

BOARD OF GOVERNORS STRATEGIC MEETING

Tuesday, February 27, 2024

Margaret Lavallee Boardroom, A207 A&B Chown Building

Bannatyne Campus

4:00 p.m.

The material contained in this document is the agenda for the next meeting of the Board of Governors.

OPEN SESSION

Please email regrets to melissa.watson@umanitoba.ca no later than 9:00 a.m. the day of the meeting.

OFFICE OF THE UNIVERSITY SECRETARY



**University
of Manitoba**



Acknowledgement

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

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.

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:

Academic Freedom – Accountability - Collegiality - Equity and Inclusion – Excellence
Innovation – Integrity – Respect - Sustainability

Strategic Priorities

- Support and sustain a post-COVID teaching, learning, research, and work environment. This includes our commitment, as one of Canada's top 15 research universities, to remain a leader in research excellence.
 - Develop and publicize a university-wide anti-racism strategy.
- Enhance and expand opportunities for learning, including research opportunities for students.
 - Deliver on our commitment to Indigenous achievement and engagement.
 - Create a more accessible, equitable, diverse, and inclusive university



2023/24 Board of Governors Priorities and Goals

- Monitor progress on building community and reinforcing a culture of trust at the UM.
- Oversee the development of the UM Brand Positioning and Strategic Plan.
- Accessible, supportive student experience and successful outcomes, examples including:
- Set the tone in advancing reconciliation, equity, inclusion, anti-racism and anti-ableism, including monitoring the implementation of recommendations of the Anti-Racism Task Force
- Review of Risk Register – Review of Top 10 Risks

BOARD OF GOVERNORS STRATEGIC MEETING: OPEN SESSION

Tuesday, February 27, 2024 at 4:00 p.m.

Margaret Lavallee Boardroom

Room A207A&B Chown Building, Bannatyne Campus

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	AGENDA	<u>Action</u>	<u>Presenter</u>	<u>Page</u>	<u>Est. Time</u>
	Call to Order		Chair	-	4:00 p.m.
1.	Welcome and Introductions				
2.	APPROVAL OF THE AGENDA	Approval	Chair	4	4:00 p.m.
3.	NEW BUSINESS				
3.1	MOMENTUM: Leading Change Together, University of Manitoba Strategic Plan, 2024 – 2209	Approval	President / D. Hiebert-Murphy	5	4:05 p.m.
	MOTION TO MOVE TO In Camera (Board and President)	Approval	Chair	-	4:35 p.m.
	MOTION TO MOVE TO OPEN Sesson	Approval	Chair	-	4:45 p.m.
4.	PRESENTATION / DISCUSSION				
4.1	Rady Faculty of Health Sciences – <i>Health Sciences at the UM</i>	Presentation	P. Nickerson	27	4:45 p.m.
5.	CAMPUS TOUR				
5.1	Board of Governors Tour of spaces at the Bannatyne Campus	Information	R. Dhaliwal	59	6:00 p.m.
	MOTION TO ADJOURN	Approval	Chair	-	7:00 p.m.



AGENDA ITEM:

MOMENTUM: Leading Change Together, University of Manitoba Strategic Plan, 2024-2029

RECOMMENDED RESOLUTION:

THAT the Board of Governors approves MOMENTUM: Leading Change Together, University of Manitoba Strategic Plan, 2024-2029 as recommended by Senate at its meeting of February 7, 2024.

CONTEXT AND BACKGROUND:

UM's last strategic plan, *Taking Our Place* ended in 2020. An interim plan, *Our Shared Future*, approved in 2021, focused our work on post-COVID planning and furthered progress on anti-racism, experiential learning, Indigenous achievement and engagement, and equity, diversity, and inclusion. In December 2022, a Strategic Planning Committee, chaired by the President and the Provost and Vice-President (Academic) and including representation from faculty, staff, students, Senate, and the Board of Governors, was formed to provide guidance and oversight of the development of the next UM strategic plan. At the same time, the Committee was tasked with reviewing and revising the mission, vision, and values of the institution, as appropriate.

Phases 1 and 2: Community Consultations

To ensure that the next strategic plan captures the values and priorities of our internal and external communities, the process began with a robust series of community consultations over the first half of 2023. The first phase of consultations involved 60 in-person and virtual community consultation sessions, including sessions with Senate and the Board of Governors. The second phase consisted of two surveys—one sent to faculty and staff and the other to students—with questions built upon themes identified in the first phase. Together, these resulted in more than 2,300 touch points with faculty, staff, students, alumni, and external partners.

Phase 3: Where We Are Today Report

From these consultations, five broad themes were identified and shared with the community in May 2023 in the *Where We Are Today* report. Again, community feedback was sought through an online feedback form, and community consultation sessions, including sessions with Senate and the Board of Governors. Additional feedback was received from over 110 community members. In July 2023, an addendum to the *Where We Are Today* report was shared summarizing what we heard from the community in response to the report.

Phase 4: Draft Strategic Plan

Over the fall term 2023, the Strategic Planning Committee drafted a preliminary strategic plan, structured around three strategic themes. **Creating Knowledge that Matters** advances our understanding of the world around us to identify innovative solutions and address societal issues. **Empowering Learners** commits us to providing an accessible, inspiring, high-quality education and an exceptional student

experience. **Reimagining Engagement** focuses on our connections as a community so that we can thrive and be a destination of choice to learn, create, work, play, and partner.

Supporting these themes are three fundamental commitments that encompass what we do and how we move forward. These commitments—*Fostering a Vibrant Community*, *Advancing Reconciliation for Transformational Change*, and *Building a Sustainable Future*—will frame the actions under each strategic theme and help to measure our success in implementing the plan and meeting our goals.

Accompanying the draft plan were revised mission, vision, and values for the institution.

This draft plan was shared to the community in December 2023 for final feedback. Over 275 community members, including Senate and the Board of Governors, provided additional feedback on the draft plan.

This feedback was reviewed by the Committee and used to inform the final plan. Key changes to the plan based on this feedback include the elevation of the Traditional Territories Acknowledgment into a guiding statement for the institution; updated language in the mission, vision, and values; and stronger emphases on external partnerships, graduate education, and the role support staff play in the success of the institution. The three strategic themes and supporting foundational commitments remain the same as those presented in December.

The Strategic Planning Committee met on January 11, 2024, and unanimously endorsed the plan attached.

Phase 5: Final Strategic Plan

MOMENTUM: *Leading Change Together* is a strategic plan built upon the shared aspirations articulated by our community. Throughout consultations, we heard an overwhelming desire to make meaningful contributions and excel in all that we do as an institution—through our research, teaching, and the ways in which we engage as a community, both within the institution and beyond. Our community reaffirmed that our greatest strength is our people and that investing in faculty, staff, and students is vital to moving forward and excelling as an institution. We also heard about the challenges and struggles we have faced—years of financial austerity, pressures of rising costs, impacts of climate change, and increasing global political tensions—all exacerbated by a global pandemic. This plan faces these challenges by recognizing and building on our existing strengths. By focusing on supportive relationships and coming together as a community, we reinforce a culture of innovation, excellence, and success. It sets us on a path where we can respond to changing student needs, changing community needs, and support Manitoba now and into the future.

Gaining Momentum: Next Steps

Following approval of the plan, the next steps will be to articulate the strategies and actions needed to meet our goals. A Strategic Plan Implementation Committee, led by the Provost and Vice-President (Academic), and including representatives from faculty, staff, and students, will be tasked with identifying the strategies and associated actions the university will take to implement the plan and gauge success moving forward. The Committee will work with academic and administrative units to develop unit-level plans that reflect unique goals and strengths that will ultimately feed into the university plan to achieve our goals.

The Committee will bring back initial findings to the community, including Senate and the Board of Governors, providing details on the strategies, objectives, and key indicators developed. Progress on accomplishments, challenges, and identified revisions required in response to changing pressures, internal and external to the university, will be reported on annually.

RESOURCE REQUIREMENTS:

The Office of the Provost and Vice-President (Academic) will be responsible for the implementation and on-going monitoring of the plan. Resources needed to support this work have been factored into the budget requirements of the office. Additional support from other areas, including the Office of the President, and the Marketing Communications Office, will be called upon as needed, using existing resources.

At an institutional level, strategic resource allocation for initiatives identified in support of implementation of the strategic plan will be considered through the annual institutional budgeting and planning process.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

As outlined above, this document provides the overall planning framework for the university for the next five years. While it is expected that other institutional plans will be informed by the strategic plan, the plan does build upon the work already set in motion by other key institutional reports. This includes reports of the Anti-Racism Task Force, UM Indigenous Senior Leadership Report, President's Task Force on Equity, Diversity, and Inclusion, and early drafts of the UM Research Strategic Plan and institutional Reconciliation Action Plan.

IMPLICATIONS:

A university strategic plan is vital in supporting the institution in overall planning, decision-making, and resource allocation. The success of this strategic plan will positively impact the reputation of the institution, which in turn, will foster recruitment and retention of high-quality faculty, staff, and students and build successful partnerships with external communities and stakeholders.

The strategic plan will require UM's community members to come together and work towards meeting the identified collective goals. This will result in further consultation and collaboration in the implementation of the plan and an on-going commitment to continue to engage with the community as we move forward.

CONSULTATION:


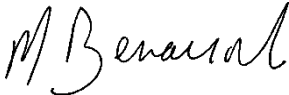
The development of this plan involved robust consultation with faculty, staff, students, and other stakeholders, details of which are identified above. This included community consultation sessions, on-line surveys, and feedback forms.

Community consultation sessions included targeted sessions with:

- academic and administrative units;
- university committees and governing bodies, including Deans' and Director's Council, Senate, and the Board of Governors;
- university community groups;
- student groups and student union executives;
- union executive teams; and
- external partners, including Alumni Council, and the President's Advisory Committee.

Open sessions were also made available to all faculty, staff, and students to accommodate schedules.

ROUTING TO THE BOARD OF GOVERNORS:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Title</u>	<u>Date</u>
X	X	 Diane Hiebert-Murphy	Provost and Vice-President (Academic)	February 16, 2024
X	X	 Michael Benarroch	President and Vice-Chancellor	February 16, 2024
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SUBMISSION PREPARED BY: Cassandra Davidson, Academic Planning and Priorities Specialist, and Kelsey Evans, Associate Director, Office of the President, Resources to the Strategic Planning Committee

ATTACHMENTS:

MOMENTUM: Leading Change Together, University of Manitoba Strategic Plan, 2024-2029



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MOMENTUM: LEADING CHANGE TOGETHER

University of Manitoba
Strategic Plan 2024-2029

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Message from the President and the Provost and Vice-President (Academic)

The University of Manitoba is nearly 150 years old, and its long history of serving Manitobans is one that makes the University proud. But universities, at their heart, are about the future. Universities develop new ideas, creative solutions, and deeper understandings of the world around us. They prepare students to be the critical thinkers, leaders, innovators, and skilled workforce of tomorrow.

The University of Manitoba bears this future-oriented mission in a way that few other institutions in Canada do. It has the province's only programs in multiple disciplines, including medicine, dentistry, law, architecture, agriculture, and engineering. It is Manitoba's leading institution in science. It teaches over two-thirds of all undergraduate students in the province and 85% of all its graduate students. Everything Manitoba needs to develop and grow in the knowledge-based society of the future happens here first—the future of the province is in our hands. By being bold and ambitious, we can bring about the socially just and prosperous future Manitoba deserves.

MOMENTUM: Leading Change Together 2024-2029 is a plan designed to do precisely this. Over the past year, we have engaged with faculty, staff, students, and other key groups and individuals, and reflected on what guides us, where we want to be, and how we get there. What we heard has led to a revised mission, vision, and core values that centre the people and communities foundational to our success, and challenge us to make meaningful impact, locally, nationally, and internationally. To excel and thrive, we must feel a sense of belonging with the confidence that how we learn, how we work, how we create, and how we play will be transformative. Building on our rich history we have the momentum to make a difference.

This plan, organized under three strategic themes—creating knowledge that matters, empowering learners, and reimagining engagement—builds upon our existing strengths, driving us forward as innovators, creators, life-long learners, and leaders of meaningful change across our campuses and in partnership with the communities with whom we engage. It allows us to share our stories with the world, our hopes for the future, foster new relationships and strengthen existing ones. It advances our ongoing commitment to Reconciliation, recognizing and taking action to address past and on-going harms. It reimagines our spaces to foster connections and idea exchanges, bringing people together across disciplines and units to better understand the world around us and to identify innovative solutions for the issues of today and tomorrow.

This is a university plan informed by our community. We appreciate your engagement, support, and the energy you have invested in sharing your ideas and aspirations. We look forward to working with you to achieve our goals over the next five years.

UM is a unique and extraordinary community that does great things. Together, we can do even more. Let's continue to be creative, be curious, be bold, be engaged, and think big.

Miigwech. Maarsi. Nakurmiik. Thank-you. Merci.

Michael Benarroch, President and Vice-Chancellor
Diane Hiebert-Murphy, Provost and Vice-President (Academic)



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WHAT GUIDES US

Traditional territories acknowledgment

The University of Manitoba campuses are located on original lands of Anishinaabeg, Ininewuk, Anishinewuk, Dakota Oyate, and Denesuline peoples, and on the National Homeland of the Red River Métis.

UM respects the Treaties that were made on these territories, acknowledges the harms and mistakes of the past and present, and dedicates itself to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration.

UM recognizes that this acknowledgment only holds meaning when reflected in the actions taken to address the injustices and barriers that have disproportionately affected Indigenous Peoples and communities, systemically preventing them from accessing and benefitting from education. Grateful for the territories and lands on which the university community learns, conducts research, and engages with external partners, UM is guided by this acknowledgment in carrying out the core work of its mission, the priorities it sets, and the decisions made to move forward as an institution.

Vision

The University of Manitoba will be a vibrant and thriving community, enriched by Indigenous knowledges and perspectives. We will lead change for a better Manitoba and world.

Mission

We advance learning by creating, sharing, preserving, and applying knowledge in partnership with diverse communities to promote the cultural, social, and economic well-being and health of Manitoba, Canada, and the world.



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Core Values

Belonging

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

Curiosity

We value the pursuit of knowledge and uphold academic freedom. We celebrate curiosity and its essential role in learning, research, scholarly work, and creative activity. We empower the creation and sharing of knowledge in all its forms, including Indigenous knowledges and ways of knowing, to foster deeper understanding, create new connections, and address society's most pressing issues.

Impact

We partner to find solutions to societal, cultural, economic, health, and environmental issues. Through collaboration, inclusivity, empathy, and valuing diverse ways of knowing, we create global citizens. We centre community as we participate in the process of Reconciliation, and contribute to positive and meaningful change in Manitoba, Canada, and the world.

Integrity

We maintain high ethical standards and ensure ethical stewardship. We share a commitment to human dignity, open dialogue, transparency, professionalism, accountability, and collegial governance.

Well-being

We advance the personal and professional growth and academic success of our community members. Grounded in respect and compassion for each other and our community, we cultivate a supportive environment that embraces the values of mino-pimatisiwin (good life) and mino-ayawin (good health).



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HOW WE GOT HERE



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Introduction

In 1877, the University of Manitoba (UM) was established with the passage of An Act to Establish a Provincial University for the purpose of “raising the standard of higher education in the province, and of enabling all denominations and classes to obtain academical degrees.” In this spirit, we continue to work together to advance and redefine what it means to provide an accessible education for all.

In 2023-2024, our 9,400 faculty and staff welcome over 26,000 undergraduate and 4,000 graduate students to our campuses. Indigenous learners make up 9% of our students, a figure expected to grow as we continue to work towards increasing access and participation in post-secondary studies. Nearly a quarter of our students come from over 120 other countries around the world. After graduation, many remain in Manitoba, further enriching the cultural diversity of our province and helping to meet the need for a highly skilled work force.

UM is a member of the U15 and Manitoba’s research-intensive (medical-doctoral) university, with world-class researchers who share their expertise with local, national, and international communities. Through our research, we solve problems in new and distinct ways to embrace challenges and act on the pressing issues of today and tomorrow. We lead in areas such as arctic system science, climate change, health and well-being, and social justice.

UM offers a diverse range of undergraduate and graduate programs in more than 100 different disciplines. Across programs, we have increased experiential learning opportunities and co-curricular programming. We invest in and provide students with access to financial, academic, and health and wellness supports to provide the foundation needed to succeed.

Manitoba’s growing number of Indigenous Peoples, including First Nations, Métis, and Inuit peoples, make-up 18% of the province’s population and Winnipeg is home to the largest Indigenous population in Canada. Within this decade it is estimated that one in five Manitobans will identify as Indigenous. In advancing Reconciliation efforts, it is vital that this unique diversity of communities, knowledges, and cultures across our province and Turtle Island is recognized. UM is a leader in Reconciliation, acknowledging that this ongoing work has only just begun. We are host to the National Centre of Truth and Reconciliation and welcomed Canada’s first Vice-President (Indigenous) in 2020. We are committed to advancing the Calls to Action and integrating Indigenous ways of knowing into what we do.

We recognize the value and strength of bringing together a diversity of voices and the need to make systemic and structural changes to ensure that this happens. UM’s efforts towards eliminating racism, and advancing equity, diversity, and inclusion, including the appointment of a new Vice-Provost (Equity), provides us with the foundations needed to move forward. We have committed to reaching net-zero emissions by 2050 and creating a sustainable environment for future generations.

UM injects \$7.3 billion into Manitoba’s economy annually. Our alumni become the province’s next generation of cultural, community, business, healthcare, and government leaders. With more than 188,000 alumni, spread across 134 countries, we create a global network that helps drive innovation, leadership, and excellence.

The world has changed significantly since the launch of Taking Our Place: University of Manitoba Strategic Plan 2015-2020. We have experienced a global pandemic, felt the increasing impacts of climate change, witnessed a rise in public disinformation and incivility, and felt the pressures of rising costs. These have created and exacerbated global tensions and conflicts that impact close to home as our worlds become more interconnected. As the world changed, so have our students. Students' needs have evolved. In response, it is critical that we offer programming and supports that enable success and increase access to post-secondary education.

While the 2020-2021 interim plan gave our community the opportunity to take a breath and respond to the effects of the COVID-19 pandemic, it is time to move forward as an institution with a renewed outlook that will guide us through this changed world.

Community consultations

In responding to these challenges, we needed to hear from our community to better understand where we want to go next. Over the past year we have asked ourselves, how can we best come together? How can we inspire each other? How can we build upon the strengths of the University of Manitoba community to gain momentum and move forward our big ideas to solve the pressing issues of today and tomorrow? How can we lead change respectfully?

In December 2022, a Strategic Planning Committee, chaired by the President and the Provost and Vice-President (Academic) and including representation from faculty, staff, students, Senate, and the Board of Governors, was tasked with providing guidance and oversight of the development of the next UM strategic plan.

Extensive community consultations occurred over the first half of 2023, which included more than 2,300 touch points with faculty, staff, students, alumni, and external partners. The first phase involved almost 60 in-person and virtual community consultation sessions, in which approximately 650 faculty, 560 staff, 70 students and 70 others, including external groups, participated. The second phase consisted of two surveys—one sent to faculty and staff and the other to students—with questions that built upon themes identified by our community in the first phase.

As our guiding principles began to emerge, we identified five broad themes in the Where We Are Today report, released to the community in May 2023. These themes were refined after asking for and receiving feedback from over 110 community members in June and July to ensure that the shared vision accurately reflected the community's aspirations for the coming years and our ability to meet the challenges facing higher education, the province, and our world.

Guided by what was heard, in December 2023, the Strategic Planning Committee shared a draft strategic plan with our community for final feedback. The draft plan articulated what meaningful change would look like at UM and the direction needed to achieve our collective goals. The Committee received feedback from over 275 community members, including Senate and the Board of Governors, to inform this final plan.



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WHERE WE WANT TO BE

Throughout consultations, our community expressed an overwhelming desire to make meaningful contributions and excel in all that we do—through our research, teaching, and the ways in which we engage as a community, both within the institution and beyond. Our community reaffirmed that our greatest strength is our people and that investing in our faculty, staff, and students is vital to gaining momentum and leading change together.

When asked where we want to be at the end of our new strategic plan, our community articulated aspirations as captured under the following strategic themes:

Creating knowledge that matters

As the largest research-intensive university in Manitoba, UM responds to emerging issues and leads innovation in areas such as social justice, climate action, and the health and well-being of diverse communities. Through our scholarly and creative pursuits, we advance our understanding of each other and the world around us. We ignite a curiosity to identify and solve important, complex problems, and promote evidence-based decision making.

We acknowledge the value of work across academic disciplines and recognize that all forms of knowledge, including Indigenous knowledges and research, have the power to transform culture, and create positive societal and environmental impact. Through our degrees and programs, we engage with undergraduate and graduate students to create and share knowledge as part of the learning process. We value the role of staff in supporting this work and in bringing forward creative ideas and solutions to excel as an institution. Together, we celebrate the ideas that emerge through connecting as a community.

Empowering learners

Sharing knowledge is core to what we do. We provide an accessible, inspiring, high-quality education and an exceptional student experience enriched by a diversity of communities, voices, worldviews, and ways of knowing. We promote life-long curiosity and provide the tools learners need to succeed and critically navigate a complex and rapidly changing world. We are innovators inside and outside the classroom and incorporate sustainable practices in how we teach, learn, and deliver services and supports. Faculty and staff are also learners—we provide opportunities to learn from each other, engage in professional development, and access the systems and supports needed to excel.

We embrace diverse learners who choose UM to advance their studies, enriching our institution's voices and perspectives. With more newcomers choosing Manitoba as their home, we welcome increasing numbers of first-generation and international students. Indigenous Peoples have been and continue to be underrepresented in post-secondary education, and systemic change is needed to increase access. We advance Reconciliation and promote Indigenous success through Indigenization in our programming and across our campuses. We create and foster inclusive and supportive learning environments to help students thrive no matter their background, experiences, or aspirations.



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Reimagining engagement

UM makes meaningful impact by actively engaging and collaborating with those around us. Our outreach extends locally, nationally, and internationally, and we welcome visitors to our campuses as destinations for all. We provide opportunities and spaces to connect, collaborate, share, and promote meaningful knowledge creation and exchange. We centre authentic, respectful, and reciprocal relationships with communities, industry, organizations, alumni, and other groups to exchange knowledge and pursue innovative solutions together. We build relationships and work with Indigenous communities to create opportunities for capacity-building, support self-determination, and advance decolonization.

The heart of UM is its people—its faculty, staff, and students. We reimagine how we engage with one another, beginning with an environment in which there is a greater sense of collegiality, trust, integrity, collaboration, and shared opportunities. We value well-being and belonging to create conditions in which all can thrive. We work to dismantle all forms of oppression, address inequities in our systems, policies, culture, and structures to advance decolonization, and uphold human rights.

We recognize that physical and digital spaces play a vital role in creating community on our campuses. We reimagine our spaces to inspire, engage with each other, reflect the diverse needs of our community, and be accessible to all. We preserve and protect our environment through sustainable practices, promote stewardship for the benefit of current and future generations, and take climate action.



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HOW WE GET THERE: LEADING CHANGE TOGETHER

Our community’s aspirations as captured under creating knowledge that matters, empowering learners, and reimagining engagement are accompanied by a collective desire and acknowledgement of UM’s responsibility to be leaders of change.

We take action to address societal issues and meaningfully contribute to the overall well-being of our internal and external communities. These actions are articulated as three fundamental commitments that encompass what we do and how we move forward—they guide us in framing our goals under each strategic theme and measuring our success in implementing this plan.



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In leading change, we commit to:

FOSTERING A VIBRANT COMMUNITY

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

ADVANCING RECONCILIATION FOR TRANSFORMATIVE CHANGE

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

BUILDING A SUSTAINABLE FUTURE

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

Informed by these fundamental commitments, our strategic themes centre our collective intentions through the following strategic goals that provide us with the framework to move forward together as an institution.



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Creating knowledge that matters

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

To gain momentum, UM will:

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

Through this work, we will:

- Expand initiatives that provide faculty and staff with opportunities to succeed in their research, scholarship, and creative activities, recognizing the value of new perspectives and diverse ways of knowing.
- Increase opportunities for undergraduate students to participate in knowledge creation and exchange as part of their learning experiences.
- Elevate graduate-level training through increased access, improved supports, and enhanced opportunities.

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

Through this work, we will:

- Identify and remove barriers to increase opportunities for inter- and multi-disciplinary research, scholarly, and creative activities.
- Connect diverse ways of knowing to identify innovative solutions that address major challenges faced today and tomorrow.
- Identify strengths to elevate UM's expertise on the local, national, and international stage, informed by the Strategic Research Plan.

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

Through this work, we will:

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



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Empowering learners

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

To gain momentum, UM will:

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

Through this work, we will:

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

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

Through this work, we will:

- Ensure students are exposed to Indigenous knowledge systems and ways of knowing and have opportunities to participate in and benefit from a variety of experiential learning opportunities in diverse settings, including digital, land-based, community, workplace, classroom, and co-curriculum.
- Increase opportunities for graduate and undergraduate students to connect with and contribute to diverse ways of knowledge creation through research, scholarship, and creative activities.
- Expand opportunities for students to identify and develop the skills needed to succeed in a changing world.

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

Through this work, we will:

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



MOMENTUM:
LEADING
CHANGE
TOGETHER

Reimagining engagement

In leading change, UM will be a partner of choice with the greater community. We will be a destination to learn, create, work, and play. In reimagining engagement, we will connect and thrive as a community for today and tomorrow.

To gain momentum, UM will:

Strengthen and build mutually beneficial and reciprocal external relationships through meaningful and authentic engagement.

Through this work, we will:

- Become the university for Manitoba by increasing opportunities for external partnerships and connections and expanding our impact across our province, including with rural, northern, and Indigenous communities.
- Increase outreach and external community access to UM to benefit the UM community and all Manitobans.
- Become a go-to destination by welcoming more visitors to our campuses through community events and programming.

Empower staff, faculty, and students to thrive and succeed by creating a culture of belonging, well-being, and inclusion.

Through this work, we will:

- Identify and work to dismantle systemic and structural inequities to foster an environment that encourages the full participation of systemically marginalized groups and individuals.
- Centre Reconciliation and institutional transformation to advance social justice and become a preferred destination for Indigenous faculty, staff, and students.
- Create a dynamic and engaged work environment by investing in people to encourage a culture of excellence, innovation, creativity, and connectivity.

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

Through this work, we will:

- Build sustainable and accessible campuses designed to facilitate community building and community life.
- Reduce waste and greenhouse gas emissions to reach sustainability goals informed by our Climate Action Plan.
- Increase opportunities for faculty, staff, and students to engage in sustainability initiatives through learning experiences, research, and community programming to collectively advance the United Nations' Sustainable Development Goals.



MOMENTUM:
LEADING
CHANGE
TOGETHER

GAINING MOMENTUM: NEXT STEPS

Together, we have identified who we want to be and how we get there. We will be engaged. We will be responsive. We will be strengthened by our diversity of voices. We will make an impact. We will lead change.

Our next steps will be to develop an implementation plan that outlines how we will meet the goals we've identified in **MOMENTUM: Leading Change Together 2024-2029**. A Strategic Plan Implementation Committee will be formed, led by the Provost and Vice-President (Academic), and will include representatives from faculty, staff, and students. This cross-functional, interdisciplinary committee will be tasked with identifying the strategies and associated actions the university will take to implement the plan and gauge our success moving forward.

The implementation plan will be guided by discussions with community members. It will identify and build on current initiatives, activities, and institutional reports. The Committee will work with and support academic and administrative units to develop unit-level plans that reflect their unique roles and strengths that help UM achieve its collective goals.

The Committee will bring its initial findings back to the community, providing details on the strategies, objectives, and key indicators developed. They will provide annual progress reports on our accomplishments, challenges, and any revisions required in response to changing pressures, internal and external to our institution.

Together, we will build upon our existing strengths and gain momentum to respectfully lead change and shape a brighter future for all.



MOMENTUM:
LEADING
CHANGE
TOGETHER

Acknowledgements

A sincere thank you to all the faculty, staff, students, and community members who participated in consultations and provided feedback on the plan throughout its development. We look forward to future engagement during the implementation process.

Thank you to the Strategic Planning Committee, which reviewed the feedback from the community and provided thoughtful insight to structure a plan that will collectively move us forward as an institution.

STRATEGIC PLANNING COMMITTEE MEMBERSHIP

Co-chairs:

Michael Benarroch
President and Vice-Chancellor

Diane Hiebert-Murphy
Provost and Vice-President (Academic)

From senate:

Stephan Pflugmacher Lima
Dean, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Susan Prentice
Professor, Department of Sociology and Criminology, Faculty of Arts

John Sorensen
Associate Head Undergraduate (Courses and Programs);
Professor, Department of Chemistry, Faculty of Science

From board of governors:

Lynette Magnus
Chair, Board of Governors

From deans/directors and senior administrative leaders:

Tina Chen
Vice-Provost (Equity), and Distinguished Professor Department of History, Faculty of Arts

Peter Nickerson
Vice-Provost (Health Sciences) and Dean, Rady Faculty of Health Science;
Dean, Max Rady College of Medicine

From faculty:

Shawn Bailey
Assistant Professor, Department of Architecture, Faculty of Architecture

Namita Bhatnagar
Professor and F. Ross Johnson Fellow, Department of Marketing,
I.H. Asper School of Business, Faculty of Management

Afra Bolefski
Head, Library Social Sciences, Libraries

Katherine Boyer
Assistant Professor, School of Art

Robert Mizzi
Canada Research Chair and Associate Professor,
Department of Educational Administration, Foundations & Psychology, Faculty of Education

Kim Ominski
Professor and Head, Department of Animal Science, Faculty of Agricultural and Food Sciences

Leisha Strachan
Associate Dean, Associate Dean (Research and Graduate Studies) and Professor,
Faculty of Kinesiology and Recreation Management



MOMENTUM:
LEADING
CHANGE
TOGETHER

From staff:

Jeff Adams
Registrar and Executive Director of Enrolment Services

Carla Loewen
Director, Indigenous Student Centre

From students:

Tracy Karuhogo
President, UMSU

Uche Nwankwo
Senator, UMGSA

Jaron Rykiss
President, UMSU

Christopher Yendt
President, UMGSA

From senior executive team:

Naomi Andrew
Vice-President (Administration)

Catherine Cook
Vice-President (Indigenous)

Vanessa Koldingnes
Vice-President (External)

Mario Pinto
Vice-President (Research and International)

Resources:

Cassandra Davidson
Academic Planning and Priorities Specialist, Office of the Provost

Kelsey Evans
Associate Director, Office of the President

Kerry McQuarrie Smith
Executive Director, Office of the President

Randy Roller
Executive Director, Office of Institutional Analysis

Thanks to all faculty, staff, and students who organized and facilitated community consultations to ensure we received feedback from across our community. We also recognize and appreciate the support provided by members of the Office of External Relations in bringing this plan to life.

And thanks to Alex Usher and his team at Higher Education Strategy Associates, notably Maïca Poirier Murphy and Janelle Curry, for supporting us through the process and assisting with the environmental scan and analysis of community feedback.



MOMENTUM:
LEADING
CHANGE
TOGETHER



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**University
of Manitoba**

Board of Governors

27 Feb 2024

Rady Faculty of Health Sciences

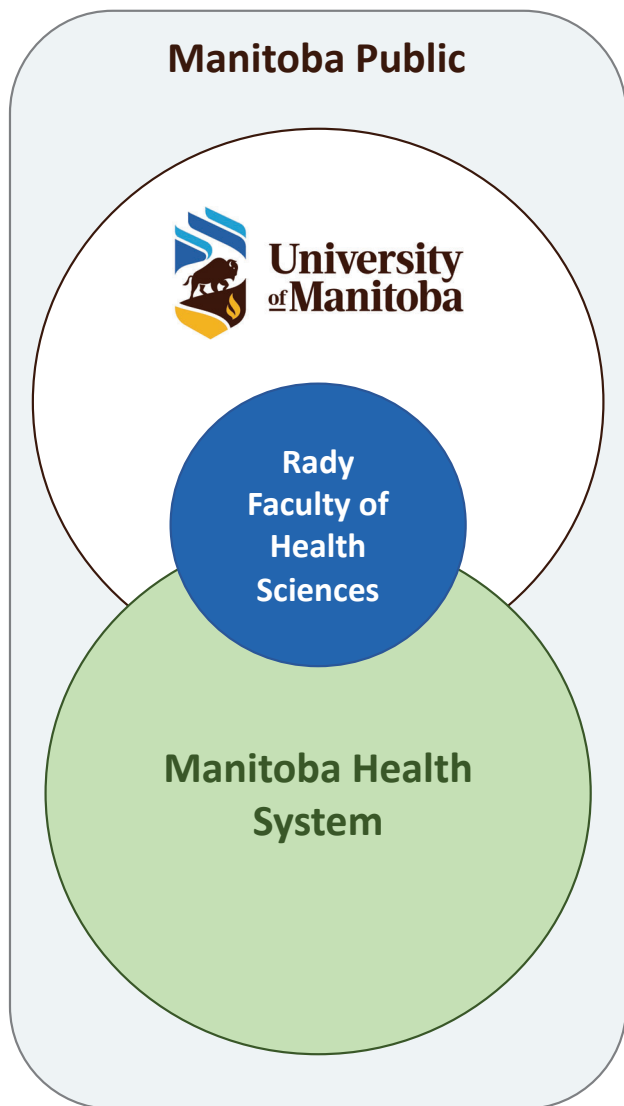




TRADITIONAL TERRITORIES — ACKNOWLEDGEMENT —

The University of Manitoba campuses are located on original lands of Anishinaabeg, Anishinewuk, Dakota Oyate, Denesuline, and Nehethowuk Dakota peoples, and on the National Homeland of the Red River Métis.

UM respects the Treaties that were made on these territories, acknowledges the harms and mistakes of the past and present, and dedicates itself to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration.



Rady FHS – Strategic Plan Key Considerations

- Post-Pandemic World
 - Economic uncertainty
 - Political uncertainty
- Health System is Stressed
 - Access to healthcare is limited and inequitable
 - Inadequate workforce
- University – Government Priorities
 - Pathways and Admission policies to ensure diversity of access
 - Distributive health education to promote rural community practice
 - Infrastructure deficit for existing & expanding programs
 - Elevate public health via a new College of Community & Global Health

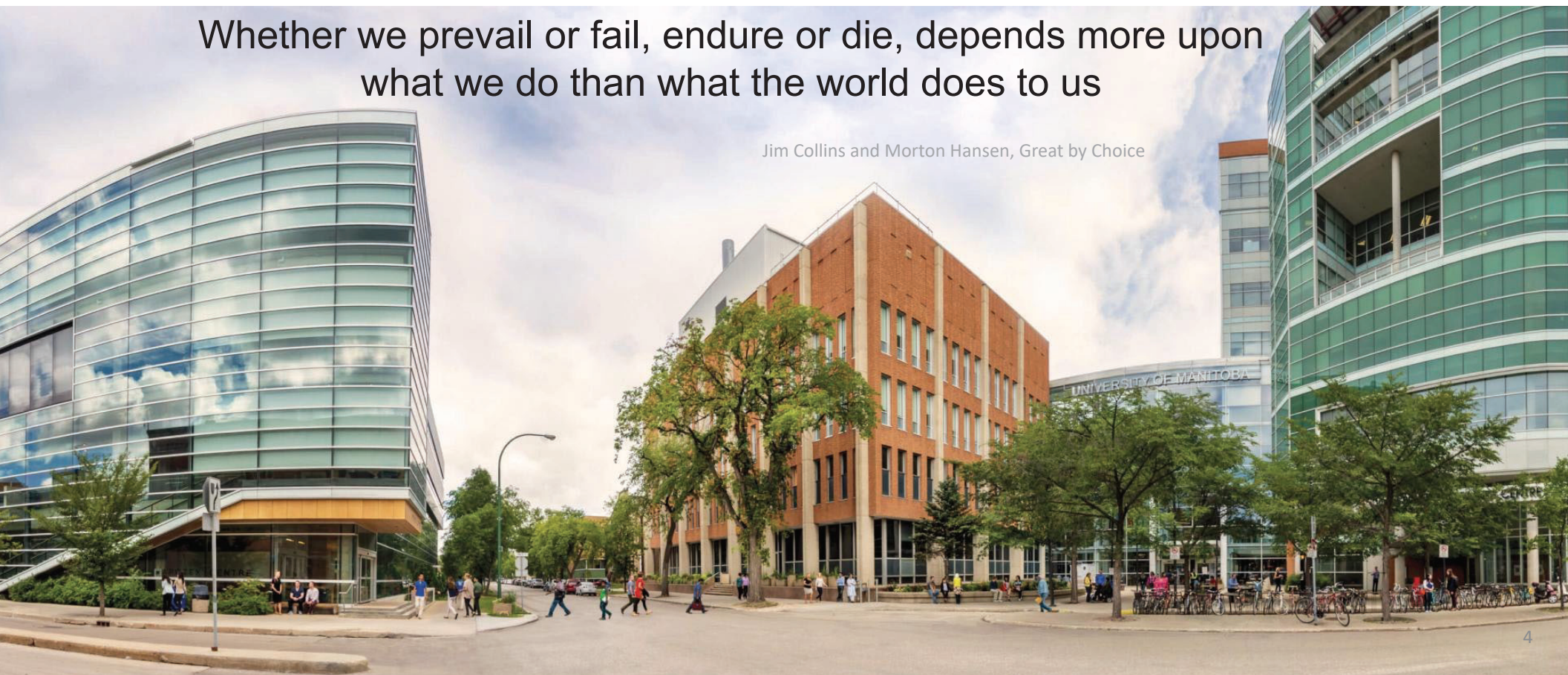
Opportunity: Government (Fed/MB) focused on Health System

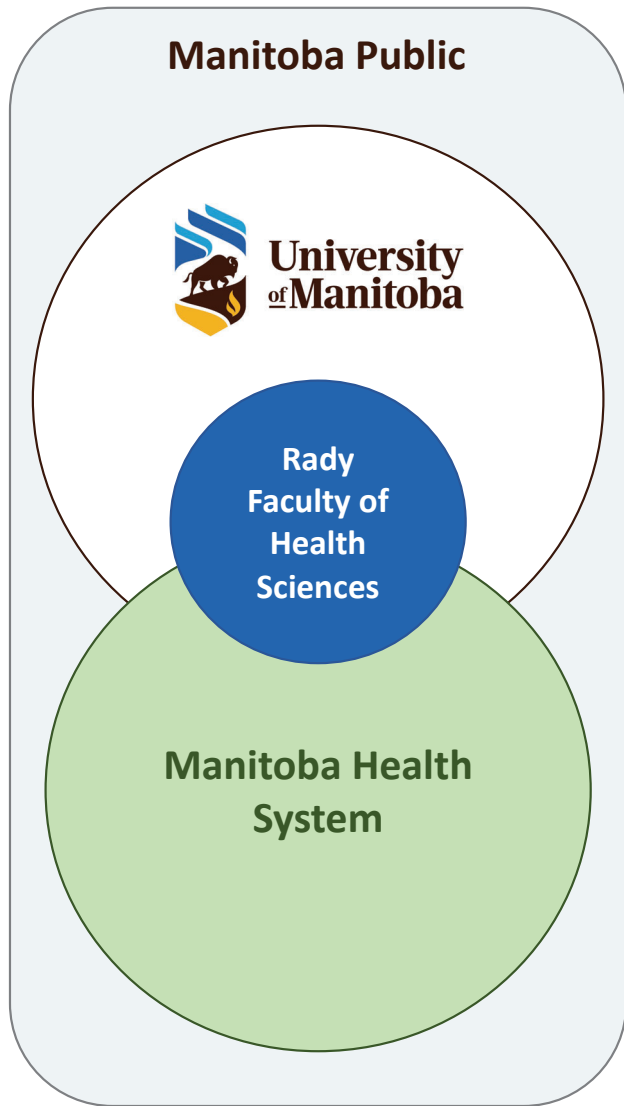
- Unprecedented requests to expand health professional programs
- Recruitment of individuals from abroad to address workforce gaps
- Novel Models of Care / Scopes of Practice to address primary care gaps

Uncertainty is permanent, chaotic times are normal, change is accelerating,
and instability will likely characterize the rest of our lives

Whether we prevail or fail, endure or die, depends more upon
what we do than what the world does to us

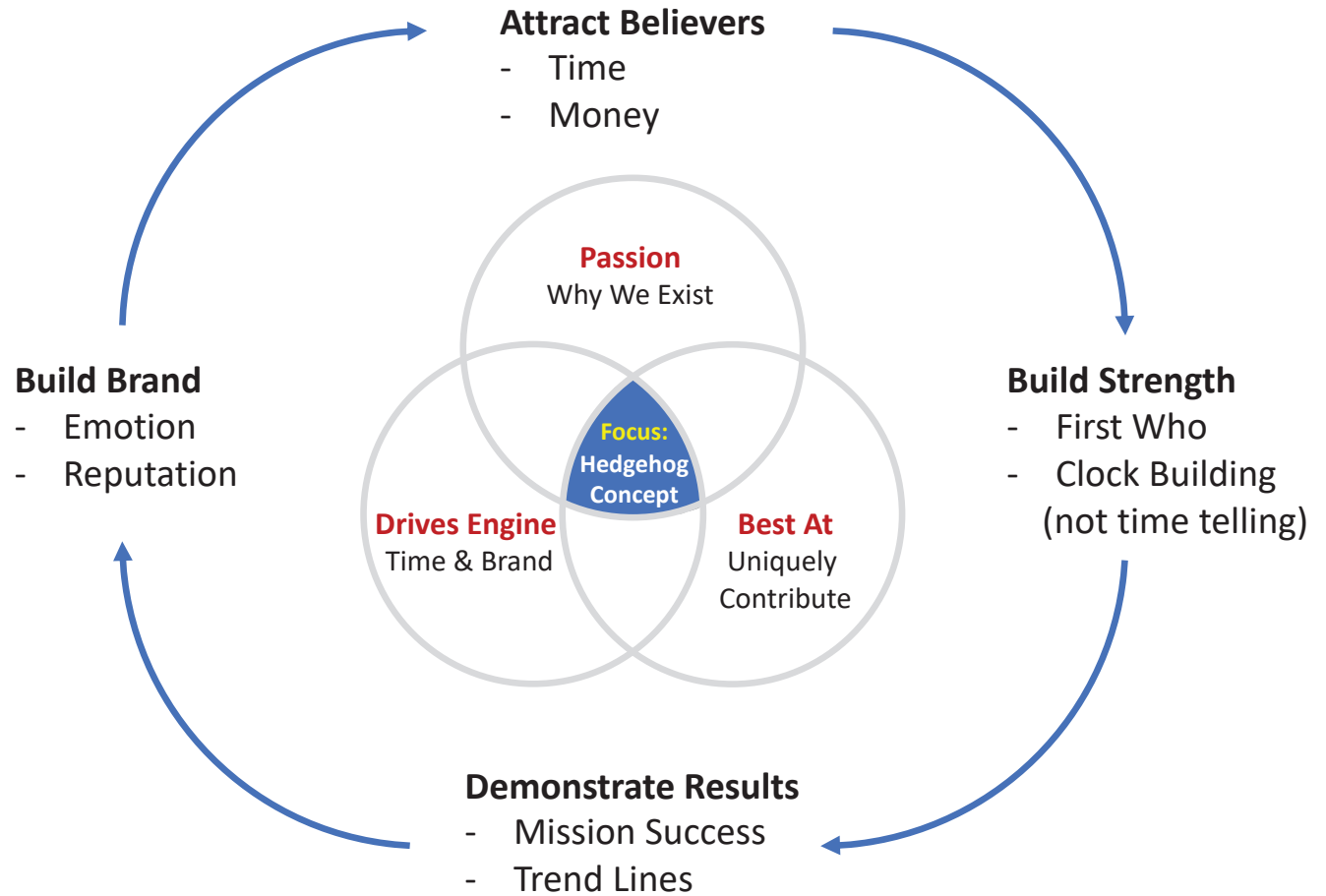
Jim Collins and Morton Hansen, *Great by Choice*



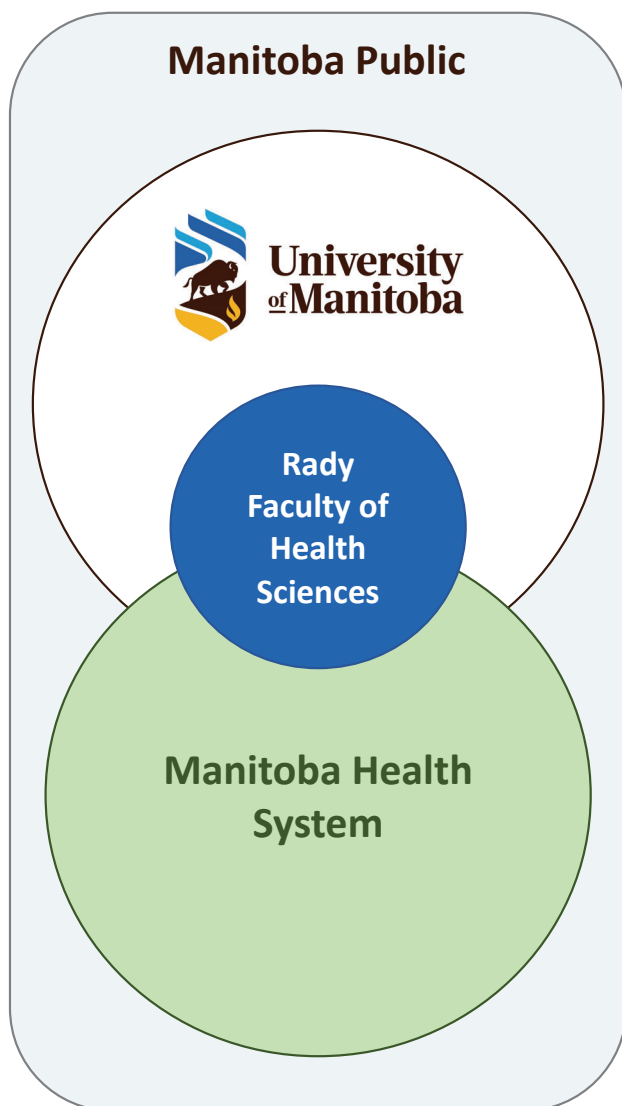


Rady FHS
(est. 2015)

Creating Momentum



Jim Collins, Good to Great in the Social Sectors

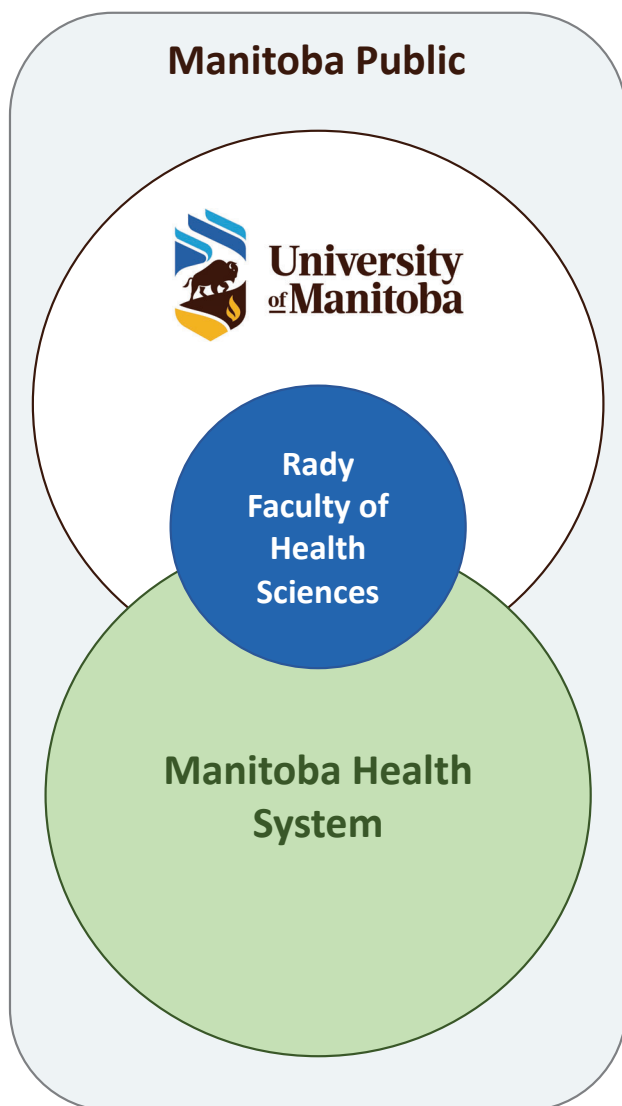


Mandate of the Rady Faculty of Health Sciences

If the Rady Faculty didn't exist;

If 5 independent Colleges, then what is lost?

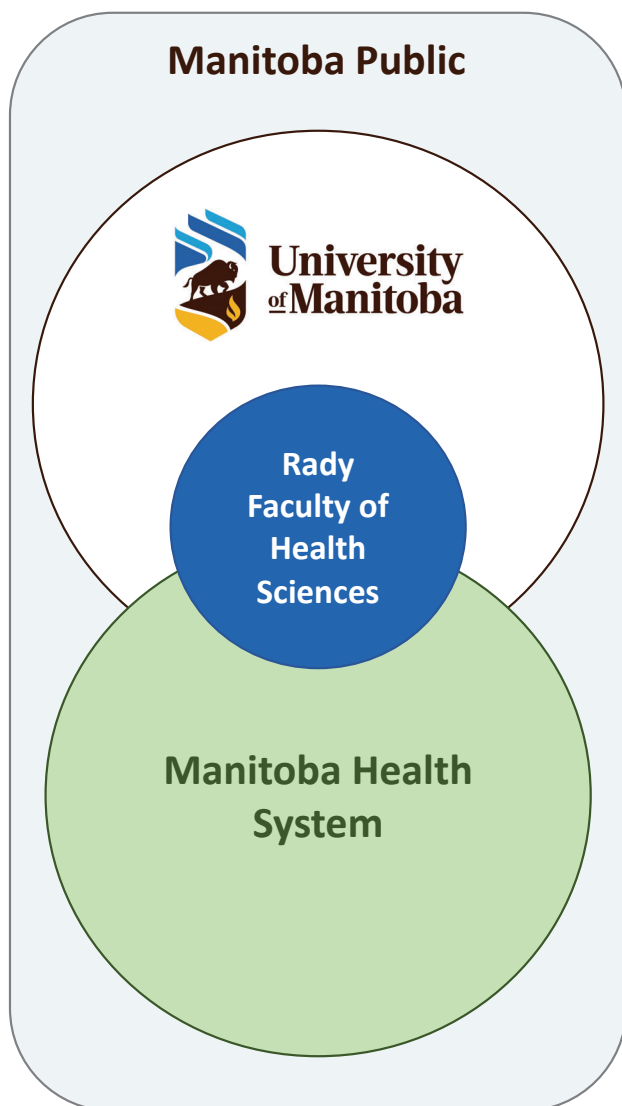
- Unified Voice \leftrightarrow Collective Impact within University
- Equity between Colleges \leftrightarrow Fiscal and Administrative Advantages
- Builds Respect and Relationship between Colleges



Mandate of the Rady Faculty of Health Sciences

What will be different in 10 years because the Rady Faculty exists?

- Sustainable Cohesive Inter-Professional Education
- Innovative Scholarly Collaboration across Colleges
- Unified Faculty on a Single Campus
- Measurably Safer Work and Learning Environment at UM/Health System



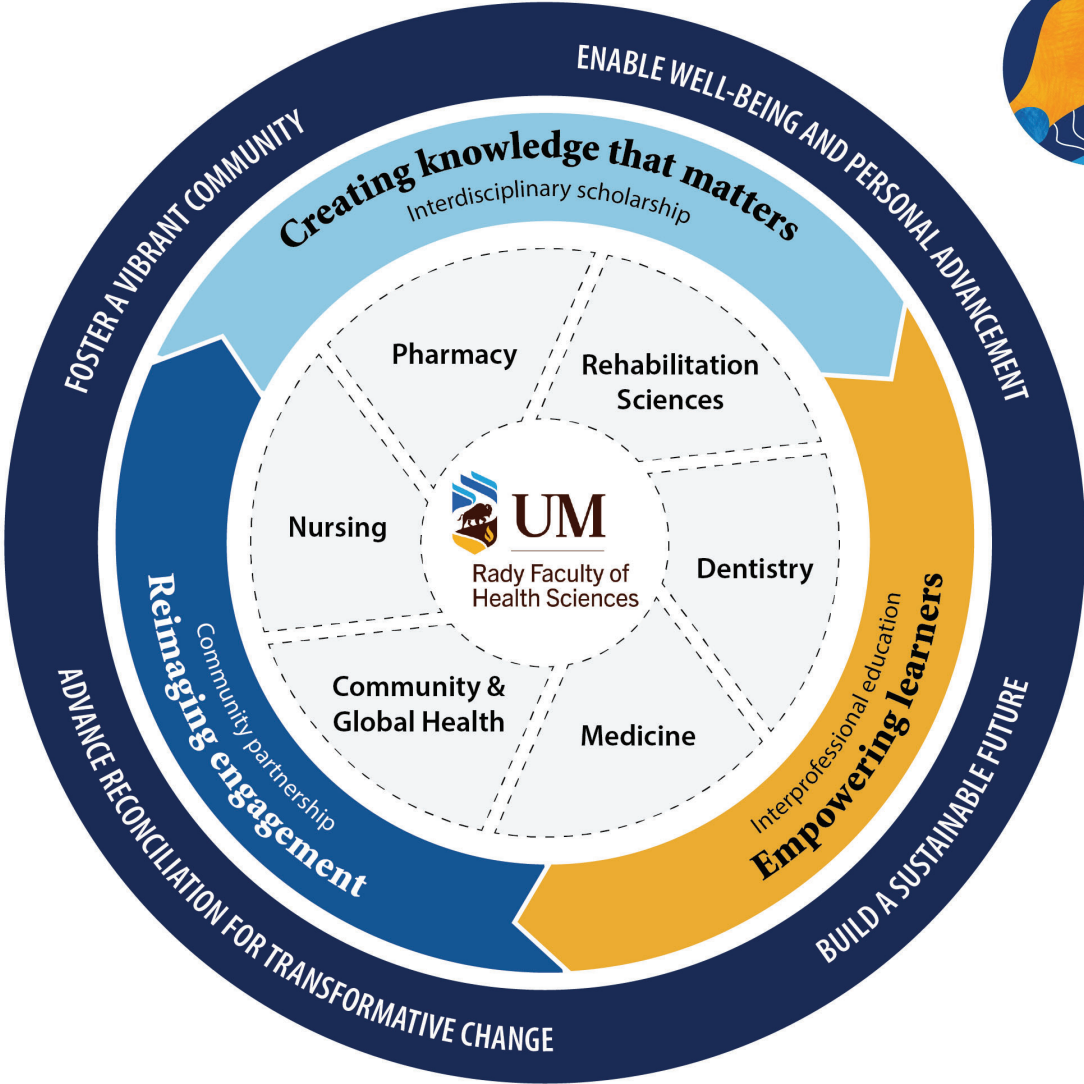
Mandate of the Rady Faculty of Health Sciences

To advance excellence in collaborative health care through innovative, socially accountable & just scholarship, education and service, improving the health of people and communities

Social Accountability is defined by the World Health Organization as:
The obligation to direct [the School's] education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have a mandate to serve.

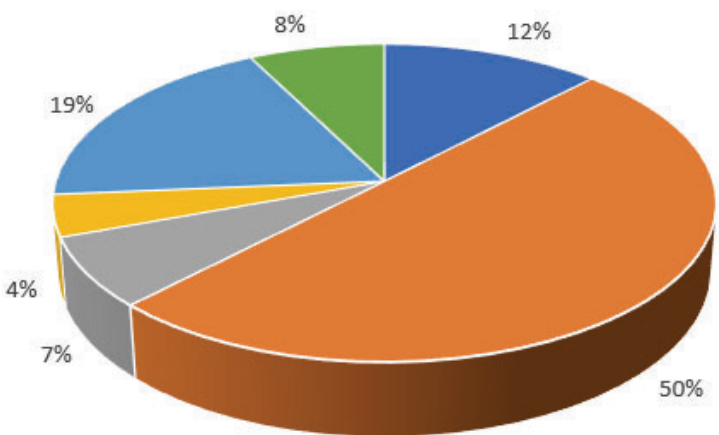
MOMENTUM:

LEADING CHANGE TOGETHER

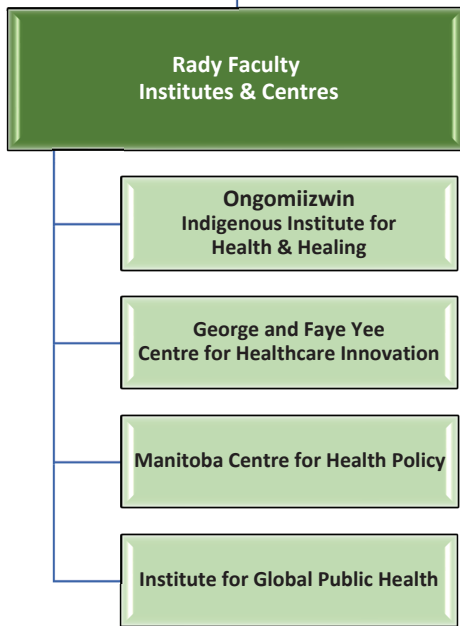
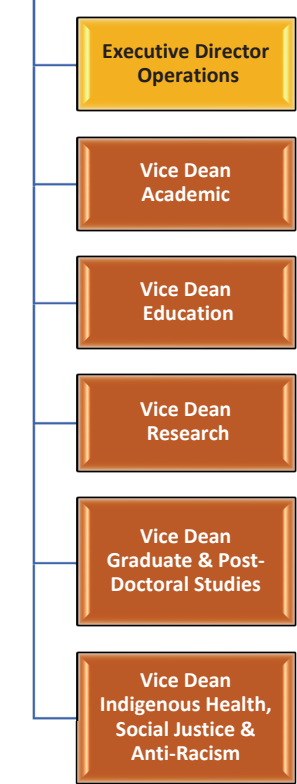


University of Manitoba (Senate Approved Strategic Plan)	Rady Faculty of Health Sciences (Draft Strat Plan)
<p>Creating Knowledge that Matters</p> <p>Identify sustainable & high-impact solutions through increased collaboration and connections</p> <p>Inspire knowledge creation by supporting & promoting an environment of excellence</p> <p>Build reciprocal relationships with communities to anticipate and identify solutions to emerging needs</p>	<p>Inter-Disciplinary Scholarship</p> <p>Increase inter-disciplinary and collaborative scholarship that is highly competitive and impactful</p> <p>Enhance core platforms that support all research pillars (i.e., NSERC/CIHR I, II, III, IV))</p> <p>Advance Health System and People-Oriented Research informed by authentic reciprocal engagement</p>
<p>Empowering Learners</p> <p>Build sustainable futures by increasing opportunities for innovative & meaningful learning experiences</p> <p>Foster an exceptional student experience by strengthening teaching & student support services</p> <p>Respond to changing needs through the creation & advancement of supportive systems for learning & success</p>	<p>Inter-Professional Education</p> <p>Expand sustainable and cohesive inter-professional education and clinical opportunities</p> <p>Advance distributive models of education reaching rural, northern and remote communities</p> <p>Ensure educational excellence in all core programs, meeting the needs of the provincial health workforce</p>
<p>Reimagining Engagement</p> <p>Strengthen & build mutually beneficial & reciprocal relationships through meaningful & authentic engagement</p> <p>Empower staff, faculty, students to thrive & succeed by creating a culture of belonging, well-being, & inclusion</p> <p>Achieve sustainability and accessibility targets through community decision-making processes & institutional initiatives.</p>	<p>Community Partnership</p> <p>Advance and contribute to health system partnerships, informing policy and practice</p> <p>Improve reciprocal community engagement through new/existing outreach programs</p> <p>Increase efforts to support, coordinate and expand pathway programs to the health professions</p>
Foster a Vibrant Community	
<p>We cultivate a community rooted in equity that fosters diversity, human dignity, inclusivity, respect, well-being, and care, while acknowledging and addressing concerns and challenges with underlying structures. We commit to narrowing systemic inequities, removing barriers, and creating the conditions for all to thrive. By upholding the foundational tenet of academic freedom, we foster a vibrant and dynamic intellectual environment that strengthens our community through the free exchange of ideas and pursuit of knowledge.</p>	<p>Ensure core competencies in social justice, anti-racism, ableism, and anti-oppressive practices for all</p> <p>Achieve equity, access, and participation at all levels within the Rady Faculty</p> <p>Ensure culturally safe work and learning environments that invite participation of everyone</p>
<p>Build a Sustainable Future</p> <p>We meet the needs of today without compromising those of future generations. We pursue societal, cultural, economic, and environmental sustainability and address the impacts of climate change through our actions and operations—through ethical decision-making, continuous improvement, and the integration of sustainable practices into everything we do.</p>	<p>Enable Well-Being and Personal Advancement</p> <p>Adopt the principles of the Okanagan Charter</p> <p>Establish work and learning environments that promote balance and wellness</p> <p>Increase and formalize mentorship and professional development opportunities for faculty and staff</p>
Advance Reconciliation for Transformative Change	
<p>We walk together to advance Reconciliation. The University of Manitoba acknowledges and atones for both past and ongoing harms. We take action to change behaviour and move forward to establish and maintain mutually respectful relationships between Indigenous and non-Indigenous Peoples. By addressing root causes of inequities, we work towards social change and a more just and equitable future.</p>	<p>Implement the revised Rady Faculty Reconciliation Action Plan</p> <p>Embed Indigenous initiatives and Indigenization of curricula in all programs</p> <p>Increase recruitment and support for Indigenous learners that remove barriers</p>

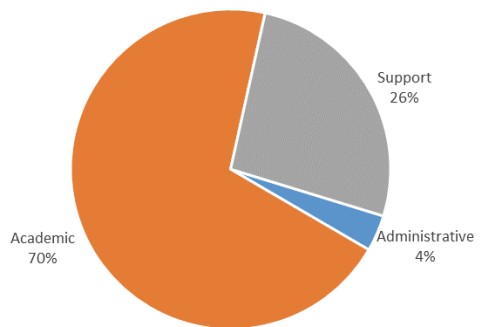
Vice Provost (Health Sciences) & Dean, Rady Faculty of Health Sciences



- Dentistry
- Medicine
- College of Rehabilitation Sciences
- Faculty of Health Sciences
- Nursing
- Pharmacy



Budget 23/24 - \$102.8 million



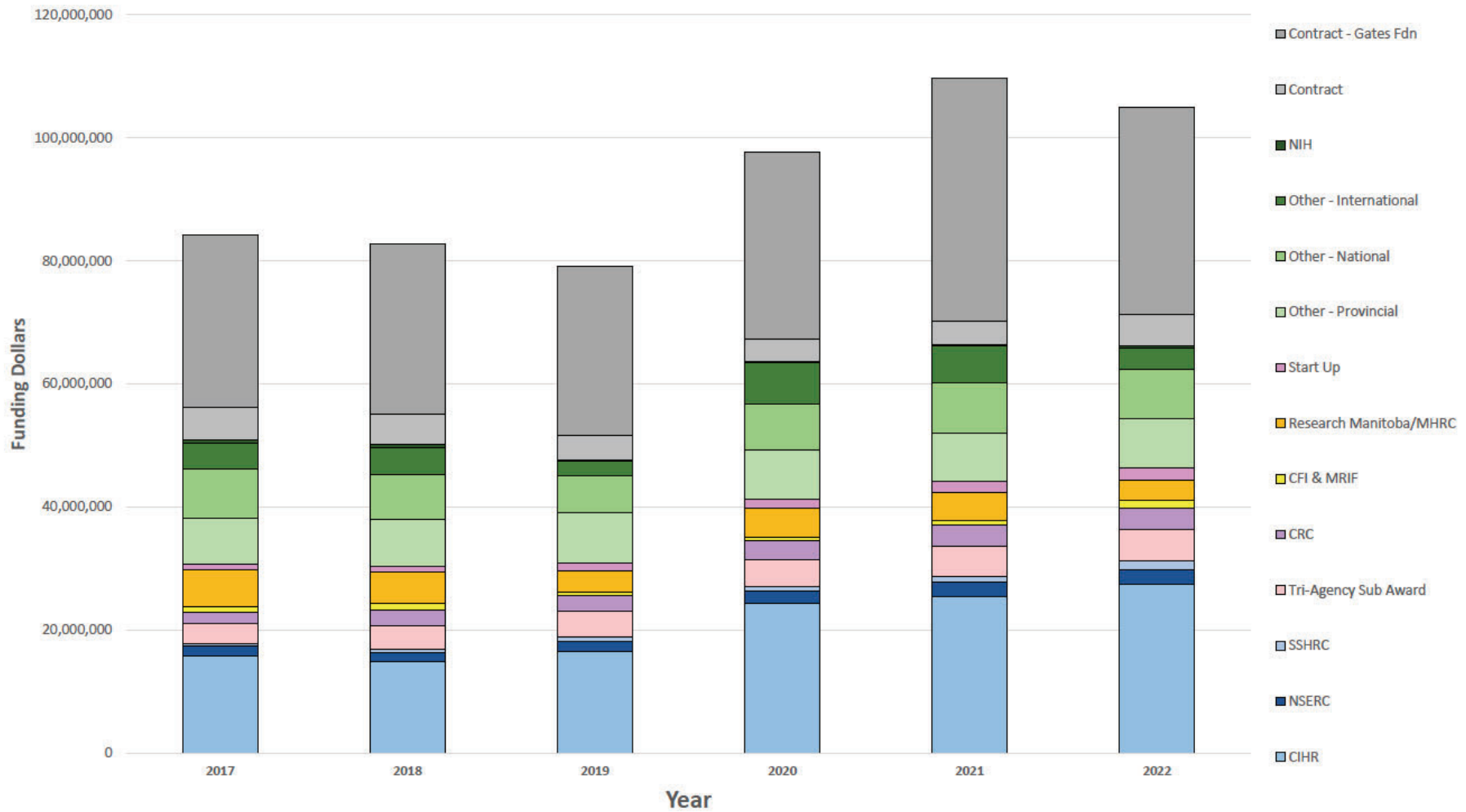
Rady Faculty of Health Sciences



College	Pharmacy	Rehabilitation Sciences	Dentistry	Nursing	Medicine	Community & Global Health
Faculty						
• UMFA	38	44	49	86	134	46
• Other	3	6	3	5	63	1
• GFT					619	12
• Nil	83	25	19	48	2083	111
Undergraduate '23	192	51	179	948	455	0
Graduate '23						
• Course		199		50		
• Thesis	34	20	31	73	272	119
Post-Graduate '23					686	
Research '22	\$2.54 mil	\$1.15 mil	\$1.51 mil	\$3.07 mil	\$44.16 mil	\$53.44 mil

Note: Faculty level Bachelors of Health Studies and Health Sciences – total **194** undergraduate students

Research Funding in the Rady Faculty of Health Sciences



Distributive Education Activity in the Rady Faculty of Health Sciences

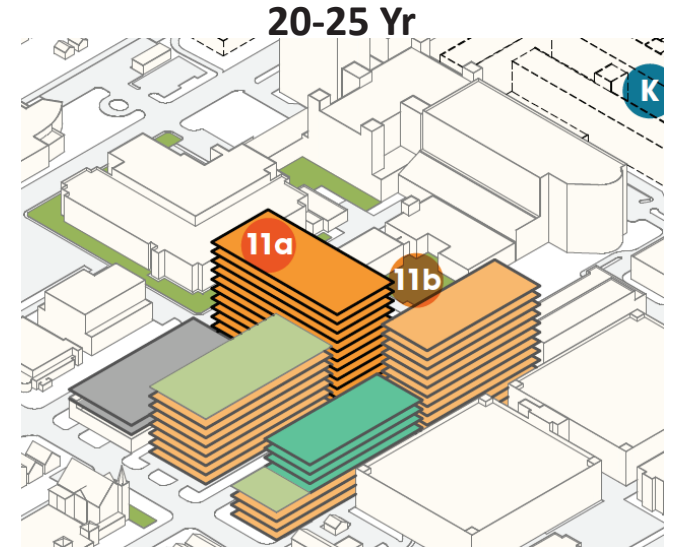
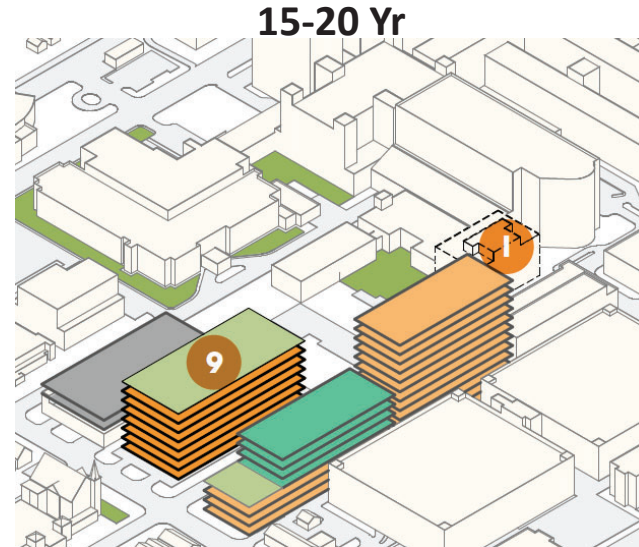
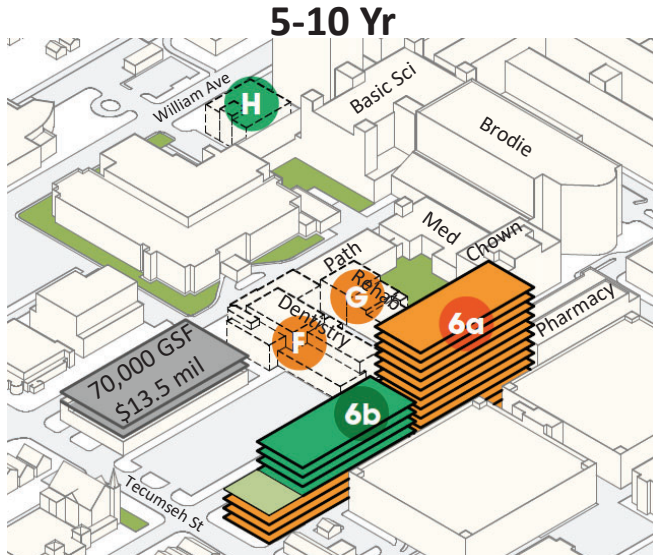


RURAL PLACEMENTS TOTALS CURRENT FISCAL (April 1 to Nov 1)										
College / Program	SHSS	PMH	IERHA	NRHA	WRHA	FN	Outside of MB	Total	Claims	No Expenses
Pharmacy	7	12	6	2	2	0	10	39	21	18
Dentistry	0	0	0	0	0	7	0	7	7	0
Dental Hygiene	0	0	0	0	0	0	0	0	0	0
Nursing	27	1	55	1	0	0	0	84	47	37
Nurse Practitioner	7	1	6	1	13	0	0	28	23	5
Midwifery	8	5	0	5	0	0	0	18	18	0
Physical Therapy	17	7	15	8	0	0	7	54	50	4
Occupational Therapy	3	7	5	1	0	0	11	27	22	5
Respiratory Therapy	2	20	3	17	0	0	16	58	24	34
MPAS	8	15	9	10	4	3	0	49	13	36
UGME	64	26	15	24	0	0	0	129	55	74
PGME Satellite WPG	0	0	0	0	30	0	0	30	30	0
PGME	116	35	19	59	197	0	2	428	110	318
Total:	259	129	133	128	246	10	46	951	420	531

Master Campus Plan – Commissioned by MB Government₂₀₂₂

Rady Faculty of Health Sciences

\$1.32 Billion



6a + 6b – 400,000 GSF

6a (UM) – \$560 mil

6b (Cadham Shared Health) – \$270 mil

9– 265,000 GSF

9 (UM) –\$285 mil

11a – 323,000 GSF 11b – 75,000 GSF

11a (UM) –\$435 mil

11b (UM) - \$ 26 mil (Parking)

Accommodate

Dentistry, Rehab Sciences, Pharmacy
 Medicine, Community & Global Health
 Animal facility

Accommodate

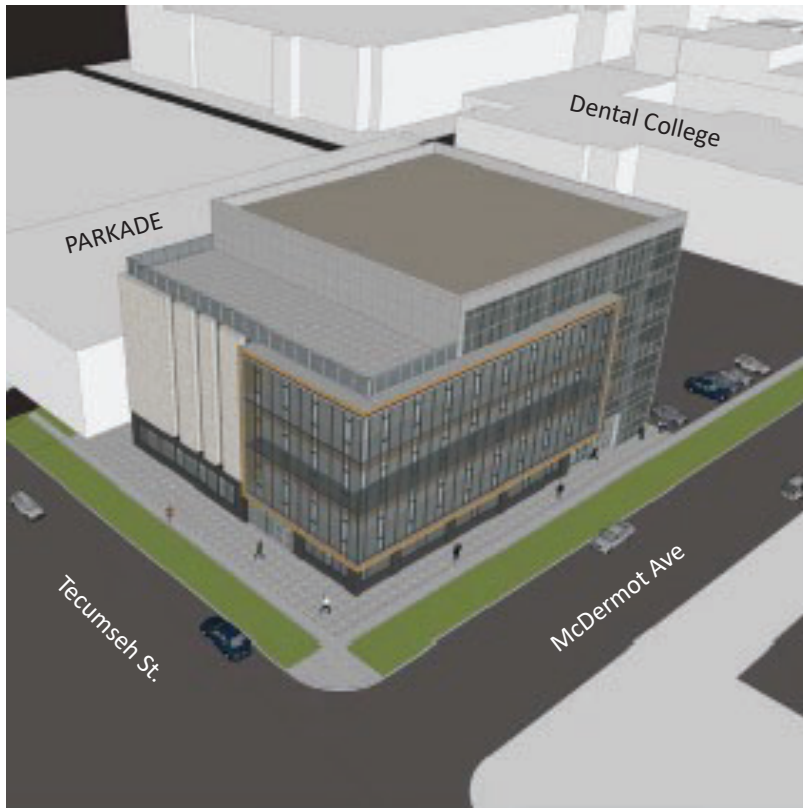
Nursing, Rady Admin, CHI

Accommodate

Basic Sciences, Admin,
 Animal facility
 Parking

Master Campus Plan – Preliminary Stage

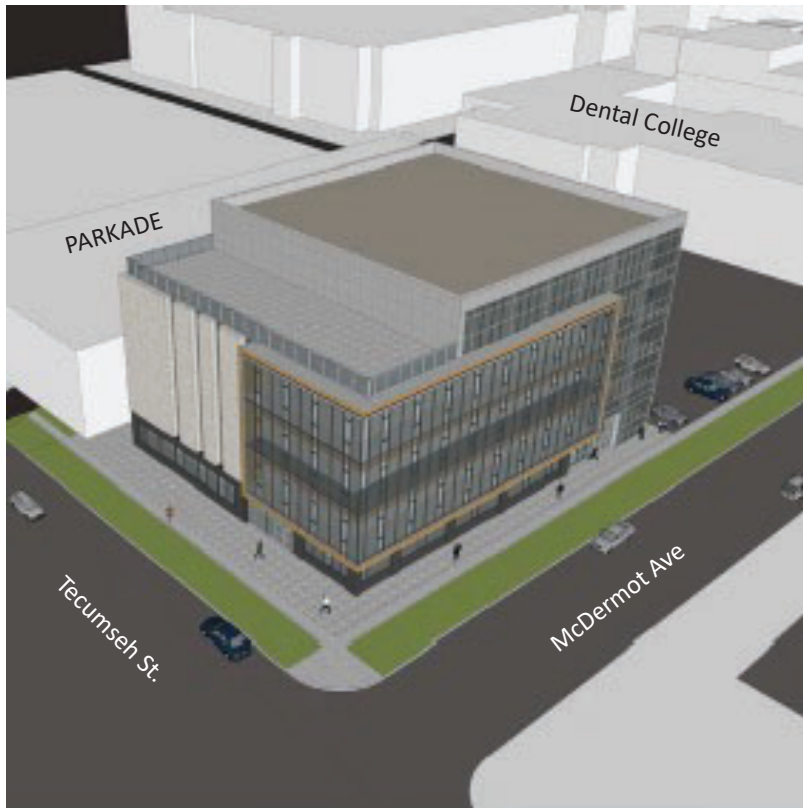
Rady Faculty of Health Sciences



Ongomiizwin – Indigenous Institute of Health and Healing
Dental Clinic – undergraduate & graduate, and dental hygiene training
UGME – lecture theatres, classrooms, and simulation centre
Pre-School/Day Care – support students, staff, and faculty

Master Campus Plan

Rady Faculty of Health Sciences



Next Priority is a tower (11 floor) adjacent to new building

- College of Nursing – Move to Bannatyne Campus in space fit for purpose
- College of Dentistry – Complete requirements for preclinical program

Need to expand parking space on top of current parkade

Other Key Campus Projects

- UMSU offices in Brodie Center
- Redevelop library for student study space
- New animal care facility on Bannatyne Campus

Expansion of Professional Health Programs (2023-2026)



Focus

- **Primary Care** (especially rural/northern)
- **Mental Health Services**
- **General Specialty Services**

			Expansion 2023/2024	Expansion 2024/2025	Expansion 2025/2026	Total Increase / Year	Baseline Annual Intake 22/23	Final Target Total / Year
UGME		4yr	15 [^]	15 [^]	(10 [*])	30 (40)	110	140 (150 [*])
PGME	Family Medicine (IMG/CMG)	2yr	10	10	10	30	52	82
	Clinical Health Psychology	1yr		2	3	5	12	17
	Psychiatry	5yr	1	2	2	5	12	17
	General Specialty	5yr	5	5	5	15	79	94
International Medical Graduate (IMG)		1yr	5	5		10	20	30
Physician Assistant (MPAS)		2yr		15		15	15	30
Nurse Practitioners (NP)		2yr		20 (25)		20 (25)	25	45 (50)
Rehabilitation Sciences	Respiratory therapy (BRT)	3yr	4	20		24	16	40
	Physical therapy (MPT)	2yr		5	5	10	50	60
	Occupational therapy (MOT)	2yr		5	5	10	50	60

Footnotes

- [^] expansion required to keep pace with population growth
- ^{*} further expansion of UGME beyond 2024/25 requires a formal Brandon Satellite Campus

Note:

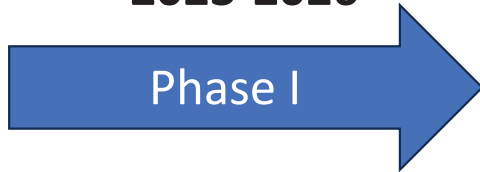
- Expansion in 2022/2023
- BN and midwifery

Brandon Medical School Satellite Campus Plan

Rady Faculty of Health Sciences



2023-2026



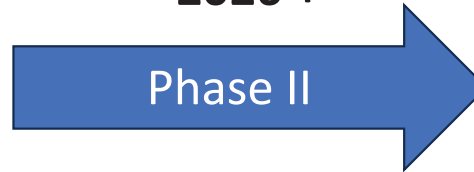
Building Clinical Instructor Capacity

- Lack of physician educators

Solution

- ↑ PGME Family Medicine training
- ↑ Recruitment of Family Medicine
- Current Clerkship (yr 3) 5/yr

2026 +



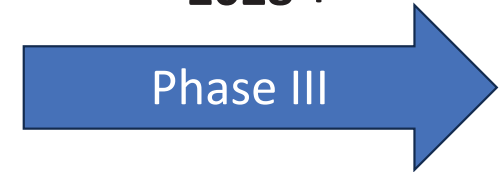
Building Clinical Training Capacity

- Lack of clinical education space

Solution

- Brandon Hospital Addition
- Build clinical teaching space
- Expand Clerkship (yrs 3&4) 16/yr

2028 +



Building Pre-Clinical Training Capacity

- Lack of classroom/simulation space

Solution

- Brandon Univ. Science Bldg Renewal
- Build UM Med School space at BU
- Launch Pre-clerkship (yrs 1&2) 16/yr

To achieve this vision requires up front committed investments in 2024/25

College of Rehabilitation Sciences – Priorities for 2024-2029



To be an exemplary college that serves Manitobans in a good way, maintaining and growing partnerships that drive innovation in rehabilitation sciences practice, research and education.

Creating Knowledge that Matters

- Reimagining our research
- Renewing our research strength
- Engaging in multiple ways of knowing

Empowering Learners

- Northern/ rural accessibility
- Scaling up programs
- Student recruitment & retention
- Interdisciplinary/ remote clinics
- PhD program
- SLP program

Reimagining Engagement

- Kiga mamo anokimin onji minoayawin
- G.O.O.S.E.
- SABE
- Rural/ remote clinics
- National & global recognition

Build a Sustainable Future

- Strengthening our community
- Faculty renewal
- Space renewal
- Diversified revenue streams

College of Pharmacy – **Priorities for 2024-2029**



Education – PharmD (Doctor of Pharmacy) Program

- Develop and implement a broader Recruitment Plan, specifically including more Indigenous Students; consider increasing admission numbers by 5 students
- Recruitment of an Indigenous Scholar to further Indigenize the curriculum & support research
- Evaluation of the new PharmD Program (continuous quality improvement)

Education – Graduate Program

- Explore course-based PharmD/MSc
- Explore PharmD/PhD
- Explore options for a Flexible graduate program

Pharmacist’s Professional Development

- Implement the College’s first Micro-credential program to support professional development for practicing pharmacists

College of Pharmacy – **Priorities for 2024-2029**

Research

- To launch an internal Seed funding program
- To recruit an Endowed Chair and an Indigenous Scholar in Pharmacy
- To fundraise for a Professorship
- To create a Clinical Research Unit
- To ensure adequate research space
- To expand research collaborations within the University and externally

Other

- Development of a leadership-mentorship forum for alumni and students
- Establish expanded scope services through Steele's Apothecary and as a training model, such as a Travel Health Clinic
- Ensure appropriate administrative staff to support College needs
- Enhance Communication plan through website and social media
- Develop longer-term recruitment plan for faculty with anticipated retirements

Undergraduate Dental Hygiene- Accreditation recommendations, transition from a DipDH to BDH.

Undergraduate Dentistry- Accreditation recommendations, fundraising 10M, minor expansion to preclinical simulation labs, enhance pediatric dental busing program with inner city school divisions.

International Dentist Degree Program- Expand to 3 years, explore 1 year pilot (funded by Federal Govt).

Graduate clinical programs- Accreditation recommendations, explore combined MD/OMFS program, explore 1-year Advanced General Dentistry program, explore certificate in Geriatric Dentistry program.

Graduate Oral Biology programs- Review recommendations, Endowed Research Chair in Oral Health.

International Dental Specialist Fellowship- Pilot program in 2023-2024, expand to other specialties

Center for Community Oral Health: Strategic plan, explore collaborations with communities

BE PREPARED TO RESPOND TO THE NEED TO INCREASE DENTIST AND DENTAL HYGIENE ENROLLMENT

Initiatives that align, support and enhance RFHS and U of M Strategic Plans

Creating knowledge that matters/Interdisciplinary scholarship

- Increase interdisciplinary scholarship with RFHS and U of M.

Empowering learners/Inter-Professional education

- Continue to support IPE activities; expand opportunities at the clinical level.
- Complete curriculum review to better prepare learners for the profession.
- Complete state of the art clinical facilities with incorporation of digital technology.

Reimagining engagement/Community Partnership

- Strategic plan for CCOH informed by community needs (Access Downtown, Deer Lodge, Home Care, Churchill).
- Increase northern, rural and remote experiential undergraduate and graduate student clinical rotations.
- Develop curriculum and clinical spaces to accommodate care for special needs patients.

Building a sustainable future/Enable Well-Being and Personal advancement

- Creation of Ad Hoc committee to address environmental scan recommendations.
- Continue with current initiatives.

Advance Reconciliation and Transformative Change

- Implement RFHS Reconciliation Action Plan.
- Focus recruitment activities on Indigenous learners and provide supports once in the program.

College of Nursing – Priorities for 2024-2029

Expand Program Capacity

- Expand the Master of Nursing Nurse Practitioner Program by increasing from 25 to 50 seats, by adding a second intake of 25 seats using online delivery in 2024-25
- Expand the Master of Nursing program by increasing from 20 to 30 seats using dual delivery in 2025-26
- Expand the PhD in Nursing program by increasing from 8 to 14, using online delivery in 2025-26
- Explore the development of an honours option in the Bachelor of Nursing program
- Establish an admission category in the Bachelor of Nursing program for applicants with a completed degree

Strengthen Educational Program Excellence

- Evaluate the Bachelor of Nursing program expansion initiative
- Establish a new model for clinical education facilitation to promote recruitment and retention of CEFs
- Expand the number and type of IPE clinical experiences in undergraduate and graduate programs
- Engage in UM academic program review of the MN and PhD programs in 2025
- Engage in CRNM program approval and CASN accreditation of the Nurse Practitioner program in 2025.
- Engage in CASN accreditation of the UCN Educational Unit in 2025
- Engage in CASN accreditation of the BN program in 2027

College of Nursing – Priorities for 2024-2029

Advance Research and Scholarship

- Increase research impact and productivity within the College of Nursing
- Establish a Research Chair in Nursing Education
- Establish a Centre of Excellence in Nursing Education

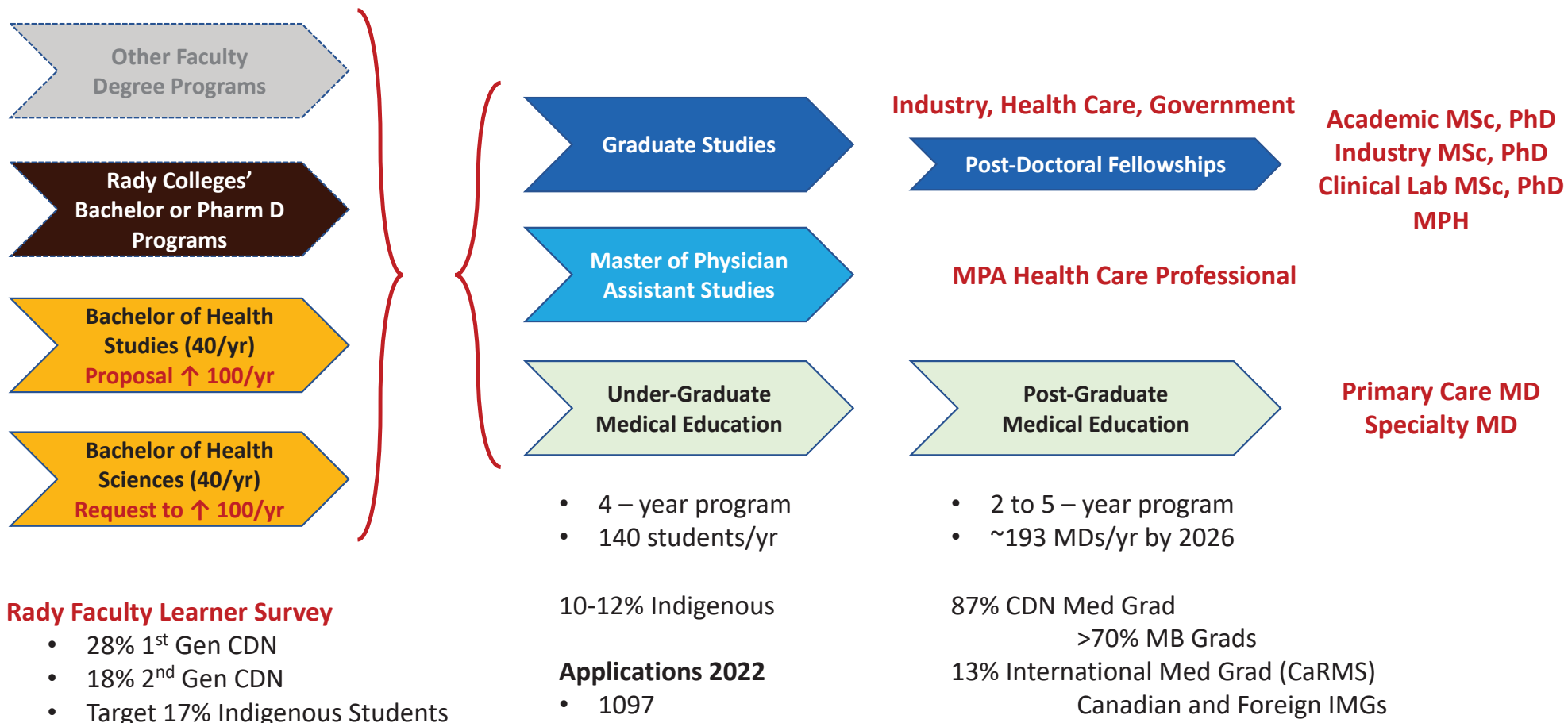
Leverage Digital Strategies

- Expand the integration of virtual reality into undergraduate and graduate programs
- Expand digital health technology into graduate nursing programs
- Lead the implementation of the RadyVerse across RFHS

Promote Indigenous Pedagogy and Cultural Safety

- Increase recruitment, retention and success of students with Indigenous ancestry
- Mahkwa omushki kiim (Pathway to Indigenous Nursing Education): Increase from 24 to 48 seats in 2024-25
- Further integrate Indigenous knowledge, perspectives, and practices into all nursing programs
- Increase recruitment, retention and support of faculty and staff with Indigenous ancestry

Max Rady College of Medicine – Pathway Priorities for 2024-2029



Max Rady College of Medicine – Priorities for 2024-2029

Admissions – Eliminate MCAT and CASPER standardized testing to remove socio-economic barriers to access.

UGME – Refresh Curriculum, mock accreditation 2025, full accreditation 2027, expand class size to 140/yr, Brandon Satellite.

PGME – Address accreditation gaps for 2024 interim review, fully implement PGME expansion by 2025.

IMG – Fully implement expansion of the 1-year family medicine program, continue to maintain specialty assessment program.

CCA/CPD – Accreditation in 2024, establish costing model for self sufficiency.

MPAS – Class expansion in 2024/25

School of Biomedical Sciences – Proposed creation inside the College of Medicine

- Amalgamate the basic science departments under the School umbrella
- Expand the **Bachelor of Health Sciences** from **40** → **100 seats/yr**
- Transition the **Bachelor of Health Sciences** → **Bachelor of Biomedical Sciences** assigned to the School
- Move 3rd/4th year of Bachelor of Biomed Science students to Bannatyne Campus

College of Community & Global Health

(Currently Department of Community Health Sciences)

Priority Rationale:

- a. **Signature Theme** of the University of Manitoba (UM) – **Population and Global Health**
- b. **Majority of U15** have Public Health Schools/Colleges outside the Faculty of Medicine
- c. **Lack of cohesive programs and structure** to optimally advance knowledge & innovation in its health discipline(s)
 - There is no undergraduate bachelor degree in community health sciences.
 - The department of Community Health Sciences (CHS) is scattered across the Bannatyne Campus.
 - The Manitoba Centre for Health Policy (MCHP), Ongomiizwin, and the Institute for Global Public Health (IGPH), and George & Fay Yee Centre for Healthcare Innovation are not co-localized with the department of CHS to enable collision space fostering innovation.
 - The colleges of the Rady Faculty of Health Sciences do not currently offer joint degree programs.

College of Community & Global Health

Proposed Leadership **Dean** – reporting to Vice-Provost (Health Sciences) & Dean, RFHS

Existing and Proposed Education Programs

- Bachelor in Community Health Sciences (BCHS) – **New** [could repurpose Bachelor of Health Studies (Rady Faculty)]
- Master of Science in Community Health Sciences (MSc)
- Doctoral degree in Community Health Sciences (PhD)
- Joint degree program with other RFHS Colleges or other academic institutions (e.g., India) – **New**
- Doctoral degree in Data Sciences (PhD) - **New**
- Master of Public Health (MPH)
- Public Health and Preventative Medicine Residency
- Manitoba Training Program for Health Services Research (MTP-HSR)

Affiliated Rady Faculty Institutes/Centres (faculty who largely have primary appointment in Community Health Sciences)

- Ongomiizwin – Indigenous Institute of Health and Healing
- George and Fay Yee Centre for Healthcare Innovation (CHI)
- Manitoba Centre for Health Policy (MCHP)
- Institute for Global Public Health (IGPH)

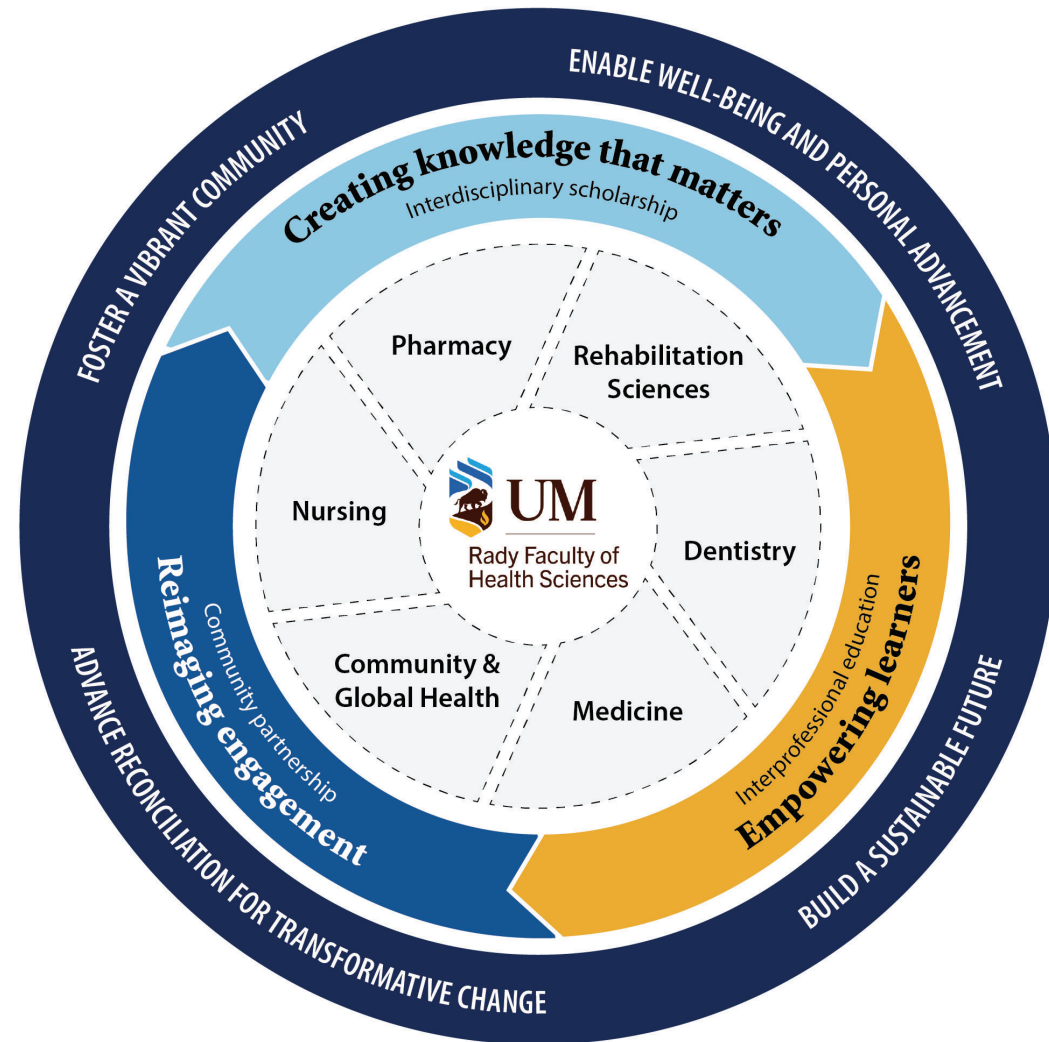
MOMENTUM:

LEADING CHANGE TOGETHER

Rady is ... **Creating Momentum**

To advance excellence in collaborative health care through innovative, socially accountable & just scholarship, education and service, improving the health of people and communities

by ... **Creating Teams Creating Impact**



Board of Governors Tour at Bannatyne Campus

Date: February 15, 2023

PREPARED BY: Raman Dhaliwal

Background:

Theatre A/B/C- (6:00pm-6:05pm)

Theatre A is the largest teaching space at the Bannatyne Campus and holds over 300 people. This is only the space on campus that will be able to accommodate the fully expanded undergraduate medical education class at 140 students per year until the new building is complete.

This space is equipped with livestreaming capabilities so students can log on to their class from home instead of being at the campus.

Theatre A will be undergoing a substantial renovation beginning shortly. The Theatre will be back online in Spring 2025. Theatre B and C will receive an HVAC update only. There are currently 2 air changes per hour in Theatres A, B and C and with the HVAC changes we will be achieving 4 air changes per hour.

Gross Anatomy Lab- (6:05pm-6:15pm)

The state-of-the-art Dr. George Yee Laboratory of Anatomical Sciences opened October 18, 2019 on the Bannatyne campus.

The \$4.3 million renovation gives students a modern facility with high fidelity screens, 3D capabilities and interactive tools from which to learn the intricacies of the human body.

The renovation project was kickstarted by a \$500,000 donation from Dr. George Yee, who donated the money to the project before he passed away in 2014. The 1960 MD alumnus was a celebrated pathologist and philanthropist.

The remaining funding for the renovation was provided by the Rady Faculty of Health Sciences. Department Head Sabine Hombach Klonisch will lead us through a demonstration of some of the features of the lab on our tour today.

Clinical Learning Simulation lab- (6:15pm-6:25pm)

The Clinical Learning and Simulation Facility (CLSF) is one of Canada's most comprehensive simulation teaching facilities in a state-of-the-art facility; covering more than 11,000 square feet.

Like a hospital, all of the CLSF's 14 multipurpose examination rooms are equipped with a diagnostic headwall featuring blood pressure cuffs, otoscope, and thermometer. Medical gas

columns, heart-rate monitors, intravenous carts and all other equipment required in the course of real clinical care is stocked and available.

Each room is also equipped with high-fidelity video cameras with real-time playback capability to facilitate evaluations and debriefing - central to the simulation teaching style.

All health professional programs use the clinical learning simulation lab except the College of Dentistry. The simulation lab space will become increasingly important as we continue to expand our class sizes without the same expansion across health facilities in which our students train as space to accommodate trainees in health facilities will be an issue. Some of the clinical competencies can be gained in the sim lab instead.

College of Pharmacy Research Lab (241 and 238 and then the third floor labs)- (6:25pm-6:35pm)

The Apotex Centre is one of our newer buildings at the Bannatyne campus. Dr. Ted Lakowski, College of Pharmacy research faculty will take us on a tour of a few of the research facilities in the College of Pharmacy. These research labs have specialized equipment for drug analysis and protein expression. Many of our Pharmaco-Epi students learn alongside our researchers in these lab spaces.

College of Rehabilitation Sciences Classrooms (R015, R170, R160 and R224)- (6:35pm-6:45pm)

The Rady Faculty of Health Sciences and the College of Rehabilitation Sciences received funding through the teaching and lab renewal fund to update several teaching spaces across the faculty. Two of these spaces are R015 which is a great example of a change in technology. This space used to be an assisted living computer lab and now it has been transformed to a daily living lab. R170 is a plinth lab with updated technology.

Gerald Nicnick College of Dentistry Undergraduate and Graduate Dental Clinics- (6:45pm-7:00pm)

The Gerald Nicnick College of Dentistry is the only college at Bannatyne that has clinical operations on site. The College provides dental services at a markdown in price from the private clinics in order to secure a customer base to attend the clinic and provide learners with teaching experiences. The dental clinics service the surrounding community and are accessed by low income families and seniors. There are programs whereby inner-city school children are bussed to the College and receive free dental care. There are both undergraduate and graduate clinics. The current clinics pose many challenges in terms of patient flow and infection prevention and control and will be moved to the new building at Bannatyne.