

University of Manitoba Strategic Planning Framework 2009-2014

This framework is intended to guide the major decisions we make at the University of Manitoba: what programs to have (teaching, research, administrative, co-curricular), what organizational structures are best suited to mounting those programs, how to find the necessary resources, and so on. For many of us this framework will be in the background – sometimes distantly – as we do our daily work.

By analogy, if a family or a group of friends were to take a road trip, the decision about whether to head east from Winnipeg to Toronto or west to Vancouver is the kind of major direction-setting found here. How the person responsible for driving chooses a vehicle, or the one responsible for food chooses the meal, will in this analogy derive from wisdom informed by experience in each academic or administrative unit.

The major ideas presented here have been synthesized from many formal and informal consultations over the past academic year. Responses to this document have been solicited from the University community and to the extent possible, incorporated into this document. The wealth of constructive suggestions that were submitted could not all be addressed here, but the framework is a starting point for where we go from here as a community.

It must be emphasized that the University of Manitoba's commitment to teaching and to basic and applied research, in both traditional and professional programs, remains strong. What we are proposing is that we also take advantage of the opportunities that have been identified for us to focus specific attention on areas of particular relevance in today's world. The framework can be seen as a way of forging new connections among different areas of the university; of encouraging collaborations that may prompt ground-breaking ideas in complex areas.

The next several years will require prudent direction setting and diligent detailed work from all of us, and I plan to be actively engaged throughout. During these years we will shape the continuing development of a wonderful and important institution, and if we do our work well we will see this University increasingly recognized for its greatness.

Let's work together to make the University of Manitoba one of a handful of outstanding universities in Canada, with international significance, and let's provide the evidence for others to see us that way. As we make each decision, let's keep in mind making the University a better place, not being satisfied with the *status quo*.

David T. Barnard
President and Vice-Chancellor
September, 2009

Contents

1. WHY DOES THE UNIVERSITY OF MANITOBA EXIST?	2
2. WHERE ARE WE NOW?	2
3. HOW WILL WE BEHAVE?	4
4. WHAT FUTURE ARE WE CHOOSING TO CREATE?	5
5. WHAT WILL WE DO TO BRING THIS ABOUT?	5
6. HOW WILL WE KNOW HOW WELL WE'RE DOING?	10
7. WHAT HAPPENS NEXT?	11

MISSION: To create, preserve and communicate knowledge, and thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

VISION: Our students, scholars, staff and alumni will have an association with the University of Manitoba that is transformative and their discoveries will be of the greatest possible benefit to their own lives, and to the lives of others.

VALUES:

Excellence	Innovation	Responsibility to Society	Selectivity
Equity and Diversity	Integrity	Environmental Sustainability	Academic Freedom
Accountability	Humanity		

PRIORITIES:

1. **Academic Enhancement: Innovations in Academic and Research Programs (6 Themes)**

- a. Healthy, safe, secure and sustainable food and bioproducts
- b. Sustainable Prairie and Northern Communities
- c. Human Rights
- d. Innovations in Public and Population Health
- e. New Materials and Technologies
- f. Culture and Creativity

Goal: 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.

2. **Outstanding Student Experience**

Goal: 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.

3. **Aboriginal Achievement**

Goal: The University of Manitoba will work with a variety of partners to make Winnipeg the national centre of excellence in Aboriginal education, and in particular to allow Aboriginal students to be prepared for and to achieve educational success in the full range of academic programs that we provide.

4. **Outstanding Employer**

Goal: 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.

5. **Progress**

Theme	Observation	Target in 5 years*	Annual Objective
Academic Enhancement	Research funding	Top 10 in Canada	Increase of \$10M
	Community NPS	70%	Increase toward target
	Self-assessment NPS	80%	Increase toward target
Student Experience	NPS	80%	Increase toward target
Aboriginal Achievement	% of cohort at UM	Halve gap to equality with others	Increase toward target
	% completing programs	Halve gap to equality with others	Increase toward target
	Distribution by program	Halve gap to similarity to others	Increase toward target
Outstanding employer	Employee NPS	80%	Increase toward target

Perhaps what is inexplicable is this:
The huge faint height beyond the shadowed heart
Against which we must measure lives,
the possibility of truth.

[from Rosro, County Galway by Jan Zwicky in *Wittgenstein Elegies*]

1. Why does the University of Manitoba exist?

The pursuit of knowledge is a fundamental part of the human experience. We are on a voyage of shared exploration and imagination, expanding the boundaries of our ability to create, to learn and to understand. In support of this voyage, universities have embraced a three-fold mission based on communicating knowledge through teaching, pursuing knowledge through research and applying knowledge to serve society. This mission includes the important role that universities play in educating for the knowledge economy. This is reflected in the comprehensive menu of high-calibre professional programs that have become a core feature of the university, and which are unique among the post-secondary institutions in Manitoba. These perspectives all are upheld in the mission of the University of Manitoba:

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

The University of Manitoba was established less than a decade after the province was born and has grown and evolved along with the province. Its initial commitment to excellence in undergraduate education has been preserved and has grown to include graduate and professional programs as well. After 131 years, we remain “Manitoba’s university”, with close connections to its people and communities and a strong desire to preserve while at the same time nurture and grow these bonds. Our strong interest in working with and serving Manitoba’s Aboriginal communities is an important case in point. We believe that education has transformative power for individual students, their families and communities. There is more that we can contribute to Manitoba’s Aboriginal people and their communities and we will work with them to determine how we can best contribute to meeting their needs. Similarly, we are committed to being an active contributor to solutions to the challenges faced by our province and its citizens, and in the enduring discourse about how to shape its future. We do not believe we should work in isolation, but that we should explore opportunities for cooperation and collaboration both within the university community and beyond it – with our partners in the community, in government and in other post-secondary institutions.

We also have become part of the global community, welcoming faculty and students from other countries along with the unique perspectives they offer, and considering how our experiences and viewpoints together can benefit the world. We live in a world of extraordinary potential and countless interconnections that can “contribute to cultural, social and economic well-being”.

2. Where are we now?

Manitoba is a place of great diversity: from prairie to the Canadian Shield, from our international border to the Arctic coast. We live within a major system of rivers that offer both enormous potential for energy development and constant environmental challenges. We experience a global climate ranging from the deepest depths of winter to the warmth of the extended twilight of summer.

Manitoba is a multi-ancestral province, with roots extending deeply into every country in the world. It is also home to a large Aboriginal population that has fundamentally shaped the history and will fundamentally shape the future of the province.

In 2009 the University is in a significant period of change, partly in response to a global economic situation unlike anything that has occurred in our lifetimes, the ending of the previous planning period and changes in the senior administrative ranks including the installation of a new President. We have been presented with an opportunity to assess how the university has been achieving its mission and to identify desired adjustments to move into the next decade and to evolve as a learning organization that can respond and adapt to an unpredictable and turbulent external environment

Charting a path forward requires an understanding of where the path begins. *Building for a Bright Future: Final Report on the Strategic Plan for the University of Manitoba* presented the starting point for assessing the current situation. It was supplemented by a detailed analysis of weaknesses and strengths, where future opportunities may lie, and what threats may need to be confronted (SWOT). This table presents, at a very high level, the most significant points made during these discussions¹.

	Positive	Negative
Internal	<p>Strengths</p> <ul style="list-style-type: none"> • Broad mandate: medical and doctoral university with professional programs • Important role in both undergraduate and graduate education • High quality faculty and staff • Connected with the community • Broad range of programs and choice • Nationally recognized/world class research • Academically strong, diverse students • Supportive learning/work environment • SmartPark • Large expanse of land • Geographically dispersed • Open to partnerships • New information systems • Commitment to accessibility 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Inadequate operating and capital funding • Inadequate student financial support • Infrastructure deficit / need to modernize buildings • Silo mentality • Inadequate staff development systems • Limited student engagement • Lack of clear direction or priorities • Inequity in services between campuses • Morale issues due to national rankings • Strained labour relations • Aging staff • Respect issues • Inconsistent service • Inefficient governance processes • Afraid to think big
External	<p>Opportunities</p> <ul style="list-style-type: none"> • Interest from external community • New or renovated facilities • Increased visibility – Human Rights • Enrolment growth from economic uncertainty • University of first choice for all Manitobans • Large alumni base • Connections with the Aboriginal community • International student recruitment • Global citizenship • Experiential learning • Research / programming partnerships • Innovation engine of the province 	<p>Threats</p> <ul style="list-style-type: none"> • Competition for students and faculty • Increasing workloads • Rapidly changing technology • Fee restrictions • Economic uncertainty • Changing demographics • Tolerance for incivility and anti-intellectualism • Not on national radar intellectually • Taken for granted locally • Duplication of programs provincially • Potential for difficult government relations

¹ The more detailed SWOT will be posted on the website as a supporting document

In assessing the outcomes of this review, a few broad themes emerge:

- *Existing Excellence*: the University has many programs and research foci that are nationally or internationally recognized. There are also innovations in how we offer learning opportunities to our students, such as interdisciplinary and inter-professional programs, the unique University 1 program, and a commitment to accessibility. These accomplishments should be celebrated.
- *Employees*: Our faculty and staff exemplify tremendous skill, dedication and excellence. They are the key resource that fuels all activity on campus. But we have not yet found the best approach to identifying and developing employee potential. We also face a high degree of competition from other institutions in attracting talent. As this competition increases, we must devote greater attention to how talented people might be persuaded to join us, and how to retain the excellent people already on faculty and staff. We need to do a better job of succession planning, and improve our hiring processes.
- *Manitoba Community*: The university contributes to the community on an ongoing basis through a wide range of initiatives, including inner-city outreach, advising government on important areas of public policy, and providing interesting and innovative learning opportunities for children. Our strong relationships with local business, community and political leaders carry with them a willingness to develop partnerships. We have been able to pursue initiatives that benefit the University and the broader community alike, such as the new football stadium and recreational facility, SmartPark, the indoor soccer complex and a transformation of the Southwood golf course. We also see tremendous potential to explore additional partnerships, such as with the Canadian Museum for Human Rights.
- *Funding*: like other publicly-funded institutions, the University of Manitoba faces ongoing concerns about funding and how to allocate available resources effectively. Despite its challenges, the University has a substantial funding base and benefits from a considerable level of support from government, the community and alumni. As a result, there is a great deal that *can* be done.
- *Priority-setting*: With about 27,000 students, 7,700 faculty and staff and 90 degree programs, the University is an extremely diverse organization. This complexity creates difficulties in identifying, adjusting and supporting core priorities. It also suggests we should consider the adaptation of existing programs to meet changing needs, when contemplating program additions. By considering how better to do this, we can pursue opportunities to innovate in how we structure and deliver priority programs.
- *Public Perceptions*: There is a sense that we do not convincingly sell our advantages. Recognizing that the University has many supporters, both on- and off-campus, it is a challenge for them to counter certain perspectives, such as that the University is too far removed from the heart of the community, or that our two locations are not connected enough. We are a good partner with others in the larger community outside the University and we must work for broader acceptance and respect.
- *Administrative Resources*: underpinning all academic, research and community outreach efforts is the machinery of the university: the information technology to enable effective analysis, the capacity to consider the future staffing needs of the institution, and financial management expertise. Investments in these areas may need to be assigned higher priority. It will be critical for us to consider the most effective ways for administrative resources to inform decision-making, whether through improved budget processes, analysis of student enrolment trends, or other mechanisms.

3. How will we behave?

To achieve our vision, we require a commitment to a common set of ideals. The University of Manitoba places a high degree of importance on the following principles:

- *Excellence*: We aspire to excellence in teaching and in research, scholarship and creative work. We expect superior performance of our faculty, students and staff.
- *Innovation*: Experimentation and exploration foster discovery; so we encourage them. We must continue to evolve to maximize opportunities for learning and to achieve excellence in teaching.

- *Responsibility to society:* Our teaching, research and service will challenge and engage the people of Manitoba, will improve quality of life and will assist in the economic, social and cultural development of our province and the world.
- *Selectivity:* We will respect and build upon the foundational strength of traditional programs and disciplines and provide an outstanding environment in focused areas of academic strength.
- *Equity and diversity:* All who have the potential to succeed at our University should have access to it. We promote equity in access to our programs and employment, and in the conduct of the University's affairs. Similarly, we ascribe a high value to a profusion of ideas. We believe in rational and respectful debate and in the importance of understanding alternate perspectives. We promote peaceful discussion, the consideration of alternatives, and the forging of consensus.
- *Integrity:* We are committed to intellectual honesty.
- *Academic freedom:* We will protect the right of everyone in our academic community to intellectual independence and critical inquiry. Advancement of understanding in research, scholarship and creative work and the transmission of that knowledge to students require the privilege of speaking and writing freely. Members of our University have a personal and institutional commitment to academic freedom, responsibly pursued in the performance of their academic duties.
- *Accountability:* We are accountable for what we do: we can and should be required to answer for the use of public resources. We have a responsibility to facilitate research, scholarship and creative works that are of high quality as judged by international standards.
- *Environmental Sustainability:* We believe in the importance of operating in an environmentally sustainable manner and we lead by integrating this principle into our operating decisions.
- *Humanity:* We will maintain a safe and welcoming environment where we will offer respect and consideration to all, and expect it to be demonstrated by our students, faculty, researchers and staff.

4. What future are we choosing to create?

We will uphold these values in pursuing our vision:

Our students, scholars, staff and alumni will have an association with the University of Manitoba that is transformative and their discoveries will be of the greatest possible benefit to their own lives, and to the lives of others.

The University of Manitoba will lead through excellence, challenging the finest students, teachers, scholars and researchers to approach the pursuit of knowledge with vigour, imagination, innovation, discipline and respectful debate. Our university will be a vibrant, innovative and connected place to learn, live and work, recognized for a dynamic student experience, for the confidence and pride it instills in students, faculty, staff and alumni, for its tradition of excellence, and for its positive contributions to Manitoba and beyond.

5. What will we do to bring this about?

The University of Manitoba is a large, diverse and complex organization. This diversity is one of the tremendous strengths of the University and one that should be preserved. At the same time, in the discussions that have taken place with faculty, staff and students it has been clear that there is both willingness and a need to target priority areas where, by devoting focused attention and resources, we can make the most progress toward achieving our mission and vision.

Leadership in the academy comes from many sources. So too do the many contributions required to assure a vibrant, cohesive whole. As a result, this planning framework represents a call to action; its lack of prescriptive approaches is a signal of our confidence that members of the University community will use their imaginations to see how they can best contribute to meeting its broad objectives.

Our vision evokes a community of excellence and excitement: an environment to which people want to belong. For this reason, our focus of attention needs to be on people: on creating fertile ground for *teaching and research*; on developing the wealth of *student experience*, especially for *Aboriginal achievement*; and on being a place *where people are proud to work*.

I. Academic Enhancement: Innovations in Academic and Research Programs

From the consultations that took place with faculty and school members emerged a consistent message: that there were opportunities to focus on areas of particular relevance in today's world without abandoning the wealth of opportunities for learning and discovery that are offered at the University of Manitoba. This framework is built upon that basic premise. It does not, however, negate the importance of a continued emphasis on basic and applied research and teaching, in both traditional and professional programs.

In considering areas that could be specifically enhanced, a number of criteria have been used:

- Uniqueness of the activity
- Potential to draw on strengths from across the University
- Potential to exploit being a great research university and thus to combine teaching, research and public service activities; and
- Provincial imperatives.

This is Manitoba's university and, as such, we should focus on those disciplines that are of vital interest to the province. The expertise we are gaining by pursuing these priorities should be of excellent quality, applicable nationally and globally.

The following themes will be particularly important in the next stage of our development. Each is described briefly by showing some of the activities that can be considered under the general heading. Departments and faculties will find many ways to enrich our participation in these areas, and our descriptions of them.

a. Healthy, safe, secure and sustainable food and bioproducts: With projected increases in the world's population, increasing fuel costs and growing concerns about climate change, the provision of healthy and safe food on a global scale and in an environmentally sustainable way is a major challenge for the 21st century. Further, the development of environmentally-friendly bioproducts, including alternate energy, from renewable bioresources is seen as an innovative way to reduce society's reliance on petroleum-based products.

The university, through its diversity of current activity and expertise, is well placed to contribute innovative solutions to these challenges. These solutions would significantly enhance Manitoba's and Canada's agri-food industry. Current academic strengths include: sustainable cropping and animal production systems; biofuels; functional foods and nutraceuticals; and post-harvest technology, particularly as it relates to grain storage. Work in these areas is centered at unique state-of-the-art facilities, including Richardson Centre for Functional Foods and Nutraceuticals, the Canadian Centre for Agri-Food Research in Health and Medicine, the George Weston Ltd Sensory and Food Research Centre, the National Centre for Livestock and the Environment, and the Canadian Wheat Board Centre for Grain Storage Research.

b. Sustainable Prairie and Northern Communities: Manitoba has long been known as the gateway to the West, but as the only western province with an Arctic sea coast, it also has a unique connection to the North. This connection can provide potential benefits to Manitoba and Canada but will require enhanced understanding of the impact of increased activities and of climate change on communities. As most of Manitoba's industrial and wealth generating processes and activities involve water, water stewardship, particularly as it relates to the Lake Winnipeg watershed, is a key factor in sustaining prairie and northern communities. So, too, is expertise in alternative energy and hydroelectric development, water quantity, flood mitigation and flood architecture.

Sustaining prairie and northern communities is the focal point of exploration and discussion among academics from many disciplines. Current academic strengths, which span several faculties, include: climate change and Arctic adaptation; community-based resource management; energy generation and transmission of electricity; understanding and managing biodiversity; water quality, policy, protection and infrastructure; rural and northern health; and northern infrastructure, including transportation.

c. Human Rights: Public attention in Manitoba has been focused on efforts to establish the Canadian Museum for Human Rights, which will explore the subject of human rights in order to enhance public understanding, promote respect for others and encourage reflection and dialogue. It will be a centre for international education, dedicated to the promotion and respect of human rights and diversity.

These goals are entirely consistent with the core values of the University. We have a dedicated source of expertise and research focus at the University of Manitoba's St. Paul's College: the Arthur Mauro Centre for Peace and Conflict Studies. It was established with an initial emphasis on the cultural, religious, and philosophical dimensions of peace; social, economic, and environmental justice; peace education; human rights; and the role of international organizations and standards in the quest for peace and justice. In addition, expertise in several faculties such as Arts, Education, Law and Social Work further enhance the uniqueness of research and education programs through integrated approaches.

With the approval of a new joint master's program in peace and conflict studies, Manitoba will have a full suite of academic programming spanning undergraduate to doctoral studies. This unique concentration of studies, combined with support provided through a partnership between Winnipeg's universities and Rotary International, positions Winnipeg to be a globally recognized centre in this area.

d. Innovations in Public and Population Health: Our expertise in the areas of public health and infectious disease research is well-established and globally competitive. The excellence of the program has been built through strategic investments in people and infrastructure over 30 years and by developing a strong partnership with the Public Health Agency of Canada's National Microbiology Lab.

Our expertise in public and population health cuts across both of our campuses and can be found in a wide range of faculties. Some of our work in this area is focused on how diverse characteristics of individuals, communities, and large populations contribute to the local and global distribution of communicable and non-communicable diseases. For instance, the University has established the Centre for Global Public Health, which is focused on the improvement of public health systems, programs and activities in diverse global settings. In addition, the University is an identified leader in the area of Aboriginal health research, and supports the Manitoba First Nations Centre for Aboriginal Health Research (funded by the CFI and a through a contribution by the Assembly of Manitoba Chiefs), which plays a national leadership role in this field.

University health researchers have pioneered the use of health information databases to identify population and social determinants of health and to recommend health policy changes and directions. The University's Manitoba Centre for Health Policy is an internationally recognized centre of excellence in this field.

e. Innovative Materials and Technologies: Naturally occurring and processed materials are required to build infrastructure, houses, and communication, medical and transportation devices. To do so, there is a need to understand the structure of materials and to develop efficient processing techniques for new materials. Efficient exploration of earth materials and an understanding of manufacturing processes using composite materials are also necessary. Finally, understanding the structure and function of proteins offers enormous market potential and infinite applications, from personalized medical diagnosis to solving crop diseases.

The University's strength in this area is diverse and cross-disciplinary, encompassing work in the fields of science, engineering, architecture, environment, textile science and medicine. This effort is supported by an extensive inventory of instrumentation associated with several unique facilities, including the Manitoba Regional Materials and Surface Characterization Facility, the Manitoba Centre for Proteomics and Systems Biology, the Composite Innovation Centre, the Nanosystems Fabrication Laboratory and the W.R. McQuade Structural Engineering Laboratory, several of which serve as regional or national facilities.

f. Culture and Creativity: The cultivation of creativity permeates the work of the university. It is characterized by the limitless range of questions being explored through research, in all disciplines. It is found in the award-winning literary contributions, films and theatre productions of members of the university community. Additionally, it is demonstrated by the importance ascribed to innovation, technology commercialization and entrepreneurship in the way we think about how our work can contribute to the social, cultural and economic growth of our province.

It also forms the basis of an emphasis on art and music, which have long been core features of our offerings. The importance of their continued prominence is demonstrated by a number of projects that are either underway, or planned.

The centerpiece of Project Domino, the University's major infrastructure redevelopment effort, is the rebirth of Taché Hall as the new home of the Marcel A. Desautels Faculty of Music and the School of Art. The University is the first in western Canada to offer a Bachelor's degree in Jazz Studies. Our Centre for Creative Writing and Oral Culture is the first of its kind in the country. Senate has approved the introduction of a Master of Fine Arts degree.

More than strictly being a particular focus for scholars or researchers, performance and creative works are key elements in creating vibrant communities and in contributing to cultural strength and diversity, both nationally and internationally.

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.

II. Outstanding Student Experience

The rich academic opportunities provided to students are the foundation upon which their university experience is built. The pursuit of knowledge that forms the basis of the university's mission must be sharply focused on the needs of students.

That said, the student experience needs to transcend a rigorous focus on a particular discipline. Much of the learning that takes place at university does not occur in its classrooms, but in the many other opportunities offered for creative debate, exposure to a multiplicity of viewpoints, involvement in campus associations and activities and interactions with other members of the university community.

As a two-campus university with many but less-than-obvious physical linkages to the broader community, the University of Manitoba must consider how to overcome the challenge of its geography and develop stronger interconnections between its campuses and with the community at large. Although the University of Manitoba is located in Winnipeg, Manitobans from outside Winnipeg should have a sense of the University being there to serve their needs as well. Likewise, our interest in pursuing priorities that are applicable globally should be part of an approach that sees the university extend its expertise outward while at the same time seeking out and welcoming students from around the world. The University's focus on specific priorities for its academic and research programs should carry through to its recruitment processes, to target those students with a particular interest in pursuing these fields.

In our efforts to enrich the student experience at the University of Manitoba, we will focus on: an enrolment management plan; a quality service orientation in all our interactions with students; greater opportunity for undergraduate students to participate in research programs; and engagement in the Bologna process in concert with providing international opportunities for our own students and focused international student recruitment. Work has already begun on an international strategy for the University of Manitoba which will provide a focal point for these efforts.

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.

III. Aboriginal Achievement

Manitoba has a large and growing Aboriginal population. According to the Manitoba Bureau of Statistics, the Aboriginal population of Manitoba was estimated to comprise 14.8% of the population in 2004. By 2026, it is projected that the Aboriginal community will form 18.9% of the total population of Manitoba and will be an even greater proportion of the Manitoba population under age 40 than it is today.

In Manitoba, the percentage of Aboriginal people without a high school diploma is considerably greater than that of the general population: only 44% of Aboriginal Manitobans have graduated from high school, compared with 64% of the non-Aboriginal population. University degrees have been attained by 4% of Aboriginal people as compared with 14.1% of the non-Aboriginal population.

Increased educational success of Aboriginal people is critical to the social, cultural and economic development of Manitoba and of Canada. We are well placed to build on a longstanding focus on working with and serving this particular student community here at the University of Manitoba. While the many efforts in the past have had some wonderful results, there is more to be accomplished.

Specifically, while the rate at which Aboriginal graduates of secondary school go on to university is good, the rate at which such students complete secondary school is unacceptably low. We need to work with others to increase this rate. We believe we can play a positive role in working to ensure students succeed in the middle school and secondary school environments. Similarly, the rate at which Aboriginal students who come to the University actually complete their academic programs needs to be increased. And we need to make it attractive for Aboriginal students to participate successfully in the full range of programs available here.

We will make it a priority to identify correctly the impediments to participation and success, to develop measures to address these impediments, and to assign resources to put these measures into action. We acknowledge that there is no universal approach and that our efforts need to take into account a diverse range of factors, such as the differing challenges faced by rural, remote and urban communities. We cannot work in isolation: we believe it is critical to work in collaboration with a variety of partners, including Aboriginal

leadership and communities, the provincial government, secondary schools, community agencies, and other post-secondary institutions, to ensure that we are correctly identifying what they believe is needed from us.

The University of Manitoba will work with a variety of partners to make Winnipeg the national centre of excellence in Aboriginal education, and in particular to allow Aboriginal students to be prepared for and to achieve educational success in the full range of academic programs that we provide.

IV. Outstanding Employer

The university work environment is unlike any other. It offers a huge range of activity, all linked in the pursuit of a common purpose. All those who work in the university are contributing to its threefold mission of teaching, research and public service. The pursuit of this mission is a vocation for some, presenting the university with the opportunity to attract bright and engaged faculty and staff simply by virtue of what it represents.

Our continued vitality depends on recruiting, retaining and developing committed and engaged faculty and staff. We will make this a priority consideration throughout the University. We want people who work here to be successful, and to have opportunities to develop their capacity and their careers. We want people to enjoy coming to work, and to have fun when they are here. We want people to have competitive compensation and benefits. We want collegial decision-making to be vital and engaged. We will celebrate achievements. We will promote open and respectful communication. We also want to ensure that the people who work at the University of Manitoba have the right tools at their disposal.

Transforming *how* we do things – to ensure we are doing them as effectively and efficiently as possible, so we are not hindered in our efforts to do our jobs – must be an ongoing consideration for us in our efforts to be an outstanding employer.

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.

6. How will we know how well we're doing?

Just as this is a planning framework – a high-level tool to be used by members across the university to sharpen their focus and help assess what they're doing and how it connects to our core institutional priorities – we need a measurement framework as well.

We have said that units can and should innovate in how they contribute to the University's strategic priorities. Where their activity links to these priorities, it will also be critical for units to share information about what they are doing, and how it is working. To achieve this, units will connect their internal planning efforts to the strategic planning framework and resource allocation requests and identify their progress in meeting strategic priorities in their annual reports, as appropriate.

To understand the impact of all of these activities and to see if we are making a difference, it will be useful to identify some observations that we could make that would indicate to us – and to others – whether we are making progress. The observations should be few in number and easy to understand. Sometimes organizations talk about a “dashboard” of indicators; these are like the dashboard in a car: only some of the relevant information is presented, but it's enough to know if progress is being made. More detailed information can be examined for other purposes.

One observation used by many organizations is the Net Promoter Score (NPS). This is formed by asking the question, “To what extent would you recommend us to others?” The answers are on a 10 point scale; answers from 1 to 6 are considered detractors, 7 and 8 neutral with 9 and 10 promoters. The Net Promoter Score is the number of promoters (those who answered 9 or 10) minus the number of detractors (those who answered 1 through 6). This question can be used with those to whom services are provided – students, for us (would you recommend that someone come to the University of Manitoba as a student?) – or with employees (would you recommend us as an employer?).

Here are some possible observations for the major themes identified above, with some observations applying to broader aspects of the University’s work than simply the focus areas themselves.

Theme	Observation	Target in 5 years*	Annual Objective
Academic Enhancement	Research funding	Top 10 in Canada	Increase of \$10M
	Community NPS	70%	Increase toward target
	Self-assessment NPS	80%	Increase toward target
Student Experience	NPS	80%	Increase toward target
Aboriginal Achievement	% of cohort at UM	Halve gap to equality with others	Increase toward target
	% completing programs	Halve gap to equality with others	Increase toward target
	Distribution by program	Halve gap to similarity to others	Increase toward target
Outstanding employer	Employee NPS	80%	Increase toward target

Setting targets for the Aboriginal Achievement observations is very difficult; a significantly large change in a complicated set of causes and outcomes should occur, but it may be difficult or impossible to produce observable changes quickly. The long range targets should be equality of participation (entry, graduation, access to the range of programs) with non-Aboriginal students, but the targets to be achieved in 5 years should perhaps be more modest.

7. What happens next?

This planning framework is being produced in a period of economic downturn and uncertainty. But, while we do not know what the medium to long term will be, we do know that in the short term – certainly for the next few years – funding will be less than we have been accustomed to, and budgeting will require larger adjustments to bring activities and costs into alignment with priorities than has been the case in the recent past. This gives us an exciting opportunity – an unavoidable opportunity – to think differently about the configuration of our work and imposes on us the responsibility to do so.

These steps will be taken in the next weeks and months:

1. While the observations suggested in section 6 above represent the beginnings of a self-assessment framework and can be helpful in getting a rough sense of how we are doing on the major themes, further work will be done to establish a series of indicators that can help us understand how our story is progressing, including a meaningful measure of academic success. In addition, more detailed observations will be needed in many units and for many individuals in leadership roles. These will need to be worked out and approved as part of existing planning processes. Faculties, departments and units may devote some attention to considering how they already connect to the broad areas of priority articulated in this framework.

2. Work will be continue on formulating ideas that are consistent with this framework and that respond to the expected funding pressures of the next few budget cycles. We will seek out members of the university community who are interested in playing a role in this process, and involve them. Ultimately, ideas will be discussed in units and worked into unit plans and central plans as appropriate.
3. We will seek out external partners to work with us on some of these major themes.
4. Work will be done to evaluate the infrastructure, tools and processes that support institutional growth and change, including our information technology needs, physical infrastructure and administrative support processes, and consider the most effective ways for us to operate.
5. We will enhance our efforts to speak directly to the community outside of the University of Manitoba to communicate our advantages, to solicit their views on what they feel should be important for the university, and to seek active participation in the wide range of ongoing work that is connected to addressing priorities for Manitobans.
6. Open and effective communication will be needed in order to make significant progress in meeting our objectives. We will continue to engage with the university community as we move forward.

The University of Manitoba is a very large and very significant contributor to the social, cultural and economic development of the province and of the nation. The current circumstances present us with opportunities to do important work in all three of these areas because there is significant need in them for the teaching, research and public service to which we have committed ourselves. The next few years can be exciting and fulfilling for all of us if we are willing to seize these opportunities.