



BUILDING FOR A BRIGHT FUTURE

» FINAL REPORT
ON THE
STRATEGIC
PLAN FOR THE
UNIVERSITY OF
MANITOBA



UNIVERSITY
OF MANITOBA

» A CAPSULE OF HISTORY AND AN OUTLOOK ON THE 21ST CENTURY

In 1877, just seven years after the Province of Manitoba came into being, its legislature established the first university in Western Canada, and named it after the province. The creation of the University of Manitoba was a sign of the times - of optimism and a sense of destiny, in which the university's champion, Lieutenant-Governor Alexander Morris, saw an opportunity to position the Province and shape its future.



Building on Strengths, the first strategic plan of the University of Manitoba during my term in office, was set in 1998 and the *Final Report on the Status of the Recommendations* was released in September of 2002. Only 3.5 percent of the recommendations were not pursued by choice, though a larger percentage required more resources to be properly implemented.

The second strategic plan developed during my term as President and Vice-Chancellor was approved by the Board of Governors and Senate in 2003. The plan, *Building for a Bright Future*, was based on the vision in the 1998 plan, which was sharpened in the new plan to read:

“To affirm the position of the University of Manitoba among the best of Canada’s research-intensive institutions and to lead our nation in demonstrating a commitment to the education of a broad sector of society.”

Building for a Bright Future reaffirmed that the university would strive to affirm this vision by being respected for:

- its knowledge of the world;
- understanding the complexities of its prairie province in its cultural, socioeconomic and scientific dimensions;
- articulating its understanding according to international standards of science and scholarship;
- being central to the development of Manitoba’s knowledge-based society.

The Plan also took into consideration the environmental context of the University of Manitoba at the onset of the 21st century and the fact that the university will need to:

- be vigilant in maintaining the appropriate blend of efficiency and effectiveness to meet the varied expectations of federal, provincial and municipal governments;
- continue educational and research activities that reflect an understanding of the world;
- remain true to the principles that ensured its endurance since its founding in 1877.

The final report builds on the annual reports prepared since 2003. It articulates the five priority statements in *Building for a Bright Future* and gives examples of initiatives both university-wide and at the unit level which have been implemented as they relate to the five priorities.

Emőke J. E. Szathmáry, CM, PhD, FRSC
President and Vice-Chancellor
April 2008

THE STRATEGIC PLAN, *BUILDING FOR A BRIGHT FUTURE*, SET OUT FIVE PRIORITIES DESIGNED TO GUIDE THE UNIVERSITY OF MANITOBA AS IT MAKES DECISIONS TO MEET PUBLIC EXPECTATIONS AT THE ONSET OF THE 21ST CENTURY.

Building for a Bright Future, was released in 2003, and the five priorities challenged all members of the University of Manitoba community to take responsibility for the transformation of their institution. These priorities were the product of the deliberations of the Strategic Planning Committee, which over the course of almost a year consulted all sectors of the university community.

The objective of the strategic plan is to fulfill the university's vision "to affirm the position of the University of Manitoba among the best of Canada's research-intensive institutions and to lead our nation in demonstrating a commitment to the education of a broad sector of society."

» THE FIVE PRIORITIES:

1. PROVIDE ACCESS TO AN EXCEPTIONAL EDUCATION

High quality academic programs require an environment conducive to success. The one common focus in an institution that regards equity and diversity as core principles is intellectual achievement; thus our highest priority must be student success. Students are attracted to challenging curricula when they believe not only that they can master the subject matter, but also that the knowledge gained will provide them with lasting value according to their own yardsticks of importance, not only society's judgments.

2. ATTRACT AND RETAIN THE BEST

Building a great university is not possible without great academic staff, nor can academic staff function in an environment that lacks great administrative, clerical, technical and trades staff and skilled workers. The competition for talented people is always keen, and it will be particularly so for academic staff whose numbers will rapidly diminish as the "baby-boom generation" approaches retirement.

3. BE A CENTRE FOR RESEARCH AND GRADUATE EDUCATION THAT MAKES A DIFFERENCE TO OUR PROVINCE, OUR NATION AND OUR WORLD

The University of Manitoba has areas of established and emerging research strengths, and it must build national and international recognition for excellence in selected areas. It is worth noting that the research undertaken here includes scholarship and creative work,

and encompasses all inquiry and innovation. The university needs also to be recognized for its essential role in enabling and empowering the local community through knowledge and innovation, and by providing the critical pool of highly skilled personnel to sustain and advance Manitoba's economic, social and cultural development.

4. PROVIDE THE HUMAN, PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE NECESSARY FOR LEARNING AND RESEARCH

Faculty, staff and students are more likely to join a university and remain at that university, if the physical environment in which they work is visually attractive as well as functional. In the 21st century learning environment, the use of computer technology and provision of appropriate technological services are part of the basket of utilities an advanced society takes for granted. The vision of a university is more attainable when staff members are committed to provide service, not only to advance their own careers, but also to advance their unit's mission.

5. BE AT THE CENTRE OF OUR COMMUNITY: ON MANITOBA

In 1818, when the region's first school was founded by Monsignor Norbert Provencher, diversity of language, culture, and religion marked the peoples of the Red River settlement. Diversity increased with the establishment of the Province of Manitoba, as it attracted waves of immigrants before and after the end of the 19th century, and smaller streams of immigration have continued into the 21st century. The integration of different perspectives and traditions into a Manitoban tapestry has not been easy. It required the province to recognize that advancement of society was not synonymous with cultural assimilation and the obliteration of linguistic and religious diversity. In the new millennium Manitoba remains a proud, pluralistic society that sees strength in its ongoing diversity. The evolution of the University of Manitoba serves as a testament of the institution's ability to transcend ethnic, linguistic and religious divisions, and give them a legitimacy within a framework of higher learning.

» THE 2003 STRATEGIC PLAN, *BUILDING FOR A BRIGHT FUTURE*, ARTICULATED FIVE PRIORITIES IN THE FORM OF PRINCIPLES DESIGNED TO GUIDE EVERY UNIT AS THEY DEFINED THEIR OWN PRIORITIES AND ALLOCATED THEIR RESOURCES.



On the one hand, the five priorities were specific enough to provide direction but, on the other hand, the priorities were open-ended enough to allow each unit to interpret them in the context of their knowledge domain or operating environment. The overall result was that the strategic plan's five priorities also became the priorities of each unit.

The most important measure of success of strategic planning is the extent to which the university, and all its units, are willing to allocate funds to implement its initiatives. By organizing the annual budget process around the five strategic priorities, a budget template was developed that provided a section for each priority and left room for each unit to describe its initiatives and the amount of money it planned to direct towards its implementation. The net result of the budget process saw units supporting their strategic initiatives with implementation funds.

Over four budget years, \$26.1 million was allocated by faculties, departments, and administrative units in support of initiatives each identified as supporting one or more of the five strategic priorities.

REPORT ORGANIZATION

In each of the budget years from 2003 to 2007, units were asked to describe activities and plans in support of the five priorities. These reports generated scores of examples.

It is not possible to include every initiative in this wrap-up report because it would be much too unwieldy. Accordingly, the following text includes selected examples that illustrate the range and scope of the initiatives undertaken at the unit level.

The text is divided into two broad sections: Section 1 includes examples of university-wide strategic initiatives. An important characteristic of these examples is that their implementation and impact affected units throughout the university. Section 2 includes examples of strategic initiatives undertaken at the unit level and where the implementation is within the control of that unit.

Within each of these two broad categories, the five priorities serve as sub-headings under which the examples are grouped.



SECTION 1

» UNIVERSITY-WIDE INITIATIVES

PROVIDE ACCESS TO AN EXCEPTIONAL EDUCATION

- To provide assurance of a high quality education, the Vice-President (Academic) and Provost identified eight principles as a conceptual framework for undergraduate education:
 - Acquisition of the basic skills necessary for the analysis, synthesis and communication of knowledge.
 - An understanding of the inquiry practices of the humanities, social and natural sciences.
 - A sense of the interrelatedness of knowledge, including inter-cultural knowledge.
 - A sense of responsibility for society, including the principles of respect, civility and their role and obligations as citizens.
 - Practical experience involving collaboration and problem-solving skills.
 - An opportunity to participate in creative scholarship activity.
 - An aesthetic sensibility through exposure to art, music, drama and literature.
 - A continuing commitment to learning.



- An **alternative entry option** to University 1 began in 2006 to support new students with high school averages of less than 70 per cent. High school graduates typically experience a 10 per cent drop in their university grades from those they earned in high school. Those with high school averages of less than 70 per cent are especially at risk of failing during their first term. Under this new admissions option, students applying for entry with high school averages between 63 and 69 per cent are conditionally accepted and offered additional advising and student services designed to help them succeed.
- A vital component of access to an exceptional education is **student financial aid**. This was one of the priorities arising from the 2003 strategic plan. Since then more than \$35.62 million was raised for student awards, with \$5.5 million of this amount designated to graduate awards. This total also includes \$11.34 million from the Manitoba Scholarship and Bursary Initiative, a provincial fund that proved to be an enormous incentive to private donors because it has provided as much as a dollar-for-dollar match to their contributions.
- In 2005 the position of **Research Awards Administrator** was created within the Office of the Vice-President (Research) to take a proactive approach to the nomination of University of Manitoba scholars and scientists for national and international awards by, for example, informing deans, directors and department heads of nomination opportunities. In addition, the administrator maintains a network of contacts with award agencies to develop expertise and knowledge that supports successful nominations. The establishment of this position almost tripled the number of awards obtained, and their monetary value is more than 20 times as great as in 2003/04. To date in 2007/08, there were 27 nominations for 19 successful awards totaling \$505,000, compared to 35 nominations for seven successful awards totaling \$25,000 in 2003/04.

- The **protection and management of intellectual property** was enhanced by two initiatives sponsored by the Office of the Vice-President (Research). This office collaborated with Extended Education to create the Certificate in Intellectual Property and Technology Commercialization Management (IPTCM) for professionals involved in business development, management of assets, or marketing research, and for executives responsible for managing contracts, patents and license agreements looking to understand how management of intellectual property can build value for their enterprise. In a second initiative, the vice-president's office collaborated with the Faculty of Graduate Studies to offer a graduate course in intellectual property.

- The Office of the Vice-President (Research) assists in developing competitive and externally funded **research programs**. Since 2003, this support has expanded. For example, all new members of faculty are invited to meet with one of the associate vice-presidents to explore issues related to establishing their research programs. There are also extensive orientations to the resources available inside and outside the university. In addition, several faculties provide start-up support, reduced teaching assignments, or a combination of both, to new academic staff.
- **The Strategic Program Development Fund** was established during the 2004/05 academic year. This fund was initially designed to respond to recommendations articulated within *Building for a Bright Future: A Strategic Academic Plan for the University of Manitoba*.

THE UNIVERSITY HAS AN INSTITUTIONAL RESPONSIBILITY TO SUPPORT STUDENTS AND TO CREATE A POSITIVE LEARNING ATMOSPHERE THAT ENCOURAGES SUCCESS.

The competitions are held annually and support recommendations within the Strategic Academic Plan for the University of Manitoba and additional target areas, including: welcoming and supportive environment for students; interdisciplinary/faculty collaboration; enhancement of the learning experience for University 1 students and year 1 students for those faculties who do not teach University 1 courses.

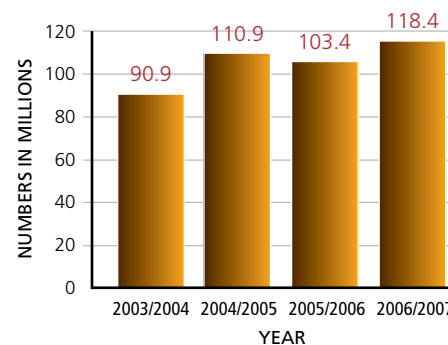
ATTRACT AND RETAIN THE BEST

- A program to recognize the best students, called **President's Scholars**, was introduced for students who enter with high school averages of 95 per cent or higher and who go on to university grade point averages of 4.0 or higher. These students receive both financial and non-monetary supports, including a study lounge with computer access.

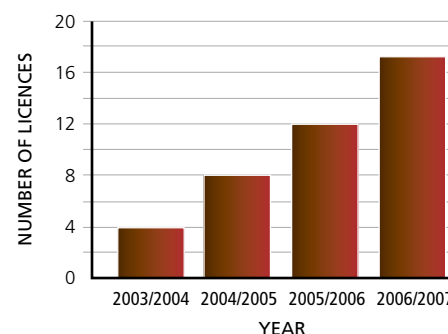
The university has an institutional responsibility to support students and to create a positive learning atmosphere that encourages success. The Office of the Vice-President (Academic) and Provost initially created a task force charged with focusing attention on this important principle and this task force ultimately evolved into a permanent committee, now called the **Welcoming and Supportive Environment Committee**, linking students and responding to areas of need.

- The University of Manitoba aggressively used the **Canada Research Chair** (CRC) program to attract and retain leading researchers and scholars. As of March, 2007, there were 48 successful nominations to the program. Of this total, 16 were research chair awards that recruited scientists and scholars from other provinces and countries, while the remaining 32 were awards that retained professors at the university.

Research Income



Licences for New Technologies



- For the past several years the university has used the positioning statement “One University. Many Futures” to make the point that its educational and research endeavours affect the lives of real people. In late 2007 an advertising and marketing campaign, called “**It’s my future,**” was launched to show rather than tell how the university plays a key role in helping students succeed. An initiative of the Office of the Vice-President (External), the campaign uses new media technology and social networking to tell the stories of 17 real-life students and graduates whose profiles and blogs provide a personal and valuable insight into their university experience and the impact it has had on their lives.

BE A CENTRE FOR RESEARCH AND GRADUATE EDUCATION THAT MAKES A DIFFERENCE

- A **strategic initiatives process for the replacement** of faculty vacancies was established in 2000. Its continuation has ensured that new appointments are professors with great teaching and research potential capable of supporting graduate students. The recruitment efforts of the deans, supported by the vice-presidents academic and research, have resulted in the appointment of high quality faculty members.
- Throughout the period covered by this plan, the Office of the Vice-President (Research) has increased its efforts to **build awareness of the university’s research expertise**. For example, the public lecture series *Get to Know Research at Your University* successfully attracts an off-campus audience. Another series, *This Hour has 33 Minutes* is aimed at the internal constituency with a focus on speakers working across disciplines to encourage cross-faculty dialogue. Major revisions to research web pages, publishing a university research review, preparing a resource package called *Taking Research to School* for use within the public school system, and an all-day event for Manitoba high school students interested in science, engineering and technology are all further illustrations of the range of these outreach efforts.

my motivation
my heritage
my university
my future

itsmyfuture.ca

There's no limit to where you can go from here. Explore the experiences of real alumni and students like Ashley Blais, who feels her professors are invested in her success at medical school. Find out how the University of Manitoba contributes to the success of so many. **What's your future?**

One university.
Many futures.

UNIVERSITY
OF MANITOBA

SMARTPARK, LOCATED ON CHANCELLOR MATHESON ROAD, HAS GENERATED MORE THAN \$110 MILLION IN CAPITAL DEVELOPMENTS.



- A wide range of **partnerships in support of research and scholarship** were renewed and recognized through formal agreements. The Office of the Vice-President (Research) played a leading role in concluding these agreements. One important example is the agreement between the university, St. Boniface General Hospital, and Agriculture and Agri-food Canada to establish the Canadian Centre for Agri-food Research in Health and Medicine. Infectious diseases were the subject of memoranda of agreement with the International Centre for Infectious Diseases, the University of North Dakota and the University of California at San Diego. In health research there were new agreements covering research with the Winnipeg Regional Health Authority, St. Boniface General Hospital, and CancerCare Manitoba.

PROVIDE HUMAN, PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE FOR LEARNING AND RESEARCH

- Throughout the past decade and especially during the period covered by this strategic plan, all parts of the University of Manitoba were affected by new construction and renovation projects. In 2005 the university was successful in gaining approval of a \$75 million loan from the province. A year later a further \$75 million in debt proceeds was advanced. This financing, together with \$15 million in commitments from the Manitoba Rural Infrastructure Fund, Western Economic Diversification, and more than \$100 million through the

Building On Strengths capital campaign fueled the University of Manitoba's most comprehensive physical transformation since the late 1960s and early 1970s. New buildings completed or in progress include Aboriginal House, the Apotex Centre (at the Bannatyne Campus to house the Faculty of Pharmacy and provide space for the expansion of the department of immunology), the National Centre for Livestock and the Environment at the Glenlea Research Station, the Robert B. Schultz Lecture Theatre at St. John's College, the Arthur V. Mauro Student Residence, the Engineering and Information Technology Complex, the University of Manitoba Libraries Storage Annex and the William Norrie Centre on Selkirk Avenue to house the inner-city Social Work access program. In addition, Smartpark, located on Chancellor Matheson Road, has generated more than \$110 million in capital developments.

- The implementation section of the current strategic plan required the university to reorganize its **resource allocation process**. A new strategic resource planning template was developed for all units and since 2004 resource allocation decisions have been made on the basis of the information provided in these submissions. Over the past four years, more than \$15 million baseline fund and \$11 million in one-time budget-only funding, totaling \$26.1 million, was allocated to support initiatives at the unit-level that address the priorities and challenges articulated in the strategic plan.



- The decision of the Province of Manitoba in the 1920's to relocate the University of Manitoba to the largely rural location of the Manitoba Agricultural College gave the university ample room to grow on its Fort Garry campus. The potential for long-term development is an important consideration. When presented with the opportunity to **purchase the 120-acre Southwood Golf Course** adjacent to the north side of the Fort Garry Campus, the Board of Governors made a strategic decision to acquire the property.
- Every university department was, and still is, affected by **Administrative Systems Renewal**. The demise of the university's mainframe computer was seen as an opportunity to obtain modern hardware and software that could significantly enhance the university's capability of managing information stored in administrative databases. The design and implementation of the new systems required tremendous effort on the part of Information Services and Technology, the administrative units responsible for providing technical and logistical support for managing information flow, including the handling of databases, as well as the co-operation of hundreds of administrative and academic staff throughout the university. The total cost to implement the renewal to date is \$15.7 million. The transition to the new systems was remarkably smooth in comparison to the experiences of other universities. The new systems include AURORA financial management system, AURORA student information system, VIP human resources and information management system, Info Ed research management systems, Panache pension system, curriculum vitae information system, Power Park parking system, Book Store system, SIRSI libraries system, and Raiser's Edge advancement and development system.

- Recognizing that technology, particularly technology driven by computer software and hardware, will continue to be a major factor in infrastructure development, the Vice-President (Administration) formed the **academic information technology planning group** in 2005 with a mandate to develop university-wide plans for technology services and infrastructure in two-year cycles. In its first plan (2006) the committee made recommendations relating to access, teaching, research, security and identity management, funding, governance, and infrastructure. It also set the baseline for decision-making in resource allocation and setting priorities.
- The university, through the Office of the Vice-President (Research), principally through its Office of Research Services, has worked aggressively with researchers to win **funding from the Canada Foundation for Innovation (CFI)** to develop state-of-the-art facilities and acquire cutting-edge equipment and resources. The university set its research priorities when CFI was established and all submissions have been focused accordingly. Since 2003, the university has secured CFI funding for 93 per cent of all the proposals submitted. Successful CFI awards have also served as the catalyst for grants from other agencies and organizations.



- One of the most successful innovations affecting students is the **Virtual Learning Commons**, an on-line internet-based "meeting place" where students can make connections with fellow students. It is also a place where students can find out how to do research on topics of their choice, write A+ papers, hone study skills and manage time. It is an innovation that has its roots in the digital age and that has the potential of creating a community of scholars in a way that is uniquely 21st century.

ONE OF THE MOST SUCCESSFUL INNOVATIONS AFFECTING STUDENTS IS THE **VIRTUAL LEARNING COMMONS**, AN ON-LINE INTERNET-BASED "MEETING PLACE" WHERE STUDENTS CAN MAKE CONNECTIONS WITH FELLOW STUDENTS.

- The Government Relations Office, one of the divisions of the Office of the Vice-President (External), works in partnership with units throughout the university to **actively seek out non-traditional sources of funding**. Approximately \$17 million has been raised since 2003. In a parallel program, the government relations office has implemented a strategy designed to inform key provincial stakeholders about the university's focus on operating and infrastructure improvements that are aligned with the province's priorities in education and innovation.
- The **new media initiative**, organized by the Office of the Vice-President (Academic) and Provost, proposes to bring together faculties with an interest in design (Architecture, Engineering, and School of Art) with others interested in the creative use of digital technology (Arts, Science, and Music) to pursue a research focus and establish an experimental media centre to examine and enhance the creative use of electronic media including that used within the video gaming and film industries. Simultaneously, there is also a focus on program development, particularly at the undergraduate level.



BE AT THE CENTRE OF OUR COMMUNITY: ON MANITOBA

- The Office of the Vice-President (Research) has worked with the Province of Manitoba to develop areas of **strategic priority to Manitoba**. Major initiatives currently underway include functional foods and nutraceuticals, sustainable energy, and composite materials.
- The Technology Transfer Office, one of the divisions in the Office of the Vice-President (Research), is one of the most successful **intellectual asset programs** in Canada. Licenses for new technologies increased 76 per cent since 2003. In 2006/07 there were 54 new invention disclosures and 79 patent applications compared to 41 and 43, respectively, in 2003/04. The university has also played a leading role in establishing the Manitoba Intellectual Property Management Partnership. Under this partnership the Technology Transfer Office acts as a “one-stop” shop for technology transfer to researchers at all of Manitoba's universities and community colleges as well as the research hospitals.
- The **Smartpark** Development Corporation was established in 1999 to develop the university's research and technology park. The first multi-tenant building opened in 2002 and since then Smartpark, located on the south side of Chancellor Matheson Road, has become a community of innovators. The park is home to 20 growing companies and ten incubator startups; together these enterprises employ approximately 800 people. The high-tech focus of the park will contribute to an environment and culture that encourages entrepreneurs and university graduates to stay in Winnipeg and Manitoba. To further the investment and development in innovations, the Eureka Project was established in 2006. This project is funded by a grant of \$280,000 from federal and provincial sources and has as its objective to provide expertise and mentorship to start-up companies that are both university and community-based.
- A critical component of moving the university forward is recognizing the role students and graduates may play as “global citizens” in addition to their contributions to Manitoba. To advance this concept of internationalization, **University of Manitoba International** was created to bring together in one unit all the resources that currently support international activity – the International Centre for Students, the two language training programs, and the International Relations Office.



- Plans are underway to establish the **New Arctic Institute of Manitoba** which will bring together our scientists and scholars to address issues of future concern in the “new Arctic” which will be characterized by year-round access over water, with significant changes to flora, fauna and the challenges to the sustainability of indigenous lifestyles, and Canadian sovereignty among many others.

A number of individuals, groups and programs at the University support northern and indigenous studies, research that focuses on topics relevant to the Arctic, as well as projects and communities whose interests require new learning support and knowledge creation central to sustainability, cultural identity, sovereignty, and development of the new Arctic. An inventory of these has been completed and the next step will be to recommend a model for the development of the Institute.

- The Office of the Vice-President (External) has the broad mandate of keeping the public informed of events and developments at the University of Manitoba, and also of engaging the public, particularly alumni, in the activities of the university. To facilitate its mandate an external relations unit was established on the Bannatyne Campus to support the faculties of Medicine and Dentistry, as well as Pharmacy, which will soon be re-locating to the new Apotex Centre.

The University of Manitoba hosted an open house for the community in September 2007. In an effort to build community involvement and awareness of university activities, the public

was invited to the Fort Garry campus to experience, explore and enjoy what the campus has to offer. Engaging exhibits and demonstrations by 12 faculties and schools as well as several departments, units and affiliated organizations were featured. A total of 17 buildings were open for self-directed tours and free day passes were provided to recreational facilities.

The Government Relations Office was established to serve as the liaison point between the three levels of government. Private Funding was re-organized into two departments, the Department of Development and the Department of Advancement Services with the objective of better serving the university in its efforts to raise funds and recognize donors. Public Affairs was restructured with the appointment of two senior managers, one to focus on marketing, the other on communications.

- An important and essential point of contact with the community at large is the Alumni Association. This unit publishes the magazine *On Manitoba* three times a year, and maintains a number of internet sites – all designed to establish and maintain a connection with graduates. In addition, this office organizes a year-long series of events in Winnipeg and elsewhere to make the connection personal. The most visible annual event is Homecoming, which brings between 2,500 and 3,000 graduates back to campus each fall. The association also sponsors the Distinguished Alumni Award, an honor that pays tribute to the achievements of outstanding graduates.



SECTION 2

» SECTION 2: INITIATIVES OF THE UNITS

The examples in Section 2 are grouped under each of the priorities and further grouped within these sub-headings by knowledge domain. There were, as well, numerous instances of units launching the same strategic initiative (curriculum review, for example).

PROVIDE ACCESS TO AN EXCEPTIONAL EDUCATION

Similar Initiatives in Multiple Domains

- One of the statements in the original 2003 strategic plan called on the university to **“re-think the undergraduate curriculum.”** The statement recognized that an exceptional education is the product of curriculum that is relevant and built upon the most recent knowledge and developments in the field. Although updating and revising courses and curriculum is a continuous process, the following units cited their formal curriculum reviews as one of their most important strategic contributions: Agricultural and Food Sciences, Architecture, School of Art, Faculty of Arts, Asper School of Business, Education, the Clayton H. Riddell Faculty of Environment, Earth, and Resources, Graduate Studies, Human Ecology, Kinesiology and Recreation Studies, Law, Medicine, Nursing, Pharmacy, Science, and Social Work.
- Accreditation by an external reviewing agency is a vital component of credibility and program quality in professional education. Successful accreditation reviews were cited as major strategic achievements by the Asper School of Business for its accounting program, as well as by Nursing, Pharmacy, and Social Work.

- Although the university's success in substantially increasing the amount of money available for student financial assistance is described in Section 1, the faculties of Agricultural and Food Sciences, Arts, Graduate Studies, Law and Music cited this improvement as an important contributing factor in their abilities to **“provide an exceptional education”** and to “attract and retain the best.” Since the adoption of the strategic plan, annual student aid and awards in the Faculty of Law increased from \$75,000 in 2001 to over \$700,000 in the current year. In each of the past 3 years, between 90 and 100 students, approximately one-third of the student body in the Faculty of Law, have received needs-based student aid. In 2005/06, the average amount received by those students was \$4,260; this increased to about \$5,500 last year and \$6,000 this year.

A VITAL COMPONENT OF AN
EXCEPTIONAL EDUCATION IS AN
EXCEPTIONAL LIBRARY.

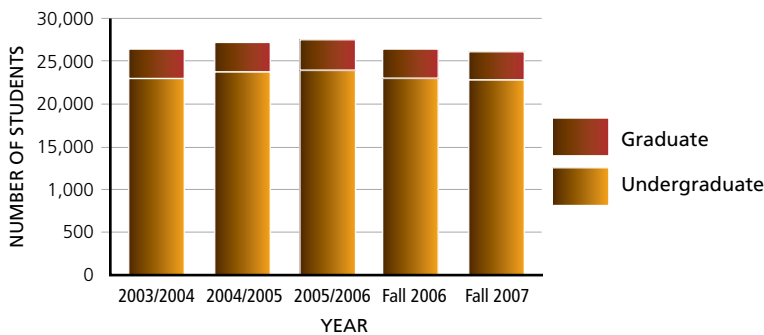


- **University 1 created the Bison Sport + program** to assist student athletes to meet their academic commitments while participating in varsity sports. Coaches and academic advisors work as a team to build an academic profile on each new student athlete and then develop an individualized academic support program.
- A vital component of an exceptional education is an exceptional library. **University of Manitoba Libraries**, during the period covered by this strategic plan, have added 30 electronic databases to the resources available to students and researchers. Library staff also assessed library resources for 61 new undergraduate courses, five undergraduate programs, nine graduate courses and four graduate programs. As well, a project to develop information literacy among first-year students is in place and located in the Virtual Learning Centre.

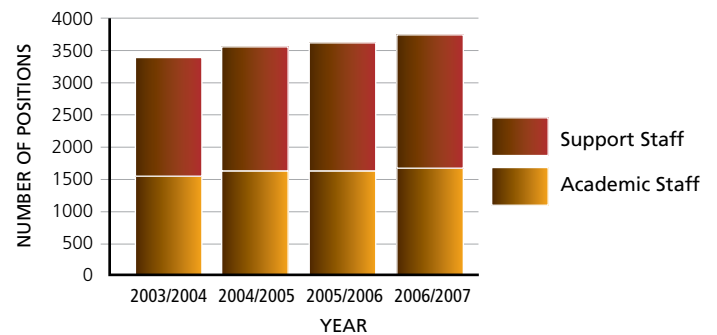
HEALTH SCIENCES

- **Working in teams** is essential to improving the quality of health care. The faculties of **Dentistry, Medicine (and the School of Medical Rehabilitation), Nursing and Pharmacy and the Winnipeg Regional Health Authority** organized a demonstration project so that students would have interdisciplinary collaborative experience before graduation. Twenty student volunteers from each of the five disciplines were placed in teams and assigned patients with chronic illness. The students followed the patients to assess the impact of the system and its processes on the quality of care, and were mentored by those responsible for the patients' care.
- **Dentistry** completed an electronic curriculum mapping project for all dentistry and dental hygiene courses. The map is designed to show that all of the competencies required by the Association of Canadian Faculties of Dentistry are being achieved.

Undergraduate and Graduate Students



Historical Comparisons of Academic and Support Staff Positions



APPLIED SCIENCES

- **Agricultural and Food Sciences** launched the International Educated Agrologist Program to assist those who earned agricultural credentials outside of Canada and who need work experience and professional accreditation with the Manitoba Institute of Agrologists. The program assesses applicants, recommends courses, and assists them in setting up a paid co-operative work experience.

NATURAL SCIENCES

- **The Faculty of Science** created the new **Department of Biological Sciences** by merging the departments of Botany and Zoology and the Introductory Biology Unit. The new department brings together a multidisciplinary team of researchers and educators embracing the full range of life sciences. The faculty also developed a new undergraduate Bachelor of Science (Honours) degree in forensic science. The degree will provide a strong basic science background in the sciences related to forensics as well as exposure to associated social science subjects in the Faculty of Arts.

HUMANITIES AND SOCIAL SCIENCES

- **The Faculty of Arts** initiated the **Dean's Student Exchange Travel Awards** to encourage Arts students to consider international study by providing funds to cover the costs of their exchange. This award program, which debuted in 2007, was one of several projects within the faculty to expand opportunities for international education and cultural exchange. Through the International Centre for Students, there are exchange agreements with 13 countries in North America, Europe and Asia.
- **The Asper School of Business** launched the co-op option for the Bachelor of Commerce (Hons) degree. The option came after extensive consultation with the business community and students. More than 80 students chose the option when it became available in 2006.



ENGINEERING

- **Engineering** launched a program in 2003 aimed at helping foreign-trained engineers to meet Canadian qualification standards. So far, 31 engineers have completed the **Internationally Educated Engineers Qualification program** which prepares engineers to enter the workforce within 12 months. The program features an academic component and a paid work experience placement with an employer in the participant's engineering discipline.

INTERDISCIPLINARY

- **Architecture** was the leading faculty in a consortium of two other Canadian, three American, and three Mexican schools of architecture in a four-year project, **"designing a professional practice curriculum for cross-cultural mobility and community engagement."** For Manitoba students, the project funded nine graduate students for one term of study at one of the American or Mexican partner schools. As well, project funds also allowed Manitoba faculty members to participate in final project review sessions at the partner schools.
- **Human Ecology** with the co-operation of other faculties, notably **Arts and Science**, launched two interdisciplinary undergraduate degrees in 2007 – Bachelor of Health Sciences and Bachelor of Health Studies – that offer a unique opportunity for students to integrate coursework and experience in health-related areas that they can apply towards a career in health and wellness.

ATTRACT AND RETAIN THE BEST

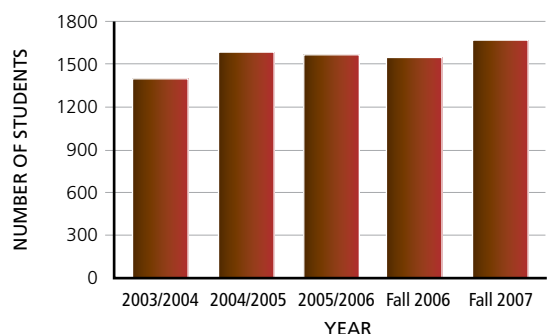
All units launched strategic initiatives designed to attract and retain the best students as well as the best academic and support staff. The initiatives described in this section are representative of the main themes encompassed by this priority and cited by numerous units.

- One of the statements in the 2003 strategic plan called to “continue actions that will make the University of Manitoba **the first choice of Aboriginal students** in Manitoba and from across Canada.” This challenge was taken up by units throughout the university. The president obtained the approval of the Board of Governors to build the 13,000 square foot Aboriginal House to be completed in June 2008. It will be a cultural, spiritual and academic centre for all Aboriginal students and will contain administrative offices that focus on the needs of Aboriginal members of our community. The Vice-President (Academic) and Provost established an advisory committee called First Choice for Aboriginal Students. Extended Education transformed, expanded and renamed its downtown location at Place Promenade into “The University of Manitoba – Downtown: Aboriginal Education Centre” in order to create a positive, comfortable learning environment for Aboriginal students enrolled in Aboriginal Focus Programs. The university’s enrolment strategy identified and explicitly includes the recruitment of Aboriginal students as a priority. In addition, faculties have established their own initiatives. For example the faculties of Education, Graduate Studies and Social Work created cohorts of Aboriginal students for specific educational needs, while other faculties – Architecture, Education, Human Ecology, Medicine, Pharmacy, Law, Medicine, and Environment, Earth and Resources, for example – initiated recruitment or student support programs. Other units have responded to the challenge by **launching courses or programs with an Aboriginal focus**; these include a proposal from Architecture for a degree in Aboriginal design; Arts moved to establish a doctoral program in Native studies and established a Centre

for Creative Writing and Oral Culture; the School of Art created a course in Aboriginal art; and the Aboriginal Business Education Program in the Asper School of Business has continued to focus on student success, assisting Aboriginal students in completing the BComm (Hons) degree.

- **Recruitment and retention of academic staff** is vital because it is the base requirement for providing an exceptional education. Several faculties provide start-up research support, reduced teaching assignments, or a combination of both, to newly hired academic staff; these include Agricultural and Food Sciences, Arts, Human Ecology, and Science. Other units established “grow-your-own” initiatives designed to provide support to people already on staff to continue or complete their advanced degrees in return for a commitment to resume their University of Manitoba appointments; these include Agricultural and Food Sciences, the Asper School of Business, Dentistry, and Nursing. The Libraries and Extended Education allocated funds and encouraged staff at all levels to enroll in professional development courses and programs to improve their career prospects.
- **University 1**, launched in 1996, was recognized as a valuable program to help new students make the transition to university. Under the 2003 strategic plan it enhanced its programs with the objective of **maximizing each student’s potential to succeed**. These included a revision to the Introduction to University course, the creation of a tutor registry, and the initiation of an early warning system to identify students in danger of failing their courses. As well, University 1 launched events to celebrate learning by, for example, holding receptions for honours students and their parents, and by expanding its teaching excellence awards; one criterion for the latter award was recognition of an instructor instrumental in helping students make a successful academic and personal transition to the university.
- **The International Centre for Students and the Student Counseling and Career Centre** organized leadership development seminars for international students; participants reported that the seminars provided training in a wide range of skills, enhanced their confidence, and helped them communicate in a cross-cultural environment – all of which contributed to their ability to succeed in their academic and personal life. The International Centre for Students also launched a new program, Life as a Student: The Skills for Success, a weekly session for international students that complemented existing resources and services on campus.

Self-Declared Aboriginal Students





BE A CENTRE FOR RESEARCH AND GRADUATE EDUCATION THAT MAKES A DIFFERENCE

HEALTH SCIENCES

- **The Manitoba Health Research Council**, with the Dean of Medicine as chair, conducted a **strategic planning exercise for health research** in Manitoba at the request of the Minister of Energy, Science and Technology. This was a province-wide endeavour that included 160 individuals involved in health-related research with the objective of increasing the provincial investment in health research.
- **Nursing** is participating in the development of a master's degree in circumpolar health and well-being with four other universities outside of Canada.

NATURAL SCIENCES

- **The Clayton H. Riddell Faculty of Environment, Earth, and Resources** is involved with the research programs carried out on two research ships. First, the faculty participated in a successful Network Centres of Excellence application to outfit a Coast Guard ship, the **Amundsen**, for research in Arctic systems science; this project is a collaborative venture with scientists from universities across Canada, under the Canadian Network Centre of Excellence, Arctic Net. Secondly the faculty participates in the research consortium that works on the Coast Guard vessel, **Namao**, conducting freshwater research in Lake Winnipeg.

- **Botanists in Science** make use of their sizable and vibrant herbarium by advocating for rare and endangered plants and the preservation of biodiversity. The herbarium houses more than 70,000 specimens and its curators make significant taxonomic, chemical and genetic use of the holdings.

HUMANITIES AND SOCIAL SCIENCES

- **The Institute for the Humanities in the Faculty of Arts** created three research clusters in 2006-07: the post-colonial and South Asian and African studies group, the law and society group, and the representations of war group. Each cluster sponsored seminars and lectures by visitors and included faculty support from Arts departments as well as other faculties.
- **Education** developed cross-departmental clusters of research excellence combining individual expertise, funded research, and graduate teaching in mathematics and science education; language, culture and education; inclusive special education; and teacher education.
- **Law** established the **Centre for Research and Graduate Studies** reporting to an associate dean with responsibility to create a physical presence and infrastructure to support the faculty's scholarly activities.

PERFORMING AND VISUAL ARTS

- **Music** received grants from the Canada Foundation for Innovation and the Manitoba Research and Innovation Fund to support a project called "**new methods for composition using computer technology.**" The research will enhance the technology available to graduate and undergraduate students applying digital concepts to music composition.

INTERDISCIPLINARY

- Architecture's continuing focus on research contributed to its successful inclusion in the **Canadian Design Research Network**, a newly created Network Centre of Excellence of 10 design institutions. The four-year annual grant of \$400,000 will leverage other research grants and develop expertise within the faculty and among graduate students.
- Kinesiology and Recreation Studies and its research unit, the **Health, Leisure and Human Performance Research Institute**, are actively involved in the *In Motion* program, a community-based physical activity promotion initiative. Faculty members are on the project's committees and have conducted workshops to assist in the application of the program at the community level. The institute completed a baseline survey of the physical activity levels of all Manitobans; this research supported several graduate students and created opportunities to link undergraduate practicums to community-based centres. The HLHP Research Institute led the *In Motion* research team in conducting a survey to determine the physical activity levels of Manitobans as benchmarked against Canada's physical activity guide. Data was collected from 6,536 adults and 1,618 children and teens. Results showed that 69% of adult Manitobans carry out at least the minimum recommended amount of physical activity, while less than 10% of children, and just over 8% of teens met the guidelines.

PROVIDE HUMAN, PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE FOR LEARNING/RESEARCH

Similar Initiatives in Multiple Domains

Initiatives common to multiple units, or that involved collaborations, are described in this first sub-section.

- When the current strategic plan was adopted in 2003 it was clear that information technology and computer networks are essential to the university's ability to provide the modern learning environment that students require. It was in the context of this imperative that faculties reported major upgrades to computer networks and equipment as components of their strategic plans. These units included Agricultural and Food Sciences, Architecture, Arts, School of Art, Dentistry, Asper School of Business, Kinesiology and Recreation Studies, and Science.
- In a related and parallel development, a number of units reported the **acquisition of state-of-the-art equipment**, including fully equipped and fully interactive classrooms, for research as well as for teaching. These included the Clayton H. Riddell Faculty of Environment, Earth, and Resources, Human Ecology, Law, Libraries, Music, and Science.

NEW PROGRAMS ESTABLISHED AT THE UNIVERSITY OF MANITOBA BETWEEN 2003/04 AND 2006/07

PROGRAM	YEAR APPROVED
BSc (minor) in Ecology	2003
Bachelor of Environmental Science	2003
Bachelor of Environmental Studies	2003
MSc in Management	2003
MSW cohort in Aboriginal Child Welfare	2004
BSc (major) in Physical Geography	2004
BSc (Hons) in Physical Geography	2004
PhD in Cancer Control	2004
Master of Environment	2004
BSc joint (Hons) in Computer Science and Physics and Astronomy	2004
BA/BSc joint (Hons) in Economics and Statistics	2004
BA/BSc joint (Hons) in Economics and Mathematics	2004

PROGRAM	YEAR APPROVED
Post-Baccalaureate Diploma in Music Performance	2004
MA in School Psychology	2005
PhD in Peace and Conflict Studies	2005
MSc in Environment and Geography	2005
BSc in Textile Sciences	2005
BA (Gen) and BA (Adv) in Italian Studies	2005
Master of Public Health Sciences	2006
PhD in Architecture	2006
PhD in Applied Health Sciences	2006
Bachelor of Health Sciences	2007
Bachelor of Health Studies	2007
BSc (Gen) Geological Sciences	2007
Bachelor of Jazz Studies	2007

BETWEEN 2003/04 AND 2006/07 INVESTMENT IN CAPITAL ASSETS REACHED \$376.9 MILLION.

- **University 1 is embracing on-line computer network technology.** START@U1 is an on-line registration information tutorial that all newly admitted students must complete before the system will allow them into the registration process. University 1 is continuing with the development of U1Wiki, an information management concept of student monitoring, programming, reporting and evaluation. The plan is to have an environment modeled on the Wikipedia concept so that U1 can ensure quality control while managing all the information pertaining to its 6,000 students.

HEALTH SCIENCES

- **Dentistry** replaced the equipment in its teaching clinics, making it one of the best-equipped faculties in Canada. As well, the graduate orthodontics clinic was upgraded with new chairs and chairside computers to bring the latest in information technology to patient recordkeeping.
- **Medicine and the Winnipeg Regional Health Authority** have an agreement to establish a joint recruitment office; implementation of the concept is scheduled for 2008. This is part of the faculty's commitment to recruitment strategies of health professionals to provide quality health care services in Manitoba generally to improve health care of underserved populations, and attract new clinical educators to the university.

APPLIED SCIENCES

- Agricultural and Food Sciences established the **National Centre for Livestock and the Environment** at the Glenlea Research Station south of Winnipeg. The centre will be a multidisciplinary research site and also house the Glenlea Farm Education Centre, an interactive outreach facility which, with provincial funding, is expected to host up to 30,000 visitors annually. Major funders of the national centre include the Canada Foundation for Innovation and the Manitoba Research and Innovation Fund.

NATURAL SCIENCES

- **Science** will gain significant space when Pharmacy moves from its Fort Garry Location into the Apotex Centre at the Bannatyne Campus. The existing Pharmacy Building, adjacent to the other Science Buildings on the Fort Garry Campus, will become the location of the newly created Department of Biological Sciences. Science also saw the completion of major upgrades to facilities to the Parker and Buller buildings.

INTERDISCIPLINARY

- In **Human Ecology** renovations created new, dedicated research space in three areas of study to improve opportunities for students, and the researchers who guide them – the **Barbara Burns Food Innovation Laboratory**, the **Centre for Life Course Health**, and the computer-aided design of textile products.
- **Kinesiology and Recreation Studies** combined facility improvement with community service by exploring partnership arrangements. A recent and outstanding example is the collaboration of the Winnipeg Soccer Federation, the City of Winnipeg and the Province of Manitoba to build an indoor soccer facility on the Fort Garry Campus. It will be a community-based facility that will benefit both the federation and the university, and is scheduled to open in the autumn of 2008.

BE AT THE CENTRE OF OUR COMMUNITY: ON MANITOBA

Public lectures, concerts, exhibitions, open houses, live theatre and athletic events are examples of activities that bring the public into contact with the University of Manitoba. Most units organize seminars, tours, and other special events for groups of special interest to them. Faculties with unique field stations or research resources open these to off-campus groups. While they are too numerous to begin to list, these activities are of strategic value because they build a public profile for the university as an institution willing to share its expertise and knowledge with the community. The following are examples of initiatives specifically intended to create a strategic link or interaction with the public and community-at-large.

HEALTH SCIENCES

- Dentistry's **Centre for Community Oral Health** promotes oral health and provides essential dental care to underserved communities or groups across the province. In 2006-07 it provided approximately \$2.7 million in dental care to about 20,000 clients throughout the province.
- **Medicine** brought together representatives of the Manitoba College of Physicians and Surgeons, the Manitoba Medical Association, regional health authorities, the profession at large and the university to explore ways of improving and enhancing the work environment for academic physicians.



APPLIED SCIENCES

- **Entomologists** from Agricultural and Food Sciences collaborated with the **Manitoba Children's Museum** in 2007 for an exhibit called "Incredible Insects." Students and others from the department provided training sessions and instruction on collection, care and maintenance of live insects.
- **Engineering** concluded an agreement with the aerospace industry to focus some of the efforts of the design chair program on challenges faced by the local aerospace sector in attracting graduates to their industry. These firms are supporting student design competition teams and providing partial support for an engineer-in-residence.

HUMANITIES AND SOCIAL SCIENCES

- **Law** is establishing more active relationships with the profession, the legal academic community and graduates. With the co-operation of the judiciary, the faculty instituted a judge shadowing program and a clerkship program with the court of appeal. Together with the Manitoba Bar Association, it also established a mentoring program to pair students with practitioners.

- **Social Work** collaborated with **Collège universitaire de Saint-Boniface**, so that CUSB now offers the University of Manitoba social work program in French to help meet the social work educational needs of Franco-Manitobans.

PERFORMING AND VISUAL ARTS

- **Music**, launched a number of outreach activities related to its jazz program, including "Jazz On Wheels," which brings jazz to the inner city, jazz performances at Smartpark, a jazz camp for summer students, with about 100 participants, and the monthly magazine *Dig!*, devoted to exploring and supporting jazz music in Winnipeg and Manitoba, its 10,000 copies reaching jazz aficionados at numerous outlets across the city and province.

INTERDISCIPLINARY

- **Architecture** in the past three years has organized design/build studios for its graduate students to address practical projects in Minnedosa, Grand Rapids and the Assiniboine Park Zoo. The projects provided students with the experience of working with a community group and leaving behind a significant built structure.

PUBLIC LECTURES, CONCERTS, EXHIBITIONS, OPEN HOUSES, LIVE THEATRE AND ATHLETIC EVENTS ARE EXAMPLES OF ACTIVITIES THAT BRING THE PUBLIC INTO CONTACT WITH THE UNIVERSITY OF MANITOBA, AND SERVE THE INTERESTS OF THE BROADER COMMUNITY IN THE PROVINCE.



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