Goals

Supporting Actions

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| <ul style="list-style-type: none"> a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff. | <ul style="list-style-type: none"> i. Widen opportunities for students, faculty and staff to learn about Indigenous perspectives (e.g., through courses/new curricula, service-learning, research projects, workshops, lectures, events, etc.). |
| <ul style="list-style-type: none"> b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed. | <ul style="list-style-type: none"> i. Increase undergraduate and graduate Indigenous enrolment as a percentage of the total student population. ii. Increase first to second year retention rates and graduation rates for Indigenous students. iii. Close the gap between Indigenous and non-Indigenous students in retention and graduation rates. |

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| c. Foster K-12 Indigenous student participation in post-secondary education. | <ul style="list-style-type: none"> i. Increase community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies. ii. Establish new and further develop existing pre-university programming and activities for Indigenous youth. iii. Explore collaborative opportunities with the K-12 system. |
| d. Enhance the University’s research capacity on issues of importance to Indigenous peoples and populations. | <ul style="list-style-type: none"> i. Lead the further development of the national centre for research on truth and reconciliation. |
| e. Strengthen global connections with Indigenous peoples and programming around the world. | <ul style="list-style-type: none"> i. Increase the number of Indigenous faculty and students engaged internationally in Indigenous scholars networks. ii. Expand service-learning and community-based research opportunities with global Indigenous communities. |
| f. Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners. | <ul style="list-style-type: none"> i. Establish an Indigenous leader awards program to recognize and celebrate Indigenous achievement. |
| g. Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces). | <ul style="list-style-type: none"> i. Increase the number of Indigenous faculty and staff as a percentage of the University’s employee population. ii. Make First Nations, Metis and Inuit arts, cultures, and languages more visible throughout our campuses. |

IV. Building Community
that creates an outstanding learning and working environment

As the largest university in the province, the University of Manitoba is also one of the largest communities in Manitoba. Each of our more than 38,000 students, staff and faculty have ambitions, potential and promise that contribute to the diversity of our community and establish a unique environment for learning and working.

Our university community engages in programs that foster interchange and creation of knowledge, ideas and opinions in a respectful, mutually supportive climate of trust. In this collegial environment each individual grows to achieve their full potential while concurrently contributing to the growth of colleagues, the community as a whole and Manitoba.

At the University of Manitoba we believe an outstanding learning and working environment is foundational to achieving our mission and vision. We are committed to recognizing and celebrating the contributions of all community members and the diversity of our community, particularly the role of Indigenous peoples. We encourage dialogue and inclusivity for the continuous refinement of academic, administrative and governance

programs and processes. We are dedicated to provide all students, staff and faculty learning, research and leadership support and development opportunities.

Goals

Supporting Actions

<p>a. Make the University of Manitoba the institution of first choice for potential students, staff and faculty.</p>	<p>i. Expand the pool of outstanding potential students, staff and faculty applying to the University of Manitoba. ii. Retain the University of Manitoba’s status as one of the Top 25 employers in Manitoba.</p>
<p>b. Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous people, people with disabilities, gender and sexual minorities, and racialized minorities.</p>	<p>i. Work toward appropriate student, staff and faculty gender balance in all academic programs. ii. Increase the number of Indigenous students, staff and faculty. iii. Build a culture of inclusion so that our leadership reflects the diversity of society.</p>
<p>c. Increase student, staff and faculty satisfaction with the learning and work environment.</p>	<p>i. Create initiatives designed to promote a respectful work and learning environment. ii. Pursue best practices for provision of childcare and healthy living options for students, staff and faculty. iii. Enhance common spaces, amenities and services to better meet the needs of the university community. iv. Improve workload distribution to ensure staff are able to maintain an appropriate work-life balance consistent with their career objectives. v. Ensure all faculty, staff and students receive regular feedback to support individual growth, development and success.</p>
<p>d. Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs.</p>	<p>i. Increase professional development, leadership and growth opportunities for students, staff and faculty.</p>
<p>e. Create a learning and work environment that meets the needs of the University’s future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability.</p>	<p>i. Balance staff and faculty levels to meet academic and administrative requirements. ii. Ensure Campus Master Plans and campus development provide access to facilities for those with disabilities, demonstrates leadership in social, economic and environmental sustainability, and supports a growing learning and research enterprise.</p>

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| | <ul style="list-style-type: none"> iii. Improve the quality and level of maintenance of the University's physical spaces. iv. Make Indigenous culture, language and symbols visible throughout our campuses. |
| f. Provide information technology systems that support the needs of students, staff and faculty. | <ul style="list-style-type: none"> i. Continue to renew information technology infrastructure to better support teaching, learning and research programs. |
| g. Ensure university governance processes are meaningful, transparent, engaging and effective in advancing the University's mission and strategic priorities. | <ul style="list-style-type: none"> i. Improve opportunities for participation in university governance, particularly for students, staff and junior faculty. |
| h. Develop a culture of continuous dialogue, collaboration, and consensus building to improve communication and inform institutional development within the context of stable or diminishing resources. | <ul style="list-style-type: none"> i. Develop robust processes for input from students, staff and faculty in the development of new administrative programs and systems. ii. Better link planning and resource allocation in the support of the University's academic mission and priorities. |
| i. Enhance and support meaningful connections between faculties and units within the University. | <ul style="list-style-type: none"> i. Increase opportunities for cross-faculty/unit participation in projects and events to build a stronger sense of community. |

V. Forging Connections
to foster high impact community engagement

Our mission includes the traditional aspect of service to the community, yet we have embraced a shift in thinking to better reflect the reality that we don't simply serve our communities, we engage with them. Our relationships with our colleagues, alumni, friends, donors, and partners – local, national and international – are both reciprocal and collaborative.

We believe in the importance of forging strong connections, ones that join our efforts with those in other organizations, that embed members of our community within others, or that create opportunities for the University of Manitoba to be the place where those joint efforts take shape. We are firmly committed to engaging with communities beyond the University, to closer collaborative relationships with them, and more integration of the University and community. We believe in being present in the communities we serve, and to welcoming them in return.

We are committed to sharing our knowledge and expertise, and to developing and fostering relationships that enable the University and our alumni, donors, and partners to have a direct and positive impact on people’s lives.

Goals

Supporting Actions

a. Establish, strengthen and support meaningful connections between the University community and key stakeholders.

- i. Create an inventory of the University’s existing engagement with its communities based on its academic, research and service mission.
- ii. Increase engagement between the University and its communities, connected to the institution’s academic, research and service mission, via a comprehensive university-wide community engagement framework.
- iii. Increase opportunities for faculty, staff and students to participate in outreach programs.

b. Foster a dynamic relationship between alumni and the University.

- i. Increase the percentage of alumni who participate in the University’s activities and initiatives, including student recruitment, mentoring, career transition and continuing interactions with the University; alumni forums; affinity programs; lifelong learning; international activities; events, awards and Convocation.

c. Be an internationally engaged university with local relevance and global impact.

- i. Focus the University’s membership efforts in networks and associations that advance our core values and enhance our global reputation.
- ii. Align international partnership efforts with provincial and national government priorities, targeted at synergies, innovation, mutual learning and growth.
- iii. Leverage the University’s connections with ethno-cultural communities in Manitoba and worldwide, within the context of stable or diminishing resources.
- iv. Celebrate and promote the impact of the University’s partnerships in communities around the world.

d. Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings.

- i. Establish strategic approaches and initiatives designed to further the growth of partnerships between the University and Indigenous communities.

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| <p>e. Demonstrate the principles of inclusion, consultation and integration in finalizing a long-term vision and implementation plan for the development of the Southwood precinct.</p> | <p>i. Provide comprehensive, thorough and effective opportunities for the community to engage in the planning process for the development of the Southwood precinct, in a manner that promotes its integration with the surrounding community.</p> |
| <p>f. Ensure the University is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests.</p> | <p>i. Increase the diversity of outreach programs throughout the spectrum of communities the University serves (prospective students, alumni, Indigenous people, youth, etc.) that can be accessed by faculty, staff and students.</p> <p>ii. Promote the University of Manitoba as an opportunity for community members to develop their knowledge and skills, and pursue their interests.</p> |
| <p>g. Build a culture of advancement and philanthropy across the University community.</p> | <p>i. Increase the number of students, staff, faculty and Board of Governors members making philanthropic donations to the University of Manitoba.</p> |
| <p>h. Tell the story of the University, engage alumni and community partners, and secure funds through philanthropy and government support.</p> | <p>i. Develop and execute a comprehensive campaign to advance the University, that engages students, faculty, staff, Board of Governors members, alumni, friends, and governments and raises \$500 million for Indigenous achievement, graduate student support, research excellence, an outstanding student experience and enhanced places and spaces.</p> |

Implementation and Accountability

The *Strategic Planning Framework 2009 – 2014* was intended to be used as a guide for the University of Manitoba community in making decisions about programs, structures, and the allocation of resources and effort. The Plan similarly will provide direction, though to a greater degree of specificity.

Faculties, departments and administrative units will continue to be expected to develop and connect their internal plans and priorities with the goals and supporting actions of the Plan and to report on their progress during the annual strategic resource allocation process.

Integration

Numerous operational plans and reports exist that provide additional context and background for the priorities, goals and supporting actions articulated in this plan, and that will support implementation efforts. These include the objectives articulated in major plans like the Strategic Enrolment Management Framework, the Comprehensive Campaign Case for Support, or the Strategic Research Plan, for instance.

In some other cases, such as the Pathways to Indigenous Achievement Framework, operational plans do not yet exist, but are under development. The Vice-Presidents will be accountable for ensuring that the priorities, goals and supporting actions of the Strategic Plan are achieved and that the necessary operational plans are developed in support of the Plan. The absence of an operational plan, however, will not be seen as an impediment to the pursuit of the University's priorities – faculties, departments and administrative units should continue to feel free to innovate in how they contribute to the attainment of the priorities and goals contained herein.

Related operational plans and reports (partial)

- *Blended and Online Learning Task Force Report*
- *Community Engagement Strategy (under development)*
- *Comprehensive Campaign – Case for Support*
- *Cooper Commission Report*
- *Experiential Education Working Group Report*
- *International Strategy*
- *Pathways to Indigenous Achievement Framework*
- *Strategic Enrolment Management Framework*
- *Strategic Research Plan (under development)*
- *Visionary (re)Generation – under development*
- *Individual faculty and unit plans (existing and under development)*

Reporting Progress and Accomplishments

As part of implementing this Plan, we need to be able to report our progress on the priorities and goals that we have established – to develop a shared understanding of our progress and accomplishments, for accountability to our Board of Governors, and to compare ourselves to other institutions.

The *Strategic Planning Framework 2009 – 2014* identified, as its first priority for implementation, the development of a self-assessment framework that would allow the University to be able to gauge its progress in pursuing its priorities. This work proved challenging, due to the limited availability of data that could generate meaningful information about outcomes or comparability with similar institutions.

Two significant factors have since had the effect of improving the University's position in this area. In 2011 the University joined with the U15 group of universities, which has resulted in an ability to access a significant amount of comparative data from peer institutions. In addition, the University has enhanced its support to the Office of Institutional Analysis (OIA) in order to bolster its institutional research capacity.

In developing this plan, it has been clear that further work is required in order to establish an appropriate set of institutional indicators of progress and success.

For some supporting actions, such as those that form part of the University's Strategic Enrolment Management (SEM) Framework, baseline information and targets already have been established. For others, qualitative and quantitative indicators, baseline information and targets will be established in 2014/15. The Strategic Planning Committee or an ad hoc working group established by the Committee, in collaboration with the Office of Institutional Analysis, will be charged with developing an assessment framework that captures both the qualitative and quantitative dimensions of the impacts of this plan. Starting in 2015/16, the University will report annually to the Board of Governors and Senate on this new set of institutional indicators, and share this report with the University of Manitoba community.

Conclusion

In developing this plan, an early consideration for the Strategic Planning Committee – and by extension, the community – was whether the University’s mission needed to change. Though the input resulting from the planning process was extensive, it did not suggest that such a need exists. Taken together, the priorities and goals in *Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020* can be viewed as a way of giving life to our mission. They reflect the best efforts of members of our community to define how we can pursue this mission over the next five years, reflecting our current context. They incorporate our community’s commitment to excellence in teaching, research, scholarly work and other creative activities. They address the needs of our students today, and what we believe they may require from the University in the future. They recognize that a university is a community of colleagues, a neighbour, a partner and a leader, and that the work of its members makes important contributions locally, nationally and globally. And they also acknowledge that the diversity and complexity of the University of Manitoba require that difficult decisions are made, but in a transparent and accountable manner.

This plan builds on the accomplishments of the *Strategic Planning Framework 2009 – 2014*, which identified the pursuit of academic enhancement, Indigenous achievement, an exceptional student experience and an outstanding workplace as the University’s core priorities. It reinforces these existing priorities, while reflecting the natural evolution of planning over time. It embeds the University’s goal of ensuring an exceptional student experience within all five priorities, it is more deliberate in its approaches to providing not just an outstanding working environment, but an outstanding learning environment, and it provides a focus to the University’s external engagement efforts that was not defined in the previous Framework. Most notably, it strengthens the University’s statement of commitment to Indigenous achievement, and articulates a pledge to pursue relationships and dialogue with First Nations, Metis, and Inuit peoples based on mutual trust, respect, and reciprocity.

This Plan has been developed by the University of Manitoba community, and we will implement it with pride, energy and innovation in the pursuit of the University’s mission: *to create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.*

APPENDIX: Strategic Planning Committee 2014

Chair: Joanne Keselman, Vice-President (Academic) and Provost
Vice-Chair: Digvir Jayas, Vice-President (Research and International)

From the Board of Governors (BOG)

Patricia Bovey, BOG Chair
Michael Robertson, BOG Vice-Chair
Monika Wetzel, Graduate Students' Association President (2013/14); Laura Rempel, Graduate Students' Association President (2014/15)

From Senate

John Anderson, Professor and Head of Computer Science, Faculty of Science
Jonathan Beddoes, Professor of Mechanical Engineering and Dean, Faculty of Engineering
Joanne Embree, Professor of Medical Microbiology, Faculty of Medicine
Gordon Fitzell, Associate Professor of Composition and Associate Dean, Marcel A. Desautels Faculty of Music
Jeffery Taylor, Professor of History and Dean, Faculty of Arts
Al Turnbull, University of Manitoba Students' Union President

From the President

Ovide Mercredi, Senior Advisor to the University of Manitoba

From Faculty at large

Annemieke Farenhorst, Professor of Soil Science, Faculty of Agricultural and Food Sciences
Sandy Hershcovis, Associate Professor and Head, Business Administration, I.H. Asper School of Business
Feiyue Wang, Professor of Environment and Geography, Clayton H. Riddell Faculty of Environment, Earth and Resources
David Watt, Associate Professor, English, Film and Theatre, Faculty of Arts
Roberta Woodgate, Professor, Faculty of Nursing

From Support Staff

Brendan Hughes, Executive Director, Student Engagement
Sam Vagianos, Business Manager, Dentistry
Deborah Young, Executive Lead, Indigenous Achievement

Ex Officio (non-voting)

John Kearsy, Vice-President (External)
Paul Kochan, Vice-President (Administration)

Resource (non-voting)

Erik Athavale, Associate Director (Client Relations), Marketing Communications Office

Thelma Lussier, Executive Director, Office of Institutional Analysis

Kerry McQuarrie Smith, Director, Office of the President

Assistance to the Committee

Cassandra Davidson, Undergraduate Program Analyst, Office of the Vice-President (Academic) and Provost

Judith Hughes, Assistant Professor, Social Work

Kathleen Legris, Academic Analyst, Office of the Vice-President (Academic) and Provost

Olga Radzikh, Graduate Student

Janice Ristock, Vice-Provost (Academic Affairs), Office of the Vice-President (Academic) and Provost

Kerstin Roger, Assistant Professor, Human Ecology

Pam Trupish, Director, Office of the Vice-President (Academic) and Provost