



UNIVERSITY  
OF MANITOBA

# TAKING OUR PLACE:

UNIVERSITY OF MANITOBA  
STRATEGIC PLAN

SHARING OUR PROGRESS

JANUARY 2015 — MARCH 2017





# MESSAGE FROM THE PRESIDENT & PROVOST

Reflection is an act in which we frequently engaged during the last year, the 140th anniversary of the University of Manitoba. To define where we are going, we must also understand how far we have come.

When *Taking Our Place: University of Manitoba Strategic Plan 2015–2020* was adopted by the Senate and approved by the Board of Governors in November 2014, we committed to reporting on its implementation; this report is part of that commitment.

Here, we reflect upon our progress on each of the five priorities identified in *Taking Our Place* and include some of the many accomplishments made from January 2015 to March 2017.

These shared successes provide insight into the many ways our faculties, administration and stakeholders are partnering together and engaging with the broader community to deliver on our collective institutional priorities.

While we have made substantial progress, a great many opportunities remain to be realized. As we mark our achievements, let us also embrace the renewal to come as we continue to move towards taking our place as a leading university in Canada.

Dr. David Barnard  
President and Vice-Chancellor

Dr. Janice Ristock  
Provost and Vice-President (Academic)

# EXECUTIVE SUMMARY

This mid-term report provides feedback on the progress of the five strategic priorities articulated in *Taking Our Place: University of Manitoba Strategic Plan 2015–2020*. The activities discussed in this report occurred between January 2015 and March 2017.

The University of Manitoba is a highly complex, decentralized organization with wide-ranging activities at multiple locations. While this report does not represent the full breadth and depth of all activities during the reporting period, it does provide insights into the many ways in which the faculties, administrative units and our stakeholders partner together and engage with the broader community to advance our collective priorities.

Substantial progress has been made on each of the strategic priorities identified in *Taking Our Place*, with many goals having been met or demonstrated noteworthy advancement. Highlights of these achievements are outlined below, followed by the steps we will take to move forward so that all goals are realized by the Plan's conclusion in 2020.

## PRIORITY 1: INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- *Optimized enrolment and mobility*: International undergraduate and graduate enrolments exceeded initial goals of 10 per cent and 20 per cent, respectively, and new initiatives such as enhanced English language courses, workshops and tutors have been introduced. The University also provided leadership in the creation of a provincial transfer credit database designed to facilitate student mobility between Manitoban post-secondary institutions.
- *Advancements in flexible learning*: 18 of the 33 recommendations outlined by the Blended and Online Learning Task Force have been fully implemented. Most notably, online course delivery and development was transferred from Extended Education to the Centre for the Advancement of Teaching and Learning, which has streamlined operations and procedures.
- *Classroom and laboratory upgrades*: Over 23 per cent of learning spaces have been renovated or upgraded, including: audio/visual upgrades to 164 instructional learning and meeting spaces; and a 40 per cent increase in wireless access points.
- *Innovative teaching*: The Teaching and Learning Enhancement Fund was established and supported 29 new projects by teaching faculty on innovative pedagogical and research approaches and teaching and learning scholarship. 66 faculty members have entered the Teaching and Learning Certificate program (TLC), a two-year competency-based program for faculty members in the early part of their teaching careers. 20 have graduated and 37 remain active in the program. The Certificate in Higher Education Teaching (CHET) program for graduate students was revised and graduated 87 students.
- *Incorporating Indigenous content*: The Indigenous Scholars Fund was established and helped appoint Indigenous scholars to six faculties to ensure that more graduates have an understanding of the importance and contributions of Indigenous peoples. An Indigenous Initiatives Fund was established and supported 22 different initiatives across the University.

Moving forward, more combined undergraduate and graduate academic program reviews will be taken to enhance program quality and sustainability. A University-wide approach to increasing experiential learning opportunities will be initiated by a new task force. Inclusion of Indigenous content in academic programs will be facilitated through creation of a new position of Vice-Provost (Indigenous Engagement).

Leadership development for academic administrators will be enabled through a partnership between the Office of the Provost and Human Resources. Finally, progress in Strategic Enrolment Management (SEM) will continue through the development of the next SEM plan with a strong focus on reducing student time-to-completion and on strategies for academic units to support the attainment of SEM goals.

## **PRIORITY 2: DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK, AND OTHER CREATIVE ACTIVITIES**

- *Increased funding:* Research income has increased from \$162.5 million to \$186.8 million due to outstanding achievements of our researchers, enhanced support for grants and contracts, streamlined processes and increased start-up funding for new faculty members.
- *Additional undergraduate support:* Undergraduate Research Awards (URAs) have increased, from 82 awards worth \$492,000 in 2015 to 102 awards worth \$663,000 in 2017, allowing more students to work on research projects with University professors. In 2016, 10 of the 102 URAs were dedicated to Indigenous students.
- *New professorships and chairs:* Eight positions have been created to develop and lead research in the areas of business ethics, neuroscience, traumatology, finance, agricultural risk management and insurance, leadership education, leadership research and multiple sclerosis.
- *Indigenous perspectives in research:* The University now hosts the National Centre for Truth and Reconciliation (NCTR) — the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission. Its affiliation with the University will enhance the ability of researchers to explore the impacts of Residential School experience and of educators to share the Indian Residential School history with future generations of students.
- *Internal grants programs:* Four programs were created to provide funds that foster collaborative research, scholarly work and other creative activities within and outside the University. The Small Research Equipment Funding Program will allow researchers to purchase and repair equipment or fabricate equipment not readily available.

Over the next two years, the number of Undergraduate Research Awards available will be further increased, providing more research experience for students. There will also be continued efforts to secure additional Research Professorships and Research Chairs, including NSERC Industrial Research Chairs. Priority will be given to the hiring and retention of core staff to support the mandate of the National Centre for Truth and Reconciliation. Finally, the use of electronic submission for grants and contracts is expected to decrease processing time.

## **PRIORITY 3: CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT**

- *Raised awareness of Indigenous perspectives:* New ways for students, faculty and staff to learn about Indigenous knowledge, cultures and traditions include the introduction of Indigenous Awareness Week, weekly fireside chats on Indigenous topics and a Pow Wow practice group. Establishing the Indigenous Scholars Fund and the Indigenous Initiatives Fund has helped to further embed Indigenous knowledge and perspectives into curriculum, programs and initiatives.
- *Improved self-declaration process:* Focus on increasing enrolment of Indigenous students while improving and promoting the self-declaration process resulted in an increase of over 10 per cent between 2015 to 2016, from 7.4 per cent of total enrolment to 8.1 per cent of total enrolment.



- *Strengthened partnerships:* In December 2015, the University signed the Manitoba Collaborative Indigenous Education Blueprint, uniting with all provincial post-secondary institutions and the Manitoba School Boards Association to advance Indigenous education and reconciliation.
- *Recognizing and celebrating achievements:* The Indigenous Student Awards of Excellence were established in 2017 to recognize exceptional student contributions to advancing Indigenous achievement at the University.
- *Increased student support:* Several initiatives by the Indigenous Student Centre and academic units are empowering continued student success, including access to scholarships and bursaries, transition programs, tutoring and peer-to-peer mentoring and the Qualico Bridge to Success program for transition of new Indigenous students into post-secondary education. Their success is evident in the increasing number of diplomas and degrees conferred each year.

Going forward, the Manitoba Collaborative Indigenous Education Blueprint will be implemented, including activities and events that support reconciliation. The Vice-Provost Indigenous Engagement will work with other administrative and academic units to attract and retain Indigenous scholars.

A final area of focus will be on ensuring that every student graduates with a basic understanding of the importance and contributions of Indigenous Peoples in Manitoba and Canada. Initiatives will include determining current Indigenous curriculum and further developing Indigenous content, while assisting academic staff in integrating Indigenous curriculum into courses.

#### **PRIORITY 4: BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT**

- *Indigenous planning and design principles:* Five principles were established through the Visionary (re)Generation project to guide planning and design on all University lands and campuses, making the University a leader in this area. The UMSU Bike Kiosk was the first project to be completed using these principles, incorporating ceremonies conducted by Elders for tree removal and replanting and a ground blessing.
- *Respectful and inclusive environments:* The University has taken many steps to build a welcoming community for all, including: launching its first Accessibility Plan beginning, implementation of the new mental health strategy Success Through Wellness, constructing a new childcare facility and development of a sexual assault policy.
- *Sustainability strategy:* The goal to support environmental sustainability was advanced by the new Sustainability Strategy 2016–2018, resulting in decreased consumption costs in water and natural gas and a 50 per cent increase in the diversion of recyclables from the waste stream.
- *Employee development:* Opportunities for professional development have increased substantially: nearly 200 in-person sessions are offered each year in addition to online resources. Significant emphasis has been placed on strong leadership skills through the Leadership Learning Program and the Academic Leadership Program.
- *Information security:* Information security practice was re-oriented to a technology- and risk-based rather than reactive approach, with a focus on education and awareness that engages all members of the University community. Modernizing systems and simplifying operations have also begun, with initiatives such as consolidating backup technologies from seven to two.

In the final two years of the Plan, IT policies and practices will be reviewed to best reflect the current environment and the needs of student, staff and faculty. Improvements in technology efficiency and

performance will be balanced with ensuring appropriate supports for the working and learning environment.

Increasing diversity in the University workforce will be another focus going forward, with related training for managers and those in hiring roles. An Indigenous Employee Recruitment and Retention Strategy will be developed and implemented and leadership development will continue. The process for prioritizing capital projects will be reviewed and enhanced to ensure capital planning is aligned with the University's highest priorities.

Finally, with the introduction of its new budget process, the U of M will work to fully implement the new model and supporting software to enhance budget development, planning and resource allocations.

## **PRIORITY 5: FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT**

- *Multi-platform storytelling:* The UMToday News network, sharing stories of the university community's successes in learning, discovery and engagement, received over five million page views, with 60 per cent of traffic originating outside the university. Social media channels exceeded 205,000 followers worldwide and have experienced a 200 per cent increase in followers since December 2015. More than 120,000 alumni and friends worldwide read about the achievements of researchers, scholars, students and fellow alumni in the award-winning pages of **UMToday The Magazine**, launched Fall 2015 and published semi-annually and online.
- *Strengthened alumni relationships:* The Distinguished Alumni Awards and Seniors Alumni Learning for Life program are opportunities to create meaningful connections with alumni. The Distinguished Alumni Awards honoured 22 alumni and brought together over 1,100 students, faculty and government and community leaders. The Seniors Alumni program provides an opportunity to explore new ideas from researchers and fellow alumni on a variety of topics. 29 lectures have been held since Fall 2015.
- *Milestone fundraising:* The University achieved \$430,804,377 of its \$500,000,000 Front and Centre campaign goal as of March 31, 2017. 27,483 donors have contributed as of this date, of which 22,952 are alumni. These funds have created: 568 new student awards, bursaries, scholarships and fellowships; 18 new endowed Research Chairs and Professorships; and 29 new and upgraded buildings.
- *Long-term vision for Southwood precinct:* As part of the Visionary (re)Generation Master Plan, which will guide the development of the Fort Garry Campus over the next 30 years, seven large-scale events, 15 community conversations and five Neighbourhood Network meetings were held as part of a collaborative planning process.
- *Community outreach:* A wide range of community-focused events, performances and programs connect the University with thousands of Manitobans, out-of-province visitors and alumni and friends worldwide. The Visionary Conversations speaker series, addressing current topics ranging from poverty to reconciliation to refugees, held 19 events that attracted an audience of 3,000 in person and thousands more through digital engagement. Mini University achieved a 21.4 per cent increase in registrations for its summer programs, reaching 15,000 children annually.

Moving forward, achieving the Front and Centre campaign goal of \$500 million will support University priorities in the areas of Indigenous achievement, research excellence, graduate student support, outstanding student experience and places and spaces.

Faculty expertise will be showcased through the University's new partnership with Conversation Canada, a daily, independent online publication featuring topical news and analysis written exclusively by academics and researchers. The University will also develop a young alumni program incorporating both in-person and virtual events through partnerships with units across the University such as Career Services, Bison Sports and Mini University.

A focus will be placed on delivering integrated, best practice digital solutions for our internal and external community through efforts such as redesigning umanitoba.ca and modernizing the content management system.

## **NEXT STEPS**

The information contained within this report will help inform the University's collective focus for the balance of *Taking Our Place* and ensure all areas of strategic value are addressed. A final report will provide an overview of continued progress towards our strategic goals.



# ORGANIZATION OF THIS REPORT

This report on our progress is presented in sequence of the priorities as listed in *Taking Our Place: The University of Manitoba Strategic Plan 2015–2020*. Each section begins with an excerpt from *Taking Our Place* and proceeds to list all goals as originally published and provide updates on progress from January 2015 - March 2017 accordingly. To review the full strategic plan, please see: <https://umanitoba.ca/strategicplan>.

With the approval of *Taking Our Place*, there was a commitment to developing an assessment framework that would capture the qualitative and quantitative dimensions of the impacts of this plan. The University's relationship with the U15 group of universities has provided access to a significant amount of comparative quantitative data, and since 2015/16 the University has reported annually to the Board of Governors and Senate on a new set of institutional indicators, many of which are found throughout this report. There have also been many signs of progress which are not best represented by numbers. These stories are also excerpted throughout.

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# I. INSPIRING MINDS

## *through innovative and quality teaching*

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

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

### GOALS:

***a. Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources.***

As a medical/doctoral university, the University of Manitoba continues to deliver a comprehensive range of liberal arts, science and professional programs while attending to issues such as program duplication, tuition and course-related fees, strategic enrolment planning, university admission standards and barriers to student progress. University expenses continue to increase at a faster rate than our revenues and at the same time, enrolments at the University have, in aggregate, increased since 2010/11. The overall growth, encompassed within a lengthy period of tuition constraint, has contributed to concerns about our ability to maintain sustainable programming without careful, informed planning.

Factors impacting on program sustainability differ significantly across our faculties, with these differences most evident between those offering accredited and non-accredited programs (a number of the university's programs hold accreditation by provincial, Canadian and/or international professional accreditation bodies). To facilitate better planning, there is a need for more focused institutional data reporting and for improvements in the transparency and understanding of the relationship between program sustainability and resource allocation.

Over the last two years, a number of academic programs have undergone change and development. Examples include:

- The Rady Faculty of Health Sciences completed a revision of the Bachelor of Nursing program using a concept-based curriculum in which structured learning experiences integrate into all clinical courses to reinforce the theory-based curriculum.
- The Faculty of Agriculture and Food Sciences merged its departments of Textile Sciences and Biosystems Engineering, providing a more vibrant academic home for the Textile Sciences academics and graduate students.

- The Faculty of Kinesiology and Recreation Management has focused on curriculum renewal, undertaking a comprehensive review and renewal of its program offerings between May 2015 and January 2016. Changes arising from this review have subsequently proceeded to Senate for approval.

In addition, due to declining student interest or structural changes, a number of programs have had admissions suspended pending review. These include:

- Doctor of Philosophy program in Cancer Control;
- Bachelor of Human Ecology, General Human Ecology;
- Bachelor of Science (Textile Science), Product Development;
- Bachelor of Science (Textile Science), Textile Development;
- Master of Science in Family Social Sciences;
- Master of Science in Textile Science;
- Master of Arts in Icelandic Language and Literature;
- Post Baccalaureate Diploma in Agrology;

**b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university.**

The Strategic Enrolment Management (SEM) Plan: 2013–2018 established broad goals to help shape undergraduate and graduate enrolment at the University. While enrolments have been increasing from year to year, since 2012 the rate of growth in undergraduate student enrolment has slowed (see Figure 1-1), as have the rates of domestic enrolments. These enrolment trends are generally consistent with those of our U15 colleagues.

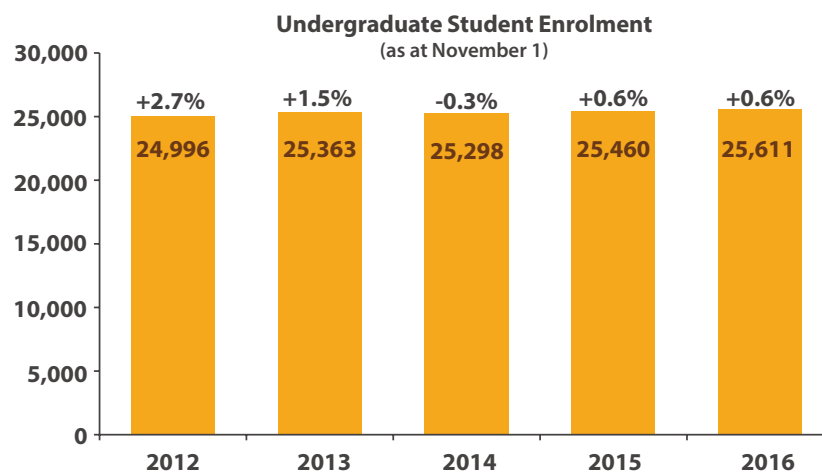


Figure 1-1 Undergraduate Student Enrolment

Source: Office of Institutional Analysis

A SEM Implementation Plan with strategies to achieve these goals was developed in 2015 under the leadership of the Vice-Provost (Students) and Vice-Provost (Graduate Education) and faculties were encouraged to develop their own plans to align with the University's broader SEM goals. For example, the

Faculty of Engineering has set an international student enrolment target of 15 per cent for its undergraduate program; the I.H. Asper School of Business has added a new Indigenous ancestry admissions category to provide for 10 additional Indigenous students to enter the undergraduate business program; and the Faculty of Education has implemented a diversity admissions policy.

Graduate student enrolment has been relatively stable, with modest overall growth from 2012 to 2016 of approximately 3 per cent (see Figure 1-2). Because graduate enrolments occur throughout the year, it is common to see some fluctuation on an annual basis. Funding is a major barrier to increasing this enrolment; students and departments note that graduate student funding levels at the University of Manitoba are low compared to other research-intensive universities.

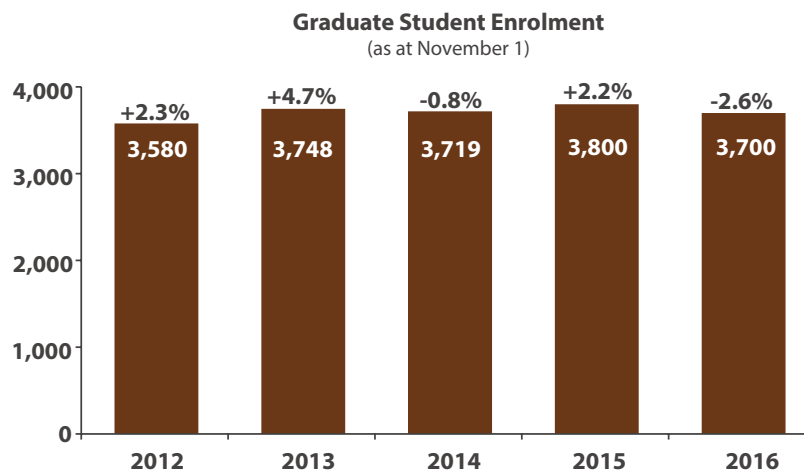


Figure 1-2 Graduate Student Enrolment

Source: Office of Institutional Analysis

SEM goals for a graduate student increase to 20 per cent of total enrolment and an Indigenous student increase of 10 per cent of the undergraduate student population and five per cent of the graduate student population students were ambitious. Undergraduate Indigenous enrolment has risen since initiation, while enrolment by Indigenous students in graduate programs has almost reached the five per cent goal. Increases to Indigenous enrolment have been positively influenced by initiatives such as improved programming and student supports, and outreach and recruitment initiatives. It is important to note that Indigenous enrolment data are based on self-declaration, and over time not all Indigenous students have chosen to declare their ancestry.

Since 2016, concerted efforts have been made to encourage all students to declare their Indigenous ancestry, a factor to be considered when interpreting the resultant enrolment increase (see Figures 1-3 to 1-5). The increase percentage may have been inflated by existing Indigenous students who have responded to our efforts to increase declaration, rather than reflecting actual new enrolments. Enrolment patterns will continue to be monitored closely over the duration of *Taking Our Place*.



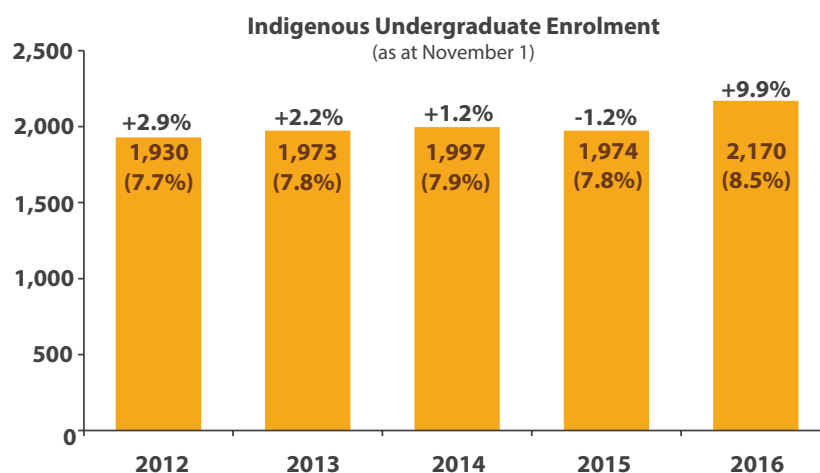


Figure 1-3 Indigenous Undergraduate Enrolment as of November 2016

Source: Office of Institutional Analysis

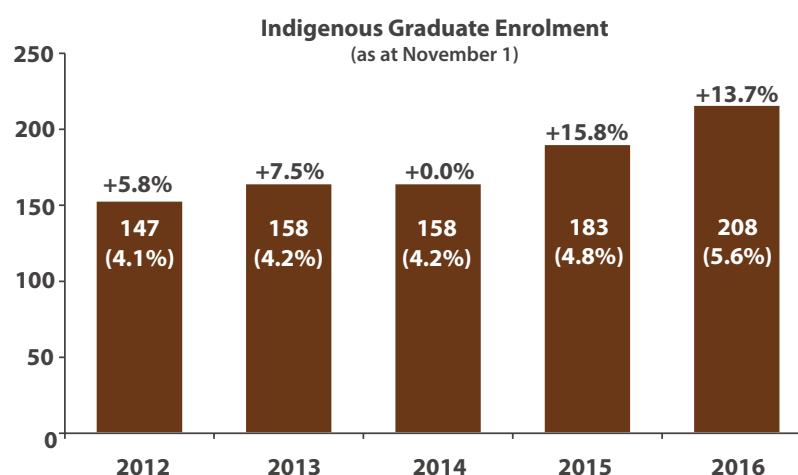


Figure 1-4 Indigenous Graduate Enrolment as of November 2016

Source: Office of Institutional Analysis

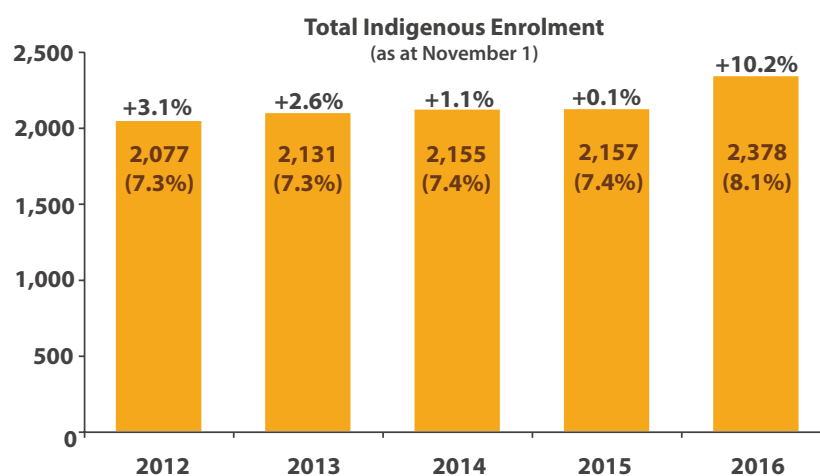


Figure 1-5 Total Indigenous Enrolment as of November 2016

Source: Office of Institutional Analysis

The SEM Plan also established goals for increasing international student enrolments as a percentage of the total student population. Undergraduate and graduate enrolments have both exceeded those initial goals of 10 per cent and 20 per cent of enrolment respectively. As figure 1-6 indicates, while total enrolment at the University remained relatively constant between 2014 and 2016, international student numbers have risen notably.

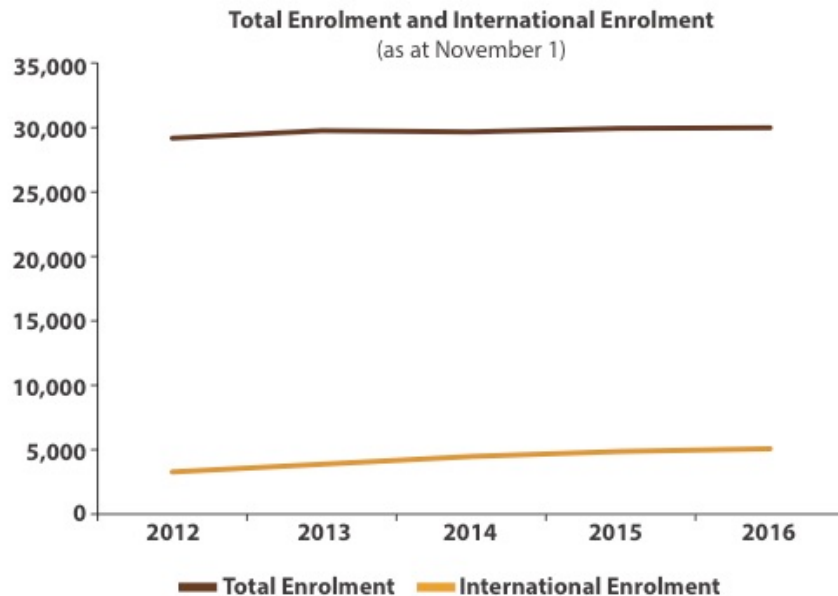


Figure 1-6 Total Enrolment and International Enrolment

Source: Office of Institutional Analysis

Figures 1-7 and 1-8 (following) depict the growth of both international undergraduate (almost six per cent, as seen in Figure 1-7) and graduate (almost eight per cent, as seen in Figure 1-8) enrolments between 2014 and 2016, building on steady increases since 2012.

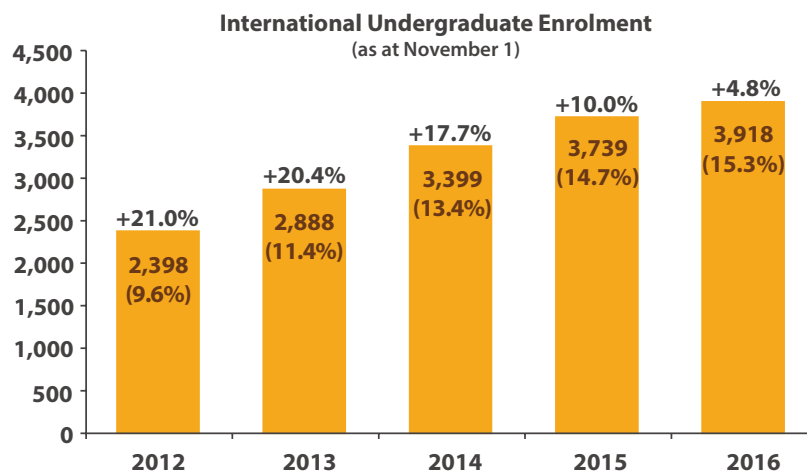


Figure 1-7 International Undergraduate Enrolment

Source: Office of Institutional Analysis

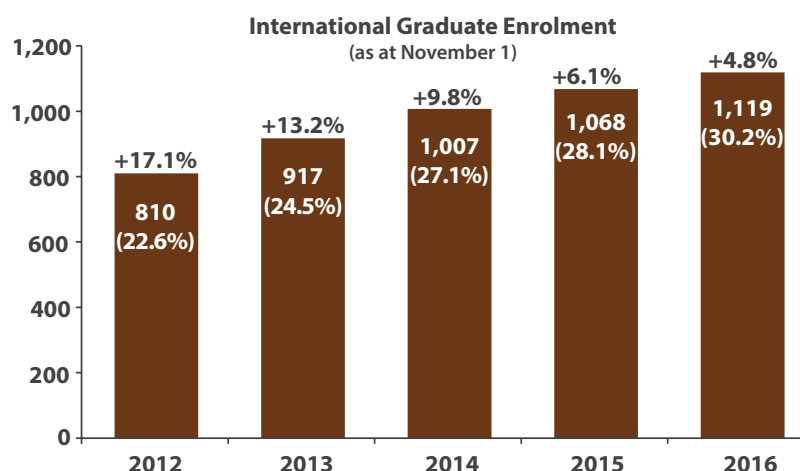


Figure 1-8 International Graduate Enrolment

Source: Office of Institutional Analysis

After the initial SEM goals were exceeded, in Fall 2015 a subcommittee of SEM — the International Enrolment Working Group (IEWG) — was established to review the international SEM goal. A review by the subcommittee of international enrolments at other U15 institutions confirmed that the University of Manitoba's growth in enrolment parallels similar increases across Canada. Arising from this, the IEWG recommended continued monitoring of international student numbers. In 2015/16, differential tuition fees for international students were increased, and a portion of those fees was directed toward enhancing financial, academic and student support programs and services for international students. A number of new initiatives were also introduced that have contributed to the success of our international students, such as:

- Providing additional scholarship and bursary support for both undergraduate and graduate students;
- Supporting English language development skills through: extra English as an additional language (EAL) courses and workshops, reading clinics, journal and technical writing boot camps and courses; and tutors for both undergraduate and graduate students, including an EAL Specialist (in the Academic Learning Centre, Agricultural and Food Sciences, Engineering, English Language Centre);
- Embedding academic supports within classes with high international student enrolment and providing supplemental instruction workshops (in the Academic Learning Centre and Faculty of Arts)
- Providing support to instructors through the addition of an internationalization faculty specialist in the Centre for the Advancement of Teaching and Learning;
- Enhancing and promoting academic integrity through workshops and International Academic Integrity Assistant and International Student Advocate positions in the Student Advocacy unit;
- Enhancing student experience (pre-arrival, orientation, transition and advising) by expanding student mentoring, leadership and peer programs, including adding an extra international student advisor, through the International Office, the Faculty of Arts, Faculty of Agricultural and Food Sciences, the Faculty of Education, the International Office, the College of Nursing, the Peace and Conflict Studies program and the U1 First Year Centre;
- Enhancing student mental health and wellness through the addition of an intercultural counseling specialist (Student Counseling) and an international support case manager (Student Support); and

- Addressing nutrition through the addition of a community kitchen in student residences.

**c. *Provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online learning technologies and resources.***

Of the 33 recommendations by the Blended and Online Learning Task Force, 18 have been fully implemented, two are in process to full implementation, nine are pending and two have been deemed to be no longer relevant.

One of the now-completed recommendations was to transfer responsibility for the delivery and development of online courses from Extended Education to the Centre for the Advancement of Teaching and Learning (the Centre). With this transfer of function, the streamlining of operations and course development procedures to facilitate additional flexible learning options for students has accelerated.

The University offers approximately 140 fully online (distance) degree credit courses each term, and that number is increasing. The Centre has implemented a faculty development program for those instructors wishing to create online courses for the development of flexible learning options. Faculties across the University continue to expand the delivery and development of online courses as part of their programs.

Academic units have been encouraged to consider delivery mode flexibility as they plan their programs and are assisted in providing appropriate support and services to students. To support this goal, a Flexible Learning Committee was established under the Provost's Office. The role of this committee is to lead the development of a flexible learning strategy for the University of Manitoba. The committee will also provide advice on the development of institutional capacity to support and enhance flexible learning through research on related practices, as well as teaching and learning support, academic program design, faculty development, quality assurance, academic workload, financing and compensation, services for students and fostering innovation.

Key to achieving this goal has been the ongoing upgrading of learning spaces to support a variety of teaching modalities. The University is committed to increasing wireless technological capability, the number of active learning spaces (including smart classrooms), the number of blended courses and programs and the number of courses using UMLearn and other learning management systems.

Strategic investment in the renewal of classroom and laboratories (learning spaces) also progressed between January 2015 and March 2016, with over 23 per cent of learning spaces renovated or upgraded to support our teaching mission. Further details on these investments are provided under Priority 4, starting on page. These renovations have affected most faculties across the University and include:

- Audio/visual upgrades to 164 instructional learning and meeting spaces;
- A 40 per cent increase in wireless access points, from 1,380 to 1,900.

Campus Manitoba, a consortium of Manitoba's public post-secondary institutions, has chosen the University of Manitoba (through the Centre for the Advancement of Teaching and Learning) as the host institution for the development and operation of a Manitoba Flexible Learning HUB, a new community for advancing teaching and learning through the use of technology at Manitoba's post-secondary institutions. The HUB is designed to be a funding and resource vehicle for the development of online courses across all post-secondary institutions in Manitoba. Five pilot courses and modules have been completed and the full production process has now been engaged with course developments for Brandon University and Université de Saint-Boniface.

**d. Ensure students are able to complete their programs and reduce time to completion.**

The Strategic Enrollment Management Plan: 2013–2018 established outcome goals at both the undergraduate and graduate levels that include improvements to student persistence and graduation rates. Although our first-to-second-year undergraduate persistence rates remain close to the U15 average, the six year graduation rate has continued to fall. Figure 1-9 demonstrates the graduation rate for the admission cohorts from 2005 to 2009. Note that all students beginning their studies in the same year (e.g. 2009) are assigned to a cohort and graduations from this cohort are assessed after six years to generate a graduation rate; for example, the graduation rate of the 2009 cohort is assessed in 2015.

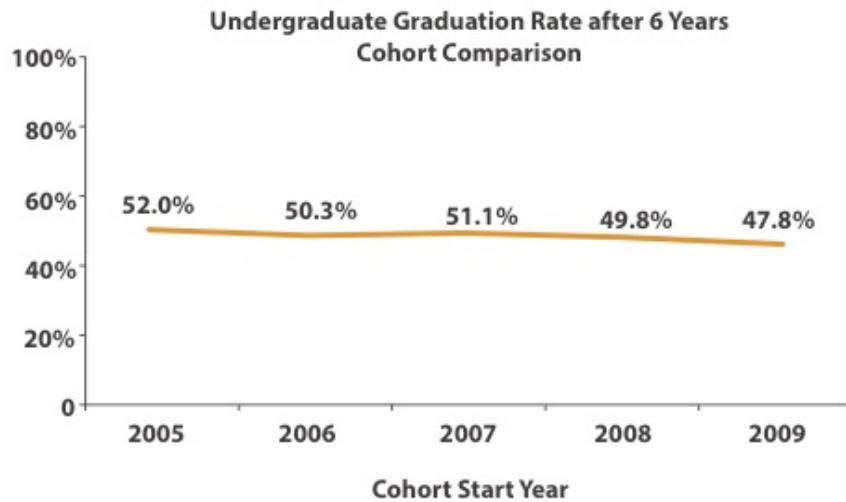


Figure 1-9 Undergraduate Graduation Rate after 6 years

Source: Office of Institutional Analysis

In 2016, a review commenced of University 1, undergraduate program direct entry admissions, and the first-year experience to provide a better understanding of student persistence, student academic success and to enhance undergraduate graduation outcomes. Early consultation with deans and directors to date has suggested the need to consider the following:

- Exploring broader entry to undergraduate direct entry programs;
- Reviewing U1 to provide undecided students more structure in choosing and registering for programs;
- Reviewing direct transit from U1 to the Faculty of Arts and the Faculty of Science and exploring progression rules in these three units; and
- Reviewing and enhancing support programs in U1 for Limited Admission students and students who are at risk, such as those on academic warning.

In spring 2016, an extensive review of the University of Manitoba's voluntary withdrawals (VW) and course-repeats experience led to a number of new academic policies and policy revisions, as approved by Senate, to support timely student progress. These include:

- Revisions to the student policy on Voluntary Withdrawals, last revised in 2005;
- A new policy and procedure addressing student Authorized Withdrawal;
- A new policy addressing Repeated Courses by students; and
- Revisions to the Grade Point Average policy, previously introduced on May 1, 2006.

The negative impacts associated with uncontrolled access to VW are closely linked to those arising from uncontrolled repeat attempts and include:

- High rates of degree non-completion and increased time-to-completion;
- Increasing student debt;
- A higher burden on teaching, learning and financial resources;
- Inequitable access to courses and programs and bottlenecks in required courses;
- Inflated entrance requirements for competitive entry programs; and
- Increased time to graduation.

Through the changes introduced, a number of these problems may be ameliorated, including a reduction in repeat attempts, a factor in course bottleneck issues.

A course waitlist option for registration was also implemented in 2016 to help address course bottlenecks that prevent students from accessing courses required for timely completion of their programs — a problem exacerbated by VW and course repeat numbers. The Registrar's Office will continue to work with academic units to refine the system to better meet both academic unit and student needs.

A new degree audit system was launched for advisors in select academic programs in late November 2016 and for students on March 6, 2017. This system will help students and academic advisors track academic progress, map degree requirements, estimate time to degree completion and find alternative degree paths. Work is continuing with remaining academic units to ensure all remaining undergraduate programs are added to the system. A complementary project, called Degree Compass, has been initiated to develop degree templates for students that integrate program and course requirements, career planning and co-curricular activities for each undergraduate program/major. This will help provide structure and direction to students in managing their academic programs and course selection. An early alert system is also under development to help instructors and advisors identify students who need student service and academic supports.

There has also been noteworthy activity at the Faculty level related to addressing time-to-completion for students, including:

- The Clayton H Riddell Faculty of Environment, Earth, and Resources undertook a series of pilot projects designed to improve first-to-second year retention through a restructured first year course using tutorials.
- The Faculty of Agriculture and Food Sciences initiated a review of time-to-completion for the Bachelor of Science in Agriculture program as part of a comprehensive program review. It has also reviewed course requirements for several graduate programs, resulting in reductions to the number of required courses in several programs, consistent with changes in other Canadian programs.

In addition, there are specific initiatives focusing on graduate students. The Faculty of Graduate Studies has encouraged units to eliminate potential roadblocks to timely progress including the elimination of unnecessary links or dependencies between program requirements that could act to delay timely processes, such as a requirement within a Ph.D. program that courses or the candidacy examination be completed before research is begun.

As Figures 1-10 and 1-11 demonstrate, graduation rates in masters programs have increased from 71.18 per cent to 78.5 per cent for cohorts beginning in 2005, compared with those starting in 2009. A concomitant decrease in the number of terms to completion (see Figure 1-11) is also evident for the same period, from 8.8 to 8.1 terms.



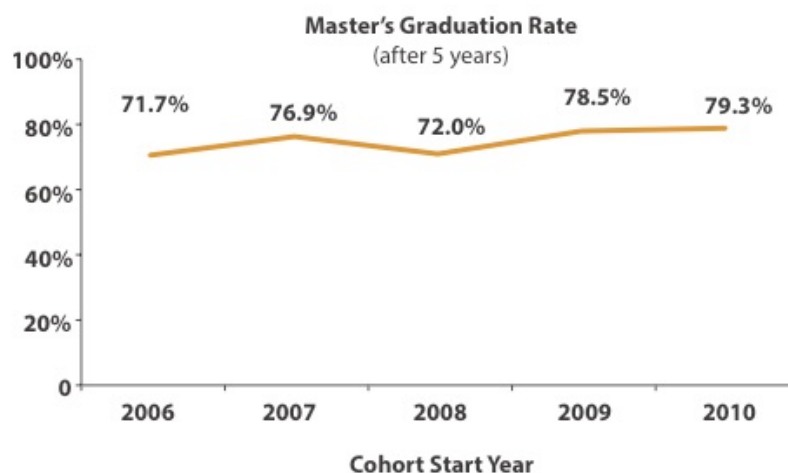


Figure 1-10 Master's Graduation Rate after 5 Years

Source: Office of Institutional Analysis

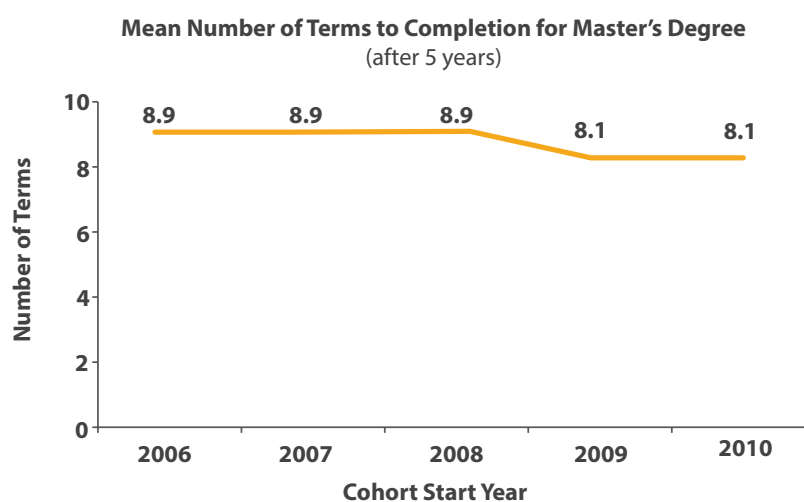


Figure 1-11 Mean Number of Terms to Completion for Master's Degree

Source: Office of Institutional Analysis

***e. Increase opportunities for experiential learning.***

The University is committed to increasing experiential learning opportunities for students. In order to advance progress in experiential learning initiatives, five external administrative reviews were conducted between 2014 and 2016 in the areas of co-op and work-integrated learning, international student mobility, undergraduate research and creative works, student entrepreneurship and community service learning.

One immediate area of action has been the establishment of a Co-operative Education Advisory Committee. Established through the Provost's Office, this committee works with Faculties that offer co-operative education programs to improve the quality of programs and services at the University. Community Service Learning initiatives have also been developed and expanded to engage students in opportunities intentionally designed to promote learning and development both domestically and internationally. Addressing human and community needs in Indigenous communities is an increasing focus of this work.

Experiential learning is already an important component of many academic programs at the University. Highlights of related recent initiatives in Faculties include:

- The Faculty of Engineering's strategic investment in their Co-operative Education/Industrial Internship program with additional staff that help students prepare for their co-op/industrial internship program (IIP) work placements, resulting in 400 work placements in 2016.
- The Desautels Faculty of Music's increase in student performances to ensure students have the opportunity to publicly perform music in various styles and genres.
- The Faculty of Kinesiology and Recreation Management's recent investment of \$50,000 for an exercise physiology teaching lab with high-performance data acquisition units for a hands-on experience of science.

In addition, the University of Manitoba continues to host the annual Big, Bold, Beautiful Breakfast gathering of over 100 students, staff, faculty, senior administrators, alumni, industry partners, government representatives and community members. Celebrating experiential learning initiatives and community partnerships, the event generates meaningful conversations and serves as an invitation to partners to help shape experiential learning at the University.

***f. Expect, recognize, promote and reward high quality and innovative teaching.***

To advance the goals for high quality and innovative teaching, the University has committed to three areas of action. The University has undertaken to: review faculty/school tenure and promotion guidelines to ensure teaching and the scholarship of teaching are appropriately and consistently recognized; establish teaching chairs to lead and facilitate teaching excellence; and increase opportunities for academic staff to complete the Teaching and Learning Certificate program through the Centre for the Advancement of Teaching and Learning (the Centre).

A committee led by the Vice-Provost (Academic Affairs) undertook a review of all Faculty/School tenure and promotion guidelines to evaluate recognition of teaching and the scholarship of teaching at the U of M. Feedback from this process will inform the revision of tenure and promotion guidelines. The Centre also provides leadership in this area through its role as a faculty development unit that works in collaboration with faculty and graduate students to provide leadership, expertise and support in fulfilling the teaching and learning mission of the University of Manitoba. The Centre's work includes:

- Creation of the Teaching and Learning Certificate (TLC) Program, a two-year competency-based program for faculty members in the early part of their teaching careers. Since its launch in 2014, 66 faculty members have entered the program, 20 have graduated and 37 remain active in the program. A fourth cohort (of 16) entered in September 2017. Due to high demand, two cohort entries are planned for 2018.
- Considerable revision since 2016 of the Certification in Higher Education Teaching (CHET) graduate student teaching program to provide more flexible options for graduate students. The program will be awarded the international Staff and Educational Development Association (SEDA) accreditation in February 2018, which will enhance the benefits for international graduate students. A total of 87 students have graduated since 2014.
- Development of an Instructional Skills Workshop specifically for sessional instructors. A 12-month pilot project was started in 2017 with a first cohort of eight completing the program in February 2017 and a second cohort of five in September. The next full cohort of 10 will enter in February 2018. The next ISW program phase is to train graduated session instructors to facilitate the ISW sessions within individual Faculties.

To celebrate teaching excellence at the University, two University-wide teaching awards have been revised: the Saunderson Excellence in Teaching award, for those with more than 10 years of teaching

experience, and the Stanton Excellence in Teaching award, for those with 10 years or fewer. Award criteria have been aligned with the Canadian 3M Fellowship criteria. A committee has been struck to encourage and review applications for the 3M awards; it has supported the submission of three 3M nominations in the past two years. The Centre provides support for the development of teaching portfolios and other nomination materials and the Marketing Communications Office provides expertise on the development of more uniform and professional submissions. Increased support for 3M nominations will provide the opportunity to better recognize the University's outstanding teachers.

*Teaching Life* magazine, supported by the Provost and Vice-President (Academic), is the sister publication to *Research Life* and celebrates teaching and learning excellence and innovation at the University. Three editions have been published during the period of this report.

The University also continues to support teaching innovation projects through the Teaching and Learning Enhancement Fund (TLEF). Created in 2014, the fund supports projects that explore new pedagogical approaches and the impact on learning, the scholarship of teaching and learning, and the integration of research and teaching in the classroom. Between 2014 and March 2017, 29 projects received support ranging from \$5,000 to \$15,000 for a wide variety of initiatives. Examples include:

- Online, self-paced support resource guides for Social Work distance delivery students (Faculty of Social Work).
- Educational development initiatives for teachers to assist students in navigating barriers with accessibility needs (Student Accessibility Services).
- Mobilizing Writing for/as Human Rights in Manitoba Schools (Faculty of Education).
- Using Actors as Simulated Social Work Clients (Faculty of Social Work).
- MATH 1010: Rethinking Course Structure to Enhance Overall Student Success (Faculty of Science).
- Attributional Retraining for Limited Admission Students (Student Academic Success).
- Evaluating Human Anatomy Education in an Undergraduate Medical Curriculum (Max Rady College of Medicine).
- The Hudson's Bay Company and the Canadian North in Literature (Faculty of Arts).
- Fit for Life and Learning (Faculty of Kinesiology and Recreation Management).
- Assessing the Impact of Voice-over PowerPoint Presentations (College of Dentistry).
- Nursing in the MIX: College of Nursing Blended Learning Course Initiative Pilot (College of Nursing).
- Communicating when the Stakes Are High (Max Rady College of Medicine).
- Expanding the service-learning approaches used in the Indigenous Planning Studio (Architecture).
- Enhancing Active Learning: Liaison Librarians teaching with Polling and Video Creating Tools (Libraries).
- A Comprehensive Placement Program: Gateways to Success (Faculty of Science).
- Culture within Culture, Living and Learning with Immigrant and Refugee families in Winnipeg (Faculty of Social Work).

Faculties also continue to promote high quality teaching. Examples include:

- The Rady Faculty of Health Sciences has created faculty-wide promotion and tenure criteria and processes that address the diversity of their faculty members' academic activities and recognize

the breadth and variety of teaching and scholarship across the Faculty's five Colleges, including innovative teaching, collaborative research and community engagement.

- The Clayton H Riddell Faculty of Environment, Earth, and Resources undertook a review of their tenure and promotion guidelines.
- The Department of Statistics in the Faculty of Science has developed a two-day Teaching Assistant program to support a new tutorial model for undergraduate statistics courses.

***g. Enhance student mobility.***

The UM has committed to three areas of action in support of the goal of enhancing student mobility:

- Increasing the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations;
- Establishing university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples; and
- Becoming founding partner in the creation of a provincial transfer credit database designed to encourage student mobility.

Related activities under this goal include the creation of a new policy on the transfer of external grades for academic credit and a revised official transcript format.

The University has provided leadership in the creation of a provincial transfer credit database designed to facilitate student mobility between Manitoban post-secondary institutions. This project has been undertaken in partnership with the University of Winnipeg, Brandon University, Université de Saint-Boniface, the University College of the North, Red River College and Assiniboine Community College.

The University has incorporated the development of local, national and international articulation agreements into the undergraduate program approval process to ensure that quality assurance of these programs is on par with the balance of our academic programs. These Senate-approved bilateral or multi-lateral agreements between the University and other recognized post-secondary institutions define the terms and conditions for consideration of admission and recognition of prior learning within the context of specific programs or credentials. Upon successful admission, students may receive established credit within a program at the University of Manitoba, shortening the path to the credential (typically a three-year or four-year degree) that is ultimately sought. Recognition of prior academic achievement may be in the form of advance standing or credit recognition, reducing the total credit hours required for credential completion. A full list of current articulation agreements with local and international post-secondary institutions is available at: <http://www.umanitoba.ca/student/admissions/documents/articulation-agreements.html>

The Faculty of Graduate Studies has also introduced a collaborative Ph.D. structure, which will provide opportunities for outstanding graduate students to receive training and exposure to research and scholarship at both the University of Manitoba and a collaborating university outside of Canada. This structure is also expected to facilitate collaborations between U of M faculty and researchers at other international institutions.

***h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.***

The University is committed to identifying options to ensure that Indigenous content is included in academic programs and to providing educational opportunities for academic staff members that will facilitate the incorporation Indigenous knowledge into all program areas. More detail is provided in this report's section on Indigenous Achievement (Priority 3).

To support this goal, three workshops for academic administrators have been offered since 2015:

- Decolonizing the University: What Can Academic Leaders Do?;
- Indigenous Student Experience in Post-Secondary Education; and
- Decolonizing Education.

The Office of the Provost, through the Executive Lead for Indigenous Achievement initiated a preliminary inventory of current course offerings that include Indigenous content and perspectives. It hosted four student engagement sessions on Indigenous content between February and April 2016, collaborating with the Centre for the Advancement of Teaching and Learning (the Centre) and the Department of Native Studies to develop a workshop series on integrating Indigenous knowledge into the classroom. The first cohort of participants will begin in spring 2018. An annual Indigenous Awareness week has been established, which focused on treaties, traditional knowledge and elders in 2015 and in 2016, on integrating Indigenous perspectives into the curriculum.

An Indigenous Scholars Fund to support the recruitment of Indigenous Scholars is another significant initiative. In 2016, funding for the appointment of six Indigenous scholars was allocated to faculties of Arts, Science, Kinesiology and Recreation Management, Agriculture, and Education, with a joint position shared by the Faculty of Architecture and the Faculty of Engineering). An additional six scholars will be funded in 2017. These investments support the U of M's commitment to foster the development of the next generation of Indigenous leaders and ensure that all students graduate with an understanding of the importance and contributions of Indigenous peoples.

Individual Faculties have also implemented activities in support of this goal. Examples include:

- The Faculty of Law will require all law students to take a course on Aboriginal people and the law, in response to the Truth and Reconciliation Commission's (TRC) Call to Action 28. The course will include the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations;
- The Faculty of Social Work launched its new Master of Social Work in Indigenous Knowledges (MSW-IK) and received Senate approval for a new Indigenous knowledge cluster in the MSW to work in complementary fashion, ensuring access to Indigenous-focused curriculum for all of its graduate students;
- In response to the TRC, the Faculty of Education hosted a three-day symposium on re-visioning teacher education and is developing an Indigenous Teacher Education Program;
- The Faculty of Architecture hosted a Dean's Lecture Series on Indigenizing the Curriculum;
- I.H. Asper School of Business has begun to embed Indigenous content into the curriculum and hosted an Indigenous learning day for faculty and staff;
- The Max Rady College of Medicine introduced an Indigenous Health Longitudinal Course;
- The Arts Faculty Council Executive Committee has begun discussions on ensuring Indigenous knowledge for students in the Bachelor of Arts and the Bachelor of Arts Integrated Studies.

***i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities.***

The U of M Senate has mandated that Bona Fide Academic Requirements (BFARs) are developed for all programs. A BFAR is a component of an academic program that has been determined as essential and cannot be waived without compromising the integrity of the program.

Under the leadership of the Centre for the Advancement of Teaching and Learning (the Centre), the University has established a BFAR development process that includes a schedule and resource guides to facilitate units developing these essential skills documents for professional programs. The Centre is assisting programs with the development of their BFAR statements and rationales, and an interdisciplinary committee is available to provide advice. Senate must approve all BFARs, as well as essential skills and abilities documents.

General BFARs for graduate programs have been drafted, and subsequently approved by Senate. Consultations between other programs and the Centre continue.

Other initiatives in support of this goal include:

- Revision of the University's Accessibility Policy and Procedures, which were approved effective January 1, 2015 and distributed to the University community;
- Creation of faculty/college/school Accessibility Advisory Committees and Accommodation Teams help to facilitate accommodations for students and monitor trends;
- Creation of an Academic Accommodation Appeals Policy and Committee;
- An Assistive Technology Centre opened in February 2016 to provide services to students with disabilities and support for staff members using accessible technology;
- Development of an Accessibility Plan in support of and compliance with the provincial Accessibility for Manitobans Act, including creation of an online training course on the customer service standard in conjunction with other post-secondary institutions in Manitoba; and
- Accessibility presentations and development of online materials (e.g. faculty and staff handbook) to assist the University community in providing accommodations to build awareness and understanding.

***j. Ensure students have the information required to understand the goals and anticipated outcomes of our programs.***

The U of M is committed to providing students with a greater understanding of the goals and anticipated outcomes for all programs. The BFAR initiative provides students with a clear understanding of the essential requirements of a program.

A revised Responsibilities of Academic Staff with Regards to Students (ROASS) policy was developed and came into effect September 1, 2016 to ensure all course syllabi provide clear information to students regarding course content and assignments. The Centre for the Advancement of Teaching and Learning (the Centre) has also conducted workshops on the development of course syllabi and provides templates for both online and face-to-face courses.



## II. DRIVING DISCOVERY AND INSIGHT through excellence in research, scholarly work and other creative activities

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

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

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

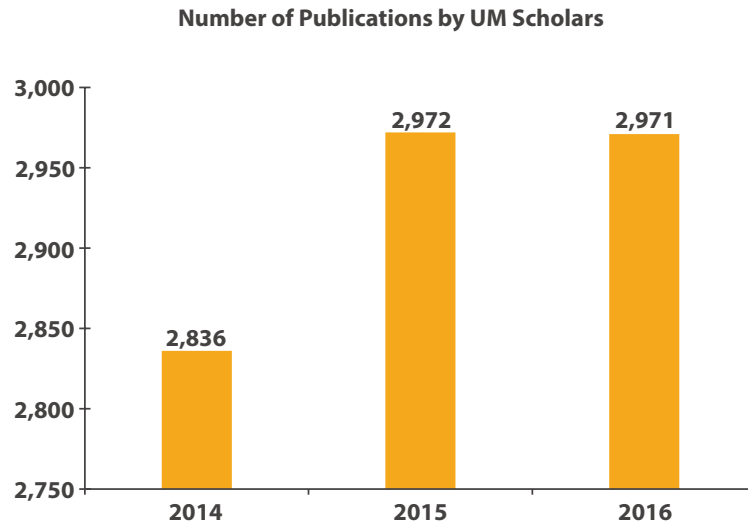
### GOALS

***a. Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities.***

The University has continued its commitment to supporting a comprehensive range of research, scholarly work and creative activities. The University has facilitated several changes in the Office of Research Services, including specialized staff to assist with research grants and contracts, streamlined processes, pre-approved contract forms and the creation of several internal research programs. Funds have also been allocated to assist with enhanced start-up funding for new faculty members.

Together, these supports and our researchers' dedication to research, scholarly work and other creative activities have allowed the University to increase its share of sponsored research income from \$162.5 million to \$186.8 million.

Over the period of this report, publications by University of Manitoba scholars have increased, building on gains made since 2014 (see Figure 2-1). During the period of this report the percentage of these publications in top journals has also increased slightly, from 33.3 to 34.6 per cent.



\*Note: SciVal draws on the Scopus database that includes more than 23,000 journals. The humanities and social sciences are not as well represented in this database as other fields.

Figure 2-1 Number of Publications by UM Scholars

Source: SciVal

Additional supports are provided to researchers through Undergraduate Research Awards (URAs). This program supports 100 undergraduate students each year, allowing them to work on research projects with U of M professors. URAs are funded by the Office of the Vice-President (Research and International) as well as by Faculties. The number and amount of the awards have been increased over the past few years; see Figure 2-2. In 2016, 10 of the 100 URAs were dedicated to Indigenous students. Two additional awards are funded by the Social Sciences and Humanities Research Council General Revenue fund.

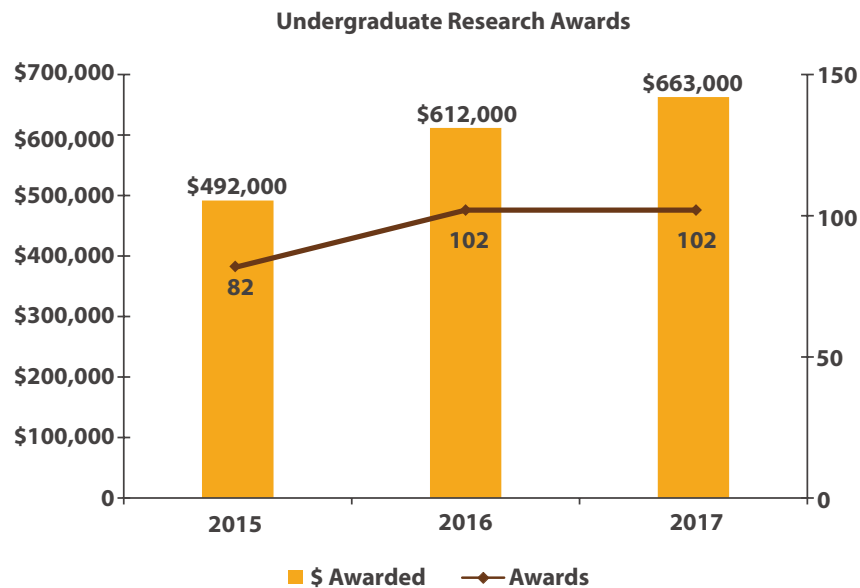


Figure 2-2 Undergraduate Research Awards

Source: Office of Vice-President (Research and International)

A poster competition each fall provides an opportunity for undergraduate students to display the research projects they have worked on with researchers. Participation in this event includes students from all faculties and areas of study. The number of students participating at the poster competition has increased since 2014 (see Figure 2-3).

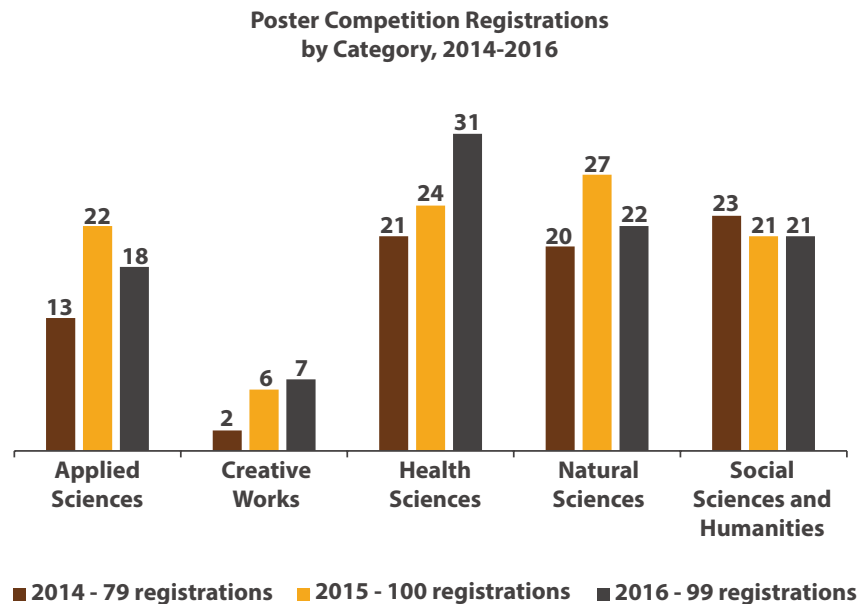


Figure 2-3 Poster Competition Registrations

Source: Office of Vice-President (Research and International)

Graduate students have access to student conferences and/or travel support and Graduate Enhancement of Tri-Council Stipends (GETS). As well, research discussions, seminars and workshops are held in many faculties, colleges and departments, providing numerous networking and collaboration opportunities.

The University has developed plans to increase the number of research chairs and professorships to develop and lead research in a range of areas. This is a list of newly created research positions:

- Professorship in Business Ethics;
- Professorship in Neuroscience;
- Professorship in Traumatology;
- Bryce Douglas Chair in Finance;
- Chair in Agricultural Risk Management and Insurance;
- Chair in Leadership Education;
- Chair in Leadership Research; and
- Waugh Family Chair in Multiple Sclerosis.

During the development of the University's Strategic Research Plan, multi-disciplinary groups representing a diverse range of research interests were brought together in order to derive the signature research areas and the research themes represented in the Plan. Several of these groups (e.g. sustainable water

management systems; safe, healthy, just and sustainable food systems) have continued to meet and foster interdisciplinary approaches to research.

In 2015 the University successfully established the Game Changer Competition. This program provides opportunities for emerging entrepreneurs to work with potential employers, advisors and partners. The competition stimulates entrepreneurial thinking by students, the public and faculty and encourages teamwork within and among wide-ranging disciplines, engaging non-traditional fields to collaborate with traditional entrepreneurial fields. This multi-phased competition has individuals and teams submit problems and challenges, from which up to five problems or challenges are chosen for solutions to be provided.

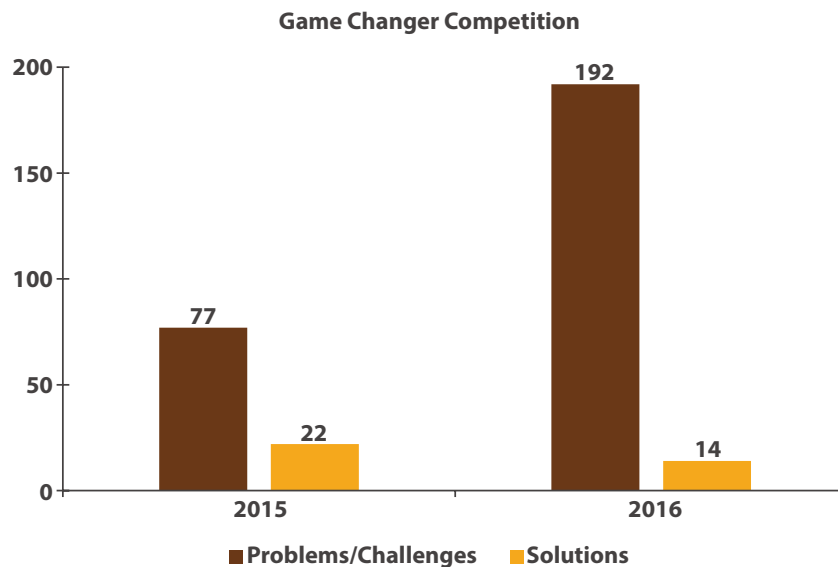


Figure 2-4 Game Changer Competition

Source: Office of Vice-President (Research and International)

In Phase Two, teams create solutions to the problems and challenges. In the final phase, teams give five-minute presentations; teams are composed of individuals affiliated with a post-secondary institution, representing at least two faculties/schools/degree programs. In 2015, only University of Manitoba students were eligible to participate; in 2016, the competition was opened to all post-secondary education institutes in Manitoba. In 2017, the competition was open to all Manitoba residents over the age of 16 (See Figure 2-4).

The Technology Transfer Office provides metrics on items such as disclosures, patents and start-ups (see Figures 2-5 and 2-6) to recognize accomplishments within the University and broader communities.

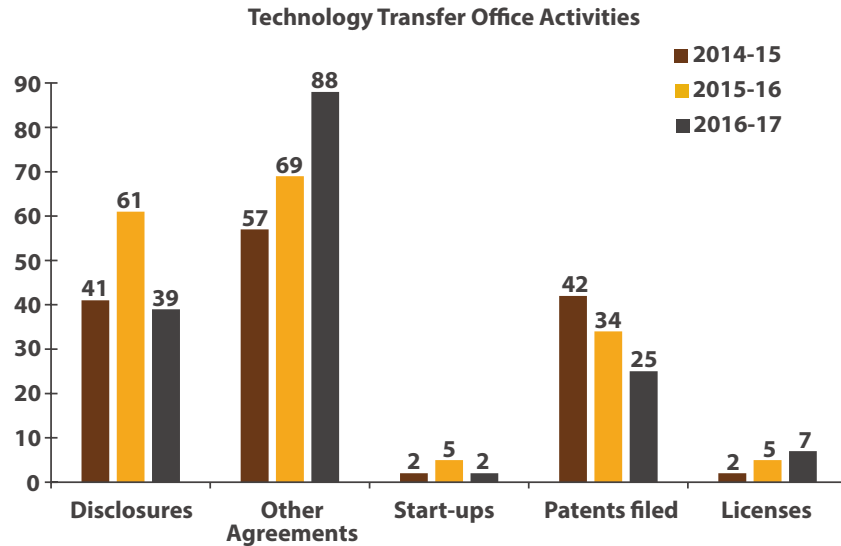


Figure 2-5 Technology Transfer Office Activities Source: Office of Vice-President (Research and International)

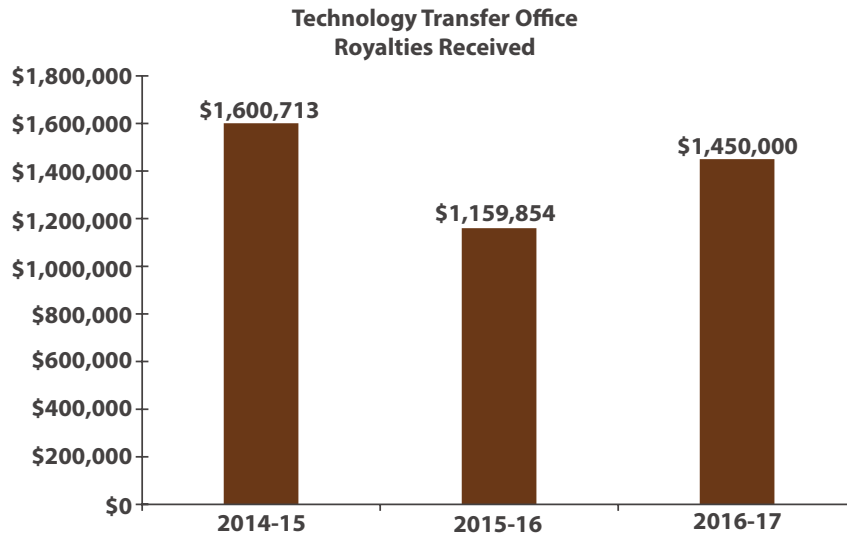


Figure 2-6 Technology Transfer Office Royalties Source: Office of Vice-President (Research and International)

To ensure recognition of the University's researchers and their work, annual nominations are made to national and international awards (See Figure 2-7). University of Manitoba researchers have received a number of awards, including Royal Society of Canada Fellowships, which recognize remarkable contributors in the arts, the humanities and the sciences, and in Canadian public life; and an Ernest C. Manning Principal Award, which recognizes and rewards Canadians who have conceived, developed and successfully marketed an innovative product or process.

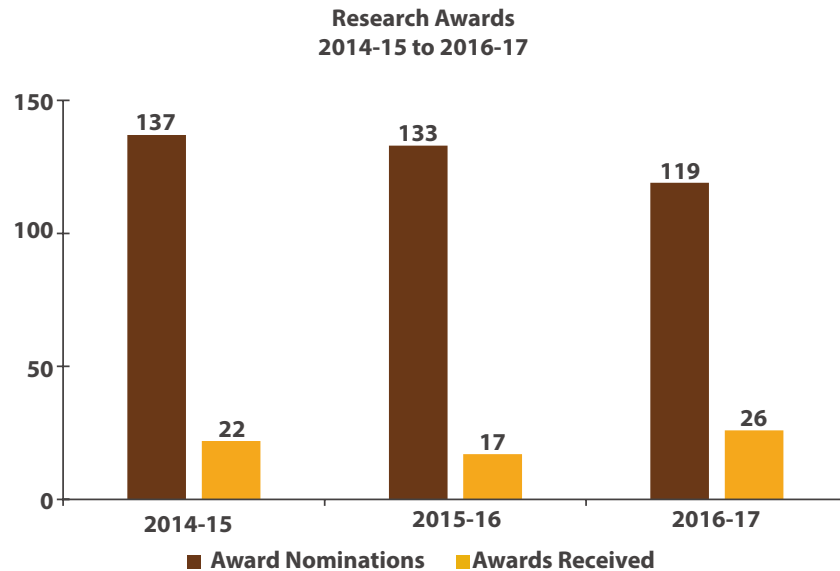


Figure 2-7 Research Awards

Source: Office of Vice-President (Research and International)

Faculties recognize, support and reward high quality and innovative research, scholarly work and other creative activities, providing support for developing competitive research proposals to external funding agencies in a number of ways. These include: funding; pre-submission reviews; special supports for new faculty including mentors; and protected research time or teaching release.

Individual faculties have also focused on supporting and recognizing high quality and innovative research, scholarly work and other creative activities. Examples include:

- The Faculty of Arts holds an annual event, *Arts Celebrating Arts*, to recognize faculty, staff and student accomplishments.
- I.H. Asper School of Business has adapted its tenure, promotion and accreditation guidelines to better recognize high quality research and now places greater weight on high quality research. It also hosts an annual research day for faculty and graduate students to present their work with top research projects receiving recognition and provides an annual Research Award, funded by the Associates of the Asper School.
- The Faculty of Kinesiology and Recreation Management opened an Applied Research Centre in the Active Living Centre, which provides 10,000 square feet of research space that is shared across the academic unit, Bison Sports, and Recreation Services.

***b. Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners.***

To support this goal, the University of Manitoba has committed to increasing the role of research institutes, centres and groups in facilitating collaborative research. A noteworthy accomplishment in this regard is the ongoing development of an agreement to be used between affiliated institutions (U of M with Winnipeg Regional Health Authority and Health Sciences Centre) to decrease the review time necessary for multi-party contracts.

Several internal grant programs were created to facilitate collaborative research and support scholarly activities. These include the University Collaborative Research Program, University Indigenous Research



Program, and the University International Programs and Projects Seed Fund (see figure 2-8). While all of these programs have specific criteria, the focus is on providing funds to foster research, scholarly work and other creative activities within and outside the University. A Small Research Equipment Funding Program has been created to support researchers in purchasing and repairing equipment or fabricating equipment that not readily available.

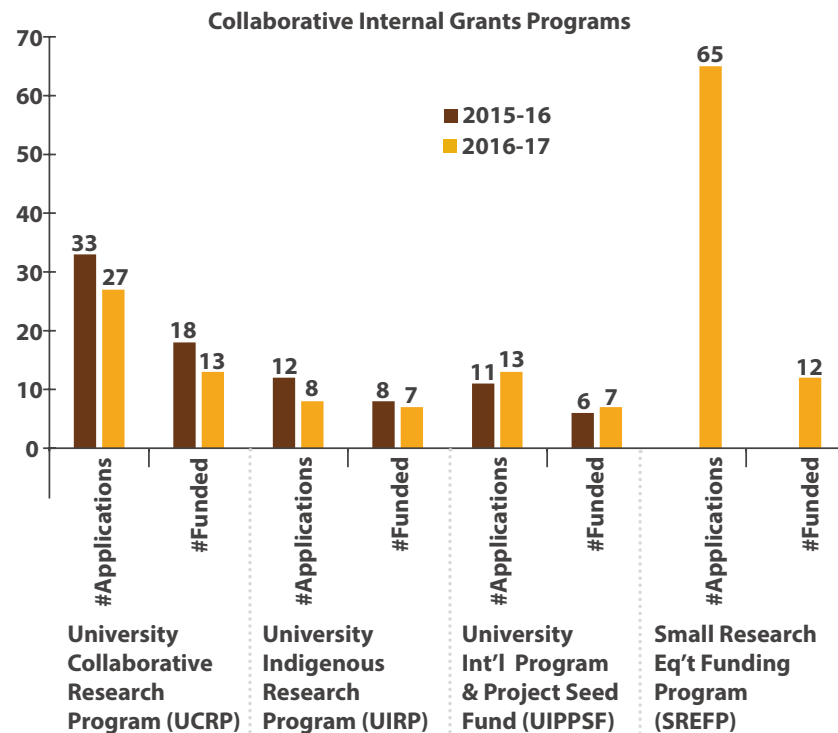


Figure 2-8 Collaborative Internal Grants Programs Source: Office of Vice-President (Research and International)

Multi-disciplinary groups from the signature research areas and the research themes represented in the Plan continue to meet and foster interdisciplinary approaches to research. Directors of research centres/Institutes have also met to discuss collaboration.

The Technology Transfer Office at the U of M is the lead institution for Western Canadian Innovation Offices (WCIO), a collaboration of 46 academic institutions (universities, colleges and polytechnics) that facilitate business-led research and development. As part of this partnership, \$1 million in funding leveraged over \$6 million in industry-led research in 2016-2017. Key to its success has been the establishment of business development positions co-funded through WCIO and through other business and academic partnerships. One of the seven positions developed was housed at the University of Manitoba.

Several partners, including the province of Manitoba and The Canada Foundation for Innovation, have provided funding to support the establishment of the Churchill Marine Observatory (CMO). This research facility will position Canada as a global leader of research and technological development in several areas, including detection, impacts and mitigation of oil and contaminant spills in sea-ice covered waters.

Another important action in support of this goal has been a review by faculties and schools of their tenure and promotion guidelines to ensure recognition of the value of developing effective partnerships and the

time involved in carrying out community-based and international research. This effort is tightly linked with the work of the working group on tenure and promotion discussed in Priority 1.

The Centre for the Advancement of Teaching and Learning (the Centre) promotes the scholarship of teaching and learning across the University. Faculty are encouraged to engage in classroom-based research, which will in turn provide opportunities for external grant funding and publications.

Figures 2-9 and 2-10 show the percentage of University of Manitoba publications with national and international collaborations, both of which have increased during the period of this report.

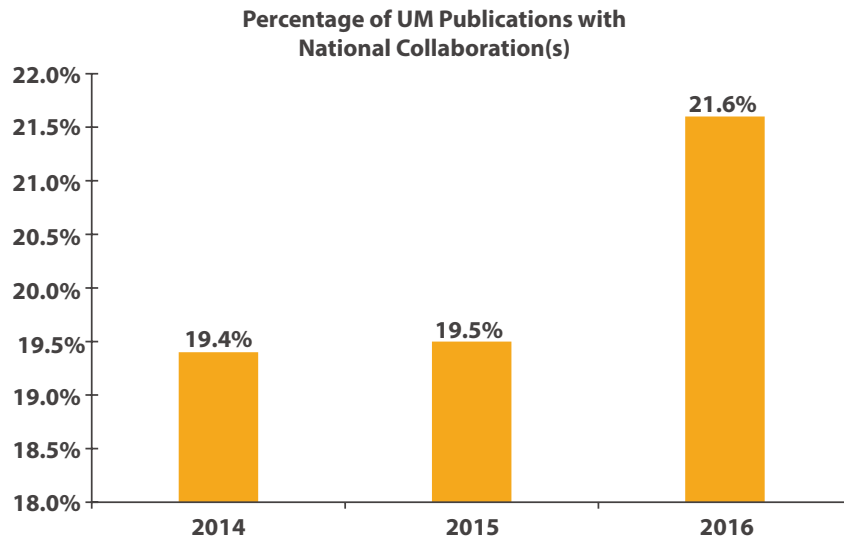


Figure 2-9 Percentage of U of M Publications with National Collaborations

Source: SciVal

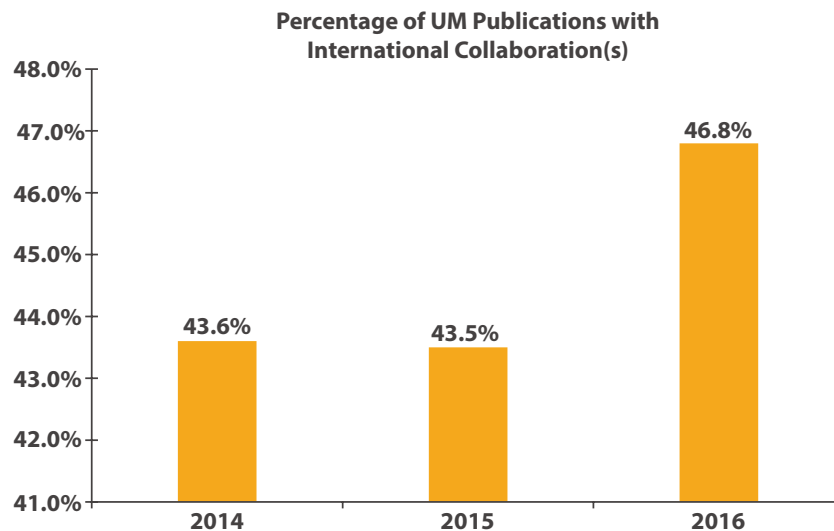


Figure 2-10 Percentage of U of M Publications with International Collaborations

Source: SciVal

**c. Provide education and training opportunities for graduate students that recognize their diverse career paths.**

To accomplish this goal, the University has committed to providing discipline-specific and interdisciplinary opportunities for graduate students to explore diverse career paths. GradSteps is one example of achievements during this reporting period. GradSteps comprises professional development workshops for graduate students offered through the Faculty of Graduate Studies in collaboration with various academic and student support units on and off campus. Over 1,000 students per academic year participated during this period (see Figure 2-11). The not-for-credit workshops are designed to help graduate students navigate their programs and prepare them to transfer their skills and knowledge into a range of workplaces including traditional academic settings, and for-profit or not-for-profit organizations.

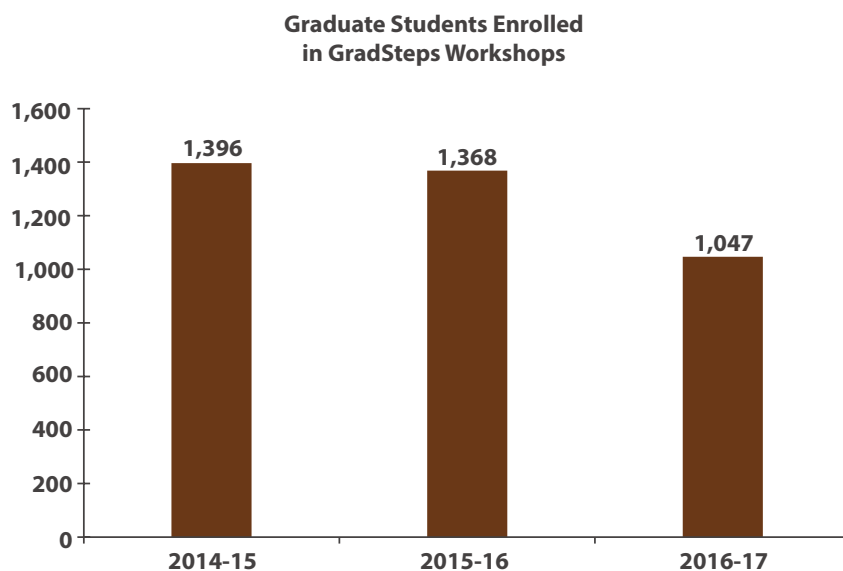


Figure 2-11 Graduate Students Enrolled in GradSteps Workshops

Source: VPRI

**d. Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities.**

As part of this work, the University has committed to establishing a development grants program to seed community-based research in partnership with First Nations, Métis and Inuit communities. The University Indigenous Research Program (URIP), established in 2015, fosters the inclusion of Indigenous perspectives in research and/or to seed community-based research in partnership with First Nations, Métis and Inuit communities. The first competition resulted in 12 applications and eight funded projects. In the second year, seven of the eight applications received were funded. Total funds awarded for the two years were \$336,049.

The University became the host of the National Centre for Truth and Reconciliation (NCTR) in the summer of 2015. As the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission, the NCTR has a mandate to ensure that:

- former residential school students and their families have access to their own history;
- educators can share the Indian Residential School history with future generations of students;

- researchers can more deeply explore the impacts of Residential School experience;
- the public can access historical records and other materials to help foster reconciliation and healing; and,
- the history and legacy of the residential school system are never forgotten.

Other related work in fostering the inclusion of Indigenous perspectives included support for:

- *Rising Up*: A Graduate Student Conference offered in 2016 and 2017. Indigenous students from across all disciplines were invited to come together, rise up and present their knowledge and research.
- Honouring the Voices: 40 years of First Nations, Métis, Inuit and Indigenous Health Research in Manitoba was a 2016 exhibit and online portal highlighting work the U of M has done in partnership with Assembly of Manitoba Chiefs, Manitoba Metis Federation and Manitoba Inuit Association.
- Continued work through the Create H<sub>2</sub>O program, which addresses research, science and training gaps preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves. Conferences were held in 2014 and 2015, with shared research done in partnership with First Nations communities. Since April 2013, the CREATE H<sub>2</sub>O program has involved more than 30 students at the undergraduate, graduate and post-doctorate level working on research projects related to First Nation source water, drinking water or wastewater systems.

***e. Advance Indigenous research and scholarship.***

The University has committed to increasing its research capacity on Métis rights and Treaty and Aboriginal rights, including the right of self-determination for Indigenous peoples. In part, this is being accomplished through the hiring of researchers in Indigenous criminology, Indigenous Education and Social Work, as well as a research director for the National Centre for Truth and Reconciliation.

In support of the goal to advance Indigenous research and scholarship a number of initiatives are in development:

- Faculty and student publication opportunities with Aboriginal Issues Press;
- Retaining a Canada Research Chair in Indigenous Education;
- SSHRC and UIRP grants have been secured for research on the opportunities and challenges of Indigenous students in post-secondary education; and
- The Faculty of Arts has hired a position in Indigenous Criminology and has recruited a new external Head of the Department of Native Studies to further strengthen their existing research and scholarship in this area.

The University of Manitoba Press is recognized as a leading publisher of books on Indigenous issues, with 69 titles available and 20 published since 2015.

***f. Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities.***

The University has continued to encourage researchers, scholars and artists to publish and showcase their work through high quality, peer-reviewed journals, presses, performances and exhibitions, as well as through knowledge mobilization activities including policy development and legal opinions. The U of M

remains committed to increasing collaborative research, and scholarly work and other creative activities with institutions and organizations of global standing.

Work at an institution-wide level related to this goal is ongoing and includes the following:

- The Desautels Faculty of Music has generated a significant increase in faculty research/creative works. In the past four years, 25 of its 28 full-time faculty have been featured performers, composers, conductors, clinicians/adjudicators or have carried out scholarly research in over 20 countries.
- The I.H. Asper School of Business provides funding for faculty members to travel to two conferences per year for the presentation of research. The school also has bi-annual research conferences in alternating years in Finance and Accounting. These conferences bring in leaders from across the world to Winnipeg and provide opportunities for exchanges that enhance the quality of research at the Asper School.

### III. CREATING PATHWAYS to Indigenous achievement

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

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

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

Efforts to advance Indigenous Achievement at the University are supported by, and undertaken in consultation with, Indigenous peoples. The President's Advisory Committee for Indigenous Achievement and the Indigenous Advisory Circle to the Executive Lead, Indigenous Achievement have provided guidance so that Indigenous perspectives, knowledge, cultures and traditions are incorporated into the University in a respectful way. Input from these groups also ensures that the University's research and scholarship in Indigenous communities is conducted respectfully and collaboratively in partnership with Indigenous peoples.

*Taking Our Place* was structured so that goals related to Indigenous achievement are threaded throughout all priorities. This approach reflects the University's understanding of the interdependence of its success with the achievement of Indigenous students, scholars and staff and a recognition that while each of the priorities are interconnected, it is particularly the case with Indigenous Achievement, and Indigenous achievement is consciously woven through all of the other priorities, as indicated within this report.

## GOALS:

### ***a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.***

More opportunities are being provided for students, faculty and staff to learn about Indigenous perspectives, through curricula, service learning, research projects, workshops, lectures and events. Progress has been made through a number of initiatives, as previously discussed. Other new actions include:

- Launch of annual Indigenous Awareness Week in winter 2015, open to all students, faculty, staff and the public.
- International Indigenous Librarians Forum in 2015, which brought Indigenous Knowledge keepers from around the world to campus for a three-day event.
- Indigenous leaders, scholars, and community members are regularly featured as guest lecturers and panellists, presenting viewpoints on topics of importance including Indigenous culture and history.
- Elders and Cultural Teachers offer weekly talks during the fall and winter semesters through the Indigenous Student Centre to all members of the University community.
- Cultural learning opportunities such as a weekly Pow Wow club, weekly men's group, and monthly Full Moon ceremonies are offered through the Indigenous Student Centre and various faculty and unit partners.
- An Indigenous network page has been introduced on *UM Today* and an e-newsletter was launched in 2015, centralizing communications about Indigenous news and activities at the University.
- Student Life has established or begun development of nine experiential learning opportunities in partnership with Indigenous communities or organizations.
- The University signed an MOU with the Treaty Relations Commission of Manitoba, committing to enhance Treaty education opportunities at UM.
- An Indigenous Initiatives Fund (IIF) was created to support unit-based projects that advance this goal. Twenty-two different initiatives were funded across the University. Examples include: an Indigenous-centred business planning competition; a film and discussion series featuring the work of Indigenous filmmakers; and the establishment of new courses focusing on Indigenous issues in various faculties.

In addition to projects funded through the fund, faculties and colleges have advanced this goal through the development of new curricula, courses and program planning, such as:

- The Faculty of Education introduced a post-baccalaureate diploma cohort in Indigenous education in winter 2014.
- A Master of Social Work based in Indigenous Knowledges (MSW-IK) began accepting students in fall 2016.
- Extended Education now requires that all new program proposals within its faculty include Indigenous perspectives.
- The Rady Faculty of Health Sciences developed a Reconciliation Action Plan to inform implementation of the TRC's Calls to Action. In 2015, the Max Rady College of Medicine implemented a new undergraduate Indigenous health curriculum.



**b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.**

As discussed under Priority 1, Indigenous enrolment is on the rise at the University. Registered students declaring Indigenous Identity are primarily self-identifying as Métis and First Nations; Indigenous student representation, by Indigenous identity, is depicted in Figure 3-1.

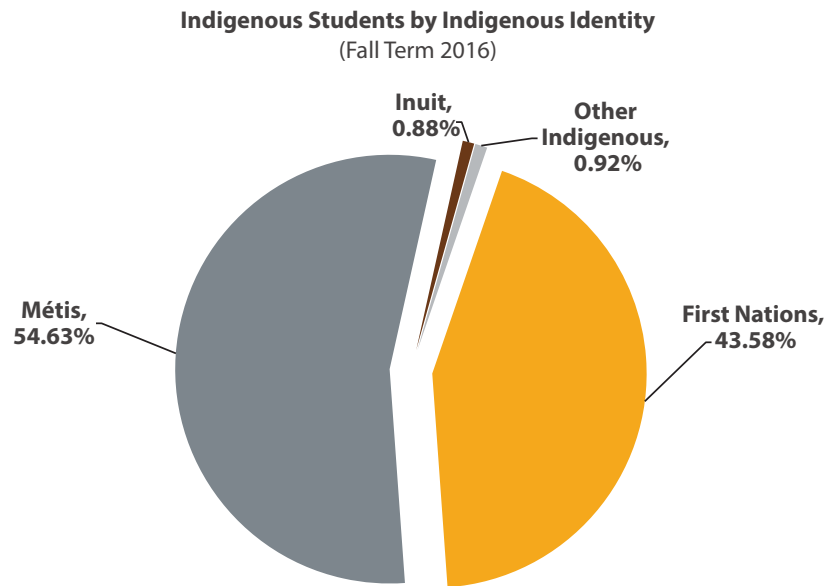
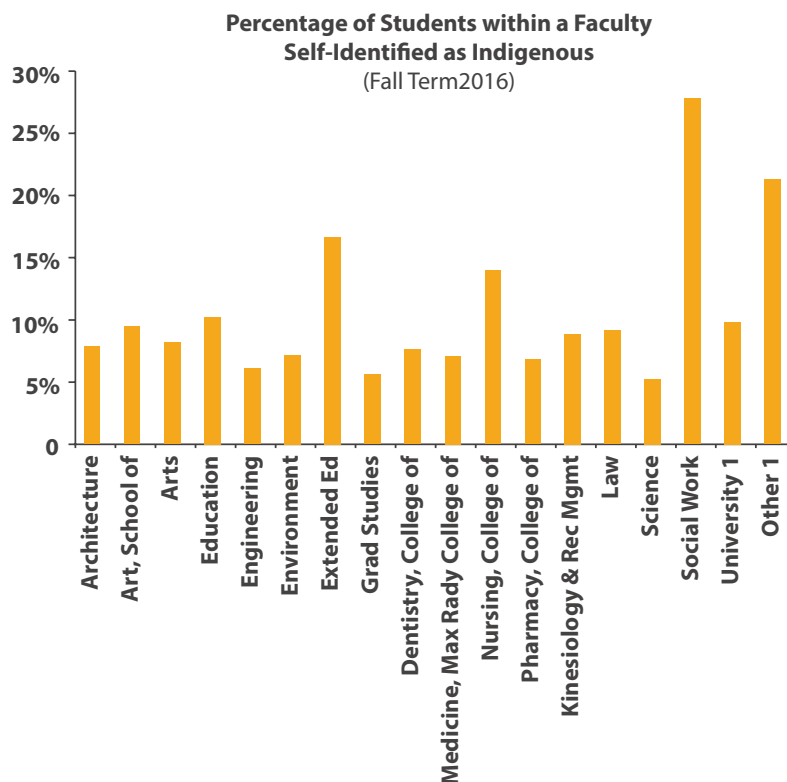


Figure 3-1 Indigenous Students by Indigenous Identity

Source: Office of Institutional Analysis



\*Note that faculties with 5 per cent or fewer Indigenous students are aggregated under the 'Other' category, which includes Agricultural and Food Sciences, Asper, Music and Post Graduate Medical Education (PGMEs).

Figure 3-2 Percentage of Students within a Faculty Self-Identified as Indigenous

Source: Office of Institutional Analysis

The percentage of students within a faculty who have self-identified as Indigenous varies with the Faculty of Social Work, Division of Extended Education and College of Nursing, with the highest percentage of all self-identified Indigenous students (see Figures 3-2 and 3-3) in Fall 2016.

A focus on percentage distribution by faculty of our self-identified Indigenous student population offers a slightly different picture. (See Figure 3.3) Distribution is inconsistent across faculties, with the highest concentration in U1, Arts and Science.

While it is important to the University to increase the number of Indigenous students, their success is also important. One sign of Indigenous student success is the increased numbers of degrees and diplomas conferred, as shown in Figure 3-4. The number of diplomas awarded has remained somewhat stable at approximately 26 each year, while the number of degrees has been increasing.

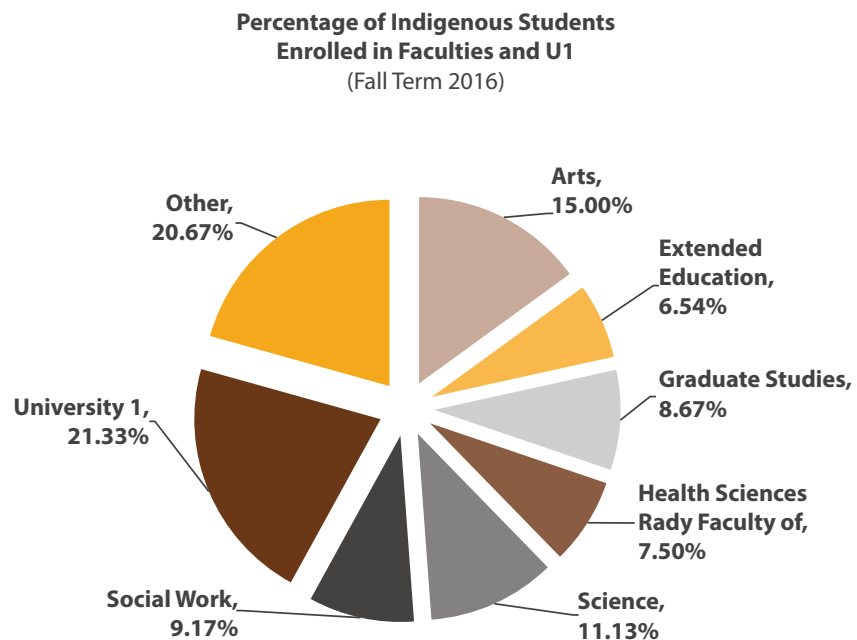


Figure 3-3 Percentage of Indigenous Students Enrolled in Faculties and U1

Source: Office of Institutional Analysis

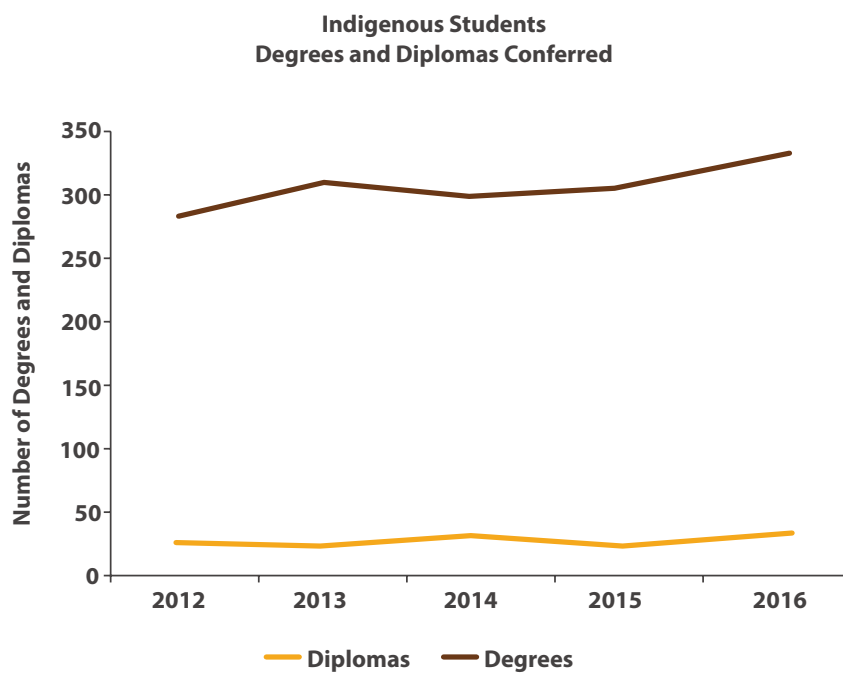


Figure 3-4 Indigenous Students Degrees and Diplomas Conferred

Source: Office of Institutional Analysis

To further support Indigenous students, a number of initiatives have been implemented:

- The University hosted a public lecture, *Closing the Gap*, by the Assembly of First Nations National Chief to build understanding of some of the challenges and opportunities in this area.
- A celebration and welcome day for Indigenous students is now part of Orientation Week activities at Fort Garry Campus.
- A welcome feast and networking day is held for Indigenous students each year at Bannatyne Campus.
- An annual Indigenous Homecoming event features inspiring talks from prominent Indigenous alumni and networking opportunities for Indigenous students.
- The Canadian Indigenous Self-Declaration form has been renewed, including an opportunity for students to subscribe to communications material about supports, program, financial aid and other opportunities available to Indigenous students.
- The Indigenous Student Centre and the Faculty of Graduate Studies together hired an Indigenous Graduate Student Success Coordinator and the Indigenous Student Centre hired an Indigenous Student Advisor to coordinate its new bridging/transition program, increasing the number of Indigenous student advisors at the Indigenous Student Centre from two to four.
- A new bridging/transition program for Indigenous students is in development, which includes an ARTS 1110 Indigenous student lab section, summer boot camps, significant peer mentoring and reading specialists.
- The Student Counselling Centre delivers counselling services to students in Migizii Agamik. Individual and group programming are offered and an Academic Learning instructor provides academic skills support.

Faculties, colleges and schools are also creating and increasing supports to foster Indigenous student success, including:

- The Faculty of Arts has hired an Indigenous Academic Advisor to help Indigenous students succeed in Arts, and to help the Faculty examine its processes and structures as they impact Indigenous students.
- The Riddell Faculty of Environment, Earth, and Resources established an Indigenous Pathways Network to enhance access to the University's Indigenous expertise, supports, and experience and to encourage faculty, staff, and student awareness.
- The Faculty of Science has established a peer mentorship program for Indigenous students in collaboration with the Neechiwaken Indigenous Peer Mentor Program (IPMP) under the umbrella of Student Life. Since fall of 2015, the faculty has held research talks at Migizii Agamik to promote the NSERC Undergraduate Student Research Awards program and greater involvement of Indigenous students in research opportunities in science.
- Aboriginal Education Business Partners (ABEP) at the I.H. Asper School of Business provides a variety of services to First Nations, Métis and Inuit students in pursuit of their commerce degree including tutoring, networking opportunities and access to scholarship and bursary funds. Indigenous students pursuing an MBA now have access to ABEP's services and resources.

**c. Foster K-12 Indigenous student participation in post-secondary education.**

In order to encourage Indigenous youth to pursue post-secondary education, the University has committed to the following:

- Increased community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies;

- Establishing new and further developing existing pre-university programming and activities for Indigenous youth; and
- Exploring collaborative opportunities with the K-12 system.

In December 2015, the University signed the Manitoba Collaborative Indigenous Education Blueprint along with other six Manitoba universities, three colleges and the Manitoba School Boards Association. The Blueprint commits the signatories to working together to make Indigenous education a priority. It led to the formation of a steering committee, of K-12 educators, universities and colleges and representatives from Indigenous organizations and the government of Manitoba, to develop an implementation plan to advance the 10 commitments laid out in the Blueprint. While all 10 commitments are interdependent in advancing this goal, this work specifically includes:

- Collaborating to increase student mobility to better serve the needs of Indigenous students.
- Increasing and measuring Indigenous school and post-secondary participation and success rates through the development of a common set of metrics to measure Indigenous students' participation and success rates (grade 12 into PSE) and increase the number of dual credit offerings.

The UM also collaborates with a number of other partners to create opportunities for K-12 Indigenous students to connect with the University. Some examples include:

- Since 2012, the Verna J. Kirkness Science and Engineering program has brought Grade 11 Indigenous students from across Canada to the University for a week. Students stay in residence, familiarize themselves with supports for Indigenous students at the University, learn about the application process and work with faculty and researchers in labs and in the field. In 2017, 46 students came to U of M, up from 40 in 2016, with 100 per cent of University volunteers retained and additional faculty and researchers participating annually.
- The University hosts and supports the Manitoba First Nations Education Resource Centre's annual science fair, bringing more than 500 Indigenous students to campus for the two-day event annually.
- Indigenous Student Recruitment runs a Post-Secondary Club that is active in four Winnipeg high schools, with approximately 50 students participating in programming each month.
- WISE (Women in Science and Engineering) and Kid-Netic Energy both celebrated their 25<sup>th</sup> anniversary in 2015. In that same year, camps and workshops were delivered in 10 First Nations communities, and a new program called Circle of Science was launched in four Winnipeg schools, offering students opportunities to participate in Indigenous hand-on science and engineering activities.
- Each summer, in partnership with Manitoba's Office of Rural & Northern Health, the University hosts Health Quest Camp for Grade 11 students from Northern Manitoba to gain exposure to health careers in the Rady Faculty of Health Sciences they take part in hands-on activities and experience living on campus. Students also receive academic and career planning advice, a mentor in their chosen field of study and a tailored remediation plan. In 2016, 15 students participated in the camp.
- The Rec and Read program pairs U of M student mentors with high school students to plan weekly afterschool programming (recreation and tutoring), which those students deliver to elementary school students. In 2016-17, more than 230 participants at 13 different schools participated in the program for Indigenous youth and diverse populations. Rec and Read won first place in the 2014 MacJannet Prize, an international award which celebrates university programs that model global citizenship and civic engagement, raise awareness and encourage community engagement within higher education.

- Since 2014, Indigenous Mini U has offered Indigenous university students enrolled in academic programs at the Fort Garry, Bannatyne and the William Norrie campuses an opportunity to enrol their children in a summer program featuring First Nations, Métis and Inuit workshops and activities. This week-long summer camp for young learners (ages seven to nine) is offered at a subsidized cost.
- Commencing in 2015, St John's College became host to an annual cohort of Indigenous students from the Sapatawayak Cree Nation who are transitioning into University life. The College provides classroom space and access to the residence and meal plan for the students who complete upgrading courses during the first term. This allows students to familiarize themselves with campus and urban life, prior to starting University. In the second term, the students are enrolled in University courses and are provided support from the program to complete the course. Spiritual support is available through an Indigenous spiritual advisor.

**d. Enhance the University's research capacity on issues of importance to Indigenous peoples and populations.**

The University has committed to furthering the development of the National Centre for Truth and Reconciliation. Progress on this is addressed in the report on Priority 2. Some other examples of major research partnerships include:

- The CREATE H<sub>2</sub>O program for First Nations water and sanitation security addresses research and training gaps that are preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves. Students and faculty representing the Faculties of Agricultural & Food Science, Arts, Architecture, Engineering, Environment, Earth, & Resources, Graduate Studies, Health Sciences, Law, and Science are involved in the program.
- Faculty and students in the Faculty of Architecture are working on a collaborative research project with two Dene communities in northern Manitoba to find solutions to housing needs and high tuberculosis rates. *Sekuwe: My House*, a book about the project was released in November 2016.
- The Centre for Aboriginal Health Research is a leader in working with Indigenous communities on partnership-based research initiatives.
- In 2015/2016, a project called *Honouring the Voices: 40 Years of First Nations, Métis, Inuit and Indigenous Health Research in Manitoba* outlined the ways the research community has connected with, listened to and learned from Indigenous communities and organizations and highlighted connections that have developed into partnerships that reflect a respect for self-determination and Indigenous knowledges.
- St. Paul's College continues to actively serve as a National Partner for the National Centre for Truth and Reconciliation, which includes attending national and local meetings, providing guidance on national consultations and providing advice regarding national surveys.

**e. Strengthen global connections with Indigenous peoples and programming around the world.**

The University intends to increase the number of Indigenous faculty and students engaged internationally in an Indigenous scholars network. This network will also expand service learning and community-based research opportunities with global Indigenous communities. Some current examples include:

- Four international service learning opportunities have been established or are in development: Alternative Reading Week Belize – Q'eqchi'Maya; Alternative Reading Week Ecuador – Kichwa; Ecuador Service Learning Experience – Kichwa; and Chile Service Learning Experience – Williche.

- The Canadian Queen Elizabeth II Diamond Jubilee Scholarship Program, Promoting International-University Partnerships in Global and Indigenous Health is offered through The Rady Faculty of Health Sciences' Centre for Aboriginal Health Research.

***f. Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners.***

The University relies on trailblazers, innovators and visionaries whose contributions have transformed and continue to transform the University into a centre of excellence in Indigenous education and research. Recognizing these leaders as role models and mentors supports University's efforts to attract and retain more Indigenous students, faculty and staff. Some examples of how the University is celebrating Indigenous achievement include:

- An annual Indigenous Homecoming event recognizes Indigenous alumni every year. In 2015, the event celebrated the 30<sup>th</sup> anniversary of the Engineering Access Program and the 40<sup>th</sup> anniversary of the Access Programs.
- Indigenous stoles, designed by U of M Indigenous community members, were created for the 25<sup>th</sup> Annual Traditional Graduation Pow Wow in 2014 and have been presented to Indigenous graduates every year since. The stoles were approved by Senate as official graduation dress in 2016.
- Indigenous alumni and community members are regularly honoured with Honorary Degrees and Distinguished Alumni Awards. Some recent examples include: Tomson Highway, LL.D., 2017, Wilton Littlechild, LL.D., 2016; Stella Blackbird, LL.D., 2015, Karen Beaudin, DAA Community Service, 2016; and Marion Meadmore, DAA Lifetime Achievement, 2015.
- Indigenous Achievement works closely with the Marketing Communications Office (MCO) to ensure that stories highlighting the successes of Indigenous students, staff, faculty and alumni are shared, not only through the Indigenous network page on the university online news vehicle, *UM Today*, but through all MCO publications. Stories are also pitched to local and national media.

The University is committed to establishing an Indigenous leader awards program to recognize and celebrate Indigenous achievement. Progress on this commitment includes:

- Awarding in 2015 of the first three Indigenous Leader of Tomorrow Scholarships of \$16,000, over four years.
- Honouring of the first recipients of the Indigenous Student Awards of Excellence during Indigenous Awareness Week 2017, for their contributions to advancing Indigenous achievement and engagement at the University.
- Establishment in 2016 of a new Diversity & Inclusion Award within the Awards of Excellence for Support Staff. Criteria for all Awards of Excellence have been introduced to ensure support for Indigenous achievement is considered as a component of assessment.

Individual faculties are also recognizing the contributions and achievements of Indigenous faculty, students, staff, alumni, and community partners. Examples include:

- The Asper School of Business has held the Excellence in Aboriginal Business Leadership Awards (EABLA) since 2005 to honour Manitoba's Aboriginal business leaders.
- The School of Agriculture highlighted the success of an Indigenous alumna at its diploma convocation in 2015.
- The Faculty of Arts honoured Indigenous alumnae at its 2016 homecoming event.

**g. Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces).**

In support of this goal, and in order to ensure that all goals to advance Indigenous Achievement are implemented and sustained, the University has committed to increase the number of Indigenous faculty and staff as a percentage of the University's employee population. This is addressed in Priority 4 of this report. Examples of this initiative include:

- Establishment of the position of Vice-Provost (Indigenous Engagement) to partner with academic and administrative units in guiding the University's commitment to embedding Indigenous perspectives into curriculum, programs and research.
- As mentioned in section one, the Indigenous Scholars Fund and the Indigenous Initiatives Fund are two strategic initiatives of the Provost's office that contribute to this goal.

The University has also committed to making First Nations, Métis and Inuit arts, cultures and languages more visible throughout our campuses. This begins by recognizing where the University is located. A Traditional Territories Acknowledgement is now shared before all major university events and is widely advertised to demonstrate commitment to create a learning environment that welcomes and supports Indigenous students and staff as part of the wider University community. The acknowledgement reads:

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

Additional efforts to build and expand an Indigenous presence on campus include:

- In 2015, an Indigenous Advisory Committee and Subcommittee were established to guide the drafting of Indigenous Planning and Design Principles for the University. The committees were composed of Indigenous leaders, Elders, designers and architects who worked with the Campus Planning Office to craft the principles as a guide for physical development and spaces across the University's campuses and lands. The principles were formalized in 2016 and are supported by the University's Indigenous Advisory Circle.
- A working group, with representation from the Indigenous Student Centre, Elders-in-Residence and Indigenous Achievement, was established in 2016 to develop procedures for implementing the principles and applying them to campus development projects and physical spaces. This work is being done collaboratively within the Associate Vice-President (Administration) portfolio with collaborations between the Campus Planning Office, Office of Sustainability, Architectural and Engineering Services, and Operations and Maintenance.
- The University developed a campus-wide strategy to increase Indigenous art and spaces; One example of new art can be found in Robson Hall Moot Courtroom, where three large paintings depicting traditional Indigenous scenes by Dakota/Ojibwa artist Linus Woods were unveiled on the first anniversary of the release of the Truth and Reconciliation Commission's Calls to Action. Works by artist Eddy Cobiness, which form part of the University Art Collection, have been placed in the Faculty of Science, the Department of Human Nutritional Sciences, the J.A. Hilde Northern Medical Unit and the University Administration Building.



- Digital presence is also a significant factor at the University. The Marketing Communications Office (MCO) works with Indigenous Achievement and the Indigenous Student Centre to ensure that social media coverage reflects Indigenous Achievement perspectives, knowledge, research and events. In 2016-2017, an Indigenous student was hired for “student-takeover” days and to manage the Indigenous social media accounts during special events.

A number of new spaces dedicated to Indigenous programming and learning have been created or are in development:

- A Medicine Garden of Indigenous Learning was created at Bannatyne Campus in 2014. Work continues on a second phase to create spaces to better facilitate classes working with Elders, who host teaching circles on traditional medicines and knowledge. Phase two is due to be completed in 2017.
- The National Centre for Truth and Reconciliation held its official grand opening in 2016 at its new home in Chancellor’s Hall.
- The Active Living Centre established a dedicated space for Indigenous programming, available for use by Indigenous community members at no cost. It has since been used for a weekly Pow Wow Club and Spirit Fusion Yoga classes.
- The Faculty of Science Students’ Association included Indigenous design elements in the renovation of its student lounge in 2015.
- The Indigenous Student Centre received funds for a new sweat lodge and tepee, which will be used as gathering spaces and teaching tools.

## IV. BUILDING COMMUNITY

### that creates an outstanding learning and working environment

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

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

At the University of Manitoba, we believe an outstanding and learning and working environment is foundational to achieving our mission and vision. We are committed to recognizing and celebrating the contributions of all community members and the diversity of our community, particularly the role of Indigenous peoples. We encourage dialogue and inclusivity for the continuous refinement of academic, administrative, and governance programs and processes. We are dedicated to providing all students, staff and faculty learning, research and leadership support and development opportunities.

#### GOALS:

- a. *Make the University of Manitoba the institution of first choice for potential students, staff and faculty.***

Since the approval of *Taking Our Place*, the population of students, staff and faculty has risen to 39,000 (Figure 4-1). The University remains committed to expanding the pool of outstanding potential students, staff and faculty applying to the University, and to retaining the University's status as one of the Top 25 employers in Manitoba.

UM Population - Fall Term 2016	
Undergraduate Students	25,611
Graduate Students	3,700
PGMEs	676
<b>Total Students</b>	<b>29,987</b>
Academic Staff	5,378
Support Staff	3,857
<b>Total Staff</b>	<b>9,235</b>
<b>Total Students &amp; Staff</b>	<b>39,222</b>

Figure 4-1 UM Population, Fall 2016

Source: OIA

As part of this commitment, the University has made a number of changes to improve the undergraduate and graduate admissions process, including:

- Upgrading the application system, *Apply Yourself*, to improve the application experience for students; Notifying prospective students of admissions decisions earlier; and
- Coordinating undergraduate entrance scholarship offers and admission offers.

In addition to these improvements, need- and merit-based undergraduate student award programs have been enhanced to provide students with additional financial supports. As well, in an effort to grow our Indigenous student population, efforts to recruit Indigenous students were enhanced.

The University has also launched a new employee recruitment campaign, focused on actively seeking the best possible candidates. New branding, enhanced use of social media tools, attendance at job fairs and promotion of the University's desirable employment aspects are proving beneficial for recruitment purposes.

In 2017, the University of Manitoba maintained its fifth year of designation as one of Manitoba's Top Employers. Additionally, the University was recognized as one of Canada's Best Diversity Employers for 2017, the first time it has achieved this national designation.

***b. Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous people, people with disabilities, gender and sexual minorities, and racialized minorities.***

The University is working towards achieving gender balance in student, staff and faculty; to increasing the number of Indigenous students, staff and faculty; and to building a culture of inclusion so that our leadership reflects the diversity of society. Figure 4-2 provides a picture of University's employment by equity group. There is still work to be done to improve rates of employment in each equity group as we aspire to be an inclusive and diverse workplace.

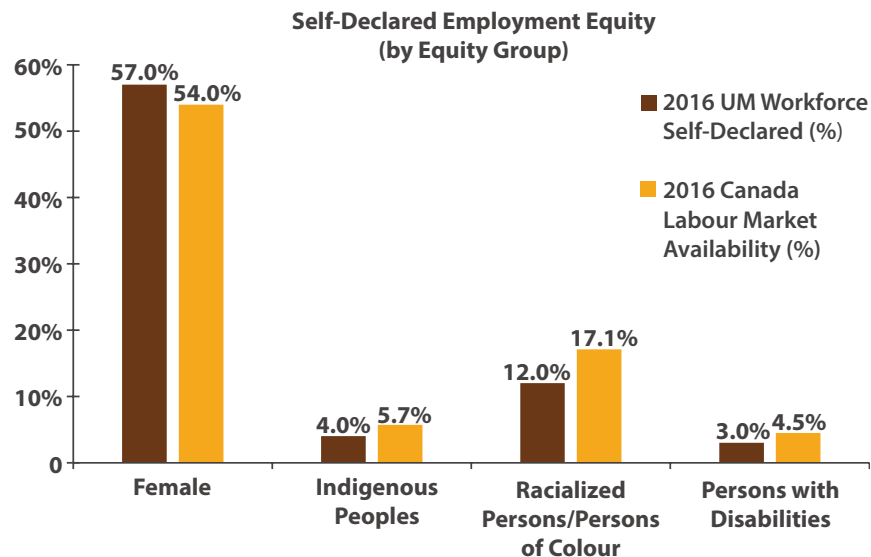


Figure 4-2 Self-Declared Employment Equity (by Equity Group)

Source: Human Resources

To build a community welcoming to those with disabilities, and in response to the Accessibility for Manitobans Act (AMA), an AMA Steering Committee was established. The Committee helped develop the University's first Accessibility Plan, which was published in late 2016. It also developed in-person and online video training materials for the AMA's customer service standard and a variety of accessibility issues.

As noted in the Priority 1 section of this report, the Strategic Enrolment Management (SEM) Plan (2013-2018) established goals to increase the numbers of Indigenous and international students enrolled at the U of M. The SEM Plan includes strategies for Indigenous outreach and recruitment and new initiatives, such as the Qualico Bridge to Success program to support incoming Indigenous students, have been implemented to support the transition and success of Indigenous student. Other initiatives that support student diversity include:

- Increased supports for international students in the areas of counselling, case management, advocacy and academic integrity;
- Increased outreach to the Muslim student community and the addition of a spiritual care coordinator to enhance the inclusivity of spiritual activities on campus;
- Increased counselling time and academic support allocated for Indigenous students at Migizii Agamik; and
- Youth-in-Care Bursaries, introduced in 2014 for students in current or past care of Child and Family Services.

Diversity in staffing has also been supported in a number of ways, including:

- A project funded through the Indigenous Initiatives Fund to develop an Indigenous employee recruitment and retention strategy. It evaluates past performance in recruiting Indigenous employees, and identifies obstacles to recruitment and employee success;
- Amended hiring processes to allow specific positions to be recruited exclusively from a particular group to increase diversity;
- Creation of a new Accessibility and Inclusion Award as part of the Awards of Excellence for support staff to recognize achievements that promote a diverse community;
- Sponsorship of and active involvement in Winnipeg's Pride Day and continued partnering with the Rainbow Resource Centre to provide LGBTTQ\* awareness training

***c. Increase student, staff and faculty satisfaction with the learning and work environment.***

The University recognizes that behaviour, amenities and the physical environment impact experience of the University as a work and learning environment. An important component of this goal is the creation of initiatives designed to promote a respectful work and learning environment. The UM recently revised its suite of policies that address behaviour, including restating its commitment to a desirable environment through the Respectful Work and Learning Environment policy.

The President's Advisory Committee on Respect has conducted surveys and consultations to identify issues of concern and prioritize steps to strengthen the community. The University community identified addressing sexual assault as a high priority. In response, a Sexual Assault and Violence Steering Committee was established, along with the creation of a new Sexual Assault Policy. A consultant has been hired to conduct a campus climate survey to inform the development of a sexual assault education and prevention strategy.

The University's Childcare Initiative has also engaged in an extensive study of needs and best practices. A new childcare facility has been announced, which will greatly expand capacity and will prioritize the needs of Indigenous students.

To improve the learning and working environment, the University has committed to enhancing common spaces, amenities and services. A number of initiatives demonstrate progress:

- The Active Living Centre opened in February 2015. The 100,000 sq. ft. facility provides 1,000 pieces of free weights and accessories, a 200 metre elevated running track, over 270 pieces of cardio, resistance and strength equipment and a 40 ft. high climbing wall;
- University Centre's multi-purpose rooms were upgraded;
- Dining Services expanded at both campuses, including: opening The Starting Block, a new healthy food outlet at the Active Living Centre; adding food carts on campus; and developing a flexible food station in University Centre that offers greater menu variety;
- Mary Speechly Hall, a co-ed residence, and University College Residences were upgraded with new carpeting, upgrades to bathrooms and improved laundry facilities;
- A new community kitchen allows residence students to prepare their own meals, especially important during the summer and holiday closure. A second community kitchen space is currently being built to help meet demand.
- University College is undergoing a multi-year window replacement project and elevator cab upgrades;
- The Bookstore, in partnership with the Copyright Office and Libraries, is promoting course packs that fall within Fair Dealing Guidelines. The Bookstore ensures compliance and creates and prints all custom course packs requested by faculty for resale on a non-profit basis;
- Parking amenities have been improved. Stage two of a three-stage parking meter replacement project has been completed to improve payment options and parking enforcement.

The University is also committed to improving workload distribution to ensure that staff can maintain a work-life balance consistent with their career objectives. To this end, a variety of leave options have been introduced to benefit employees who require flexibility in their work schedule. New options include the Vacation Purchase Plan, the Voluntary Days Off program and improvements to maternity leave provisions for faculty members.

Other initiatives to improve work-life balance include:

- The new Active Living Centre provides expanded opportunities for recreation and achieving a good work-life balance;
- The LiveWell@Work initiative, inspired by *Success Through Wellness*, combines a variety of online resources, in-person training opportunities and a week-long wellness fair;
- A Mental Health First Aid course is now available to all employees.

To support individual growth, development and success, the University wishes to ensure all faculty, staff, and students receive regular feedback. To this end, managers are trained on the importance of regular constructive feedback to employee success and satisfaction through a variety of professional development programs. Working with Audit Services, Human Resources is identifying units not regularly conducting performance reviews and encouraging them to provide feedback more often.

Progress has been made in all 67 recommendations of our campus mental health strategy, *Success Through Wellness*. These include activities designed to increase student success through addressing mental health within the academic environment; promoting help-seeking as a strategy for academic and career success; educating faculty, staff, and students about how to identify, respond to, and refer a person with mental health problems to appropriate resources; encouraging programs and activities that support a sense of community; and promoting respect, inclusion, and valuing of diversity.

***d. Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs.***

The University has expanded professional development opportunities available to faculty and staff. Learning and Organizational Development now offers almost 200 sessions annually. These include topical individual sessions, as well as formal programs such as the Supervisory Excellence Program. Significant emphasis has been put on developing leadership skills through the new UMLLP (University of Manitoba Leadership Learning Program), and through programs sponsored by the Provost's Office specifically for academic administrators.

The Student Leadership Development Program (SLDP) has been completed by over 300 undergraduate and graduate students. This program features tiered and progressive workshops that allow students to work on their leadership skills over time. The University also offers the Intercultural Development Leadership Program (IDL) through the International Centre and the Indigenous Circle of Empowerment (ICE) through the Indigenous Student Centre.

***e. Provide information technology systems that support the needs of students, staff and faculty.***

The University is committed to renewing information technology infrastructure to better support teaching, learning and research programs for students, staff and faculty.

Improvements that affect the system overall include modernization of IT infrastructure and the retirement of older technologies such as Novell and Windows XP. A project to upgrade the network has begun and unnecessarily complex operations have been simplified, such as the consolidation of back-up technologies from seven to two. Where practical, the life of core IT assets have been extended.

Actions with particular impact on researchers include upgrading network connections to the High Performance Computing Centre (HPC) to increase computing capacity, improving the primary university data centre and providing a "private cloud" service to researchers so they can create configurable computing environments within the safe and secure enterprise environment.

Microsoft 365 was provided to students starting in August 2015 so that students could have access to email, calendaring and Office applications. Other improvements that impact students include upgrading open area computer lab hardware and standardizing software suites across campus. Video streaming capacity has also been significantly improved so that the broader community can experience more live events such as convocation.

To improve service, support desks have been merged to promote a more consistent level of service for students, staff and faculty.

In addition to these accomplishments, during this reporting period a campus-wide IT Governance process was established to ensure IT investment remains aligned to the strategic direction of the University. The University Information Technology Advisory Council (UITAC) recommends information technology investments and includes representatives from key stakeholder groups including students, faculty, researchers and administration. The UITAC is supported by five committees, each of which is aligned to a key stakeholder group, ensuring broad representation from across the University for both receipt and consideration of proposals. Between January 2015 and March 2017, 161 proposals were submitted, with 121 selected for implementation.

There has also been focus on improving information security through the establishment of an Information Security and Compliance team, which completes threat risk assessments and manages security incidents. This team also leads education and awareness activities.

- f. Create a learning and work environment that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability.*

## EMPLOYMENT

The University aims to ensure that its academic community is well supported, and that an appropriate ratio of support staff to academic staff is retained. Figure 4.3 provides the composition of employees as of 2016.

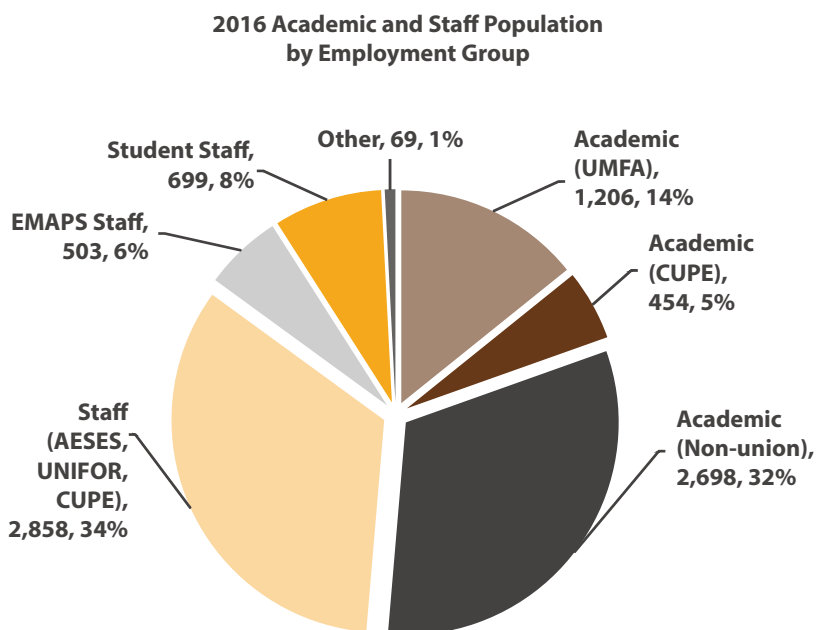


Figure 4-3 2016 Academic and Staff Population by Employment Group Source: Human Resources

The University has created voluntary programs that help encourage academic renewal and change. A one-time program, known as VERP (Voluntary Early Retirement Program) was run in 2016/17 with 97 eligible employees, 53 of whom were academic. A longer-term program, known as RAP (Retirement Allowance Program), commenced in 2017/18.

## ACCESSIBILITY

Another component of creating a successful environment for the University relates to the physical environment. The Campus Master Plan and general campus development facilitate access to facilities for those with disabilities and demonstrate leadership in social, economic and environmental sustainability.

In compliance with the *Accessibility for Manitobans Act*, and directly in support of *Taking Our Place* and the University's Accessibility Plan, the University has undertaken unit accessibility audits and an audit of the built environment in order to identify barriers to accessibility.

In response, universal design standards were adopted in December 2016, and accessibility has been integrated into the University's Sustainability Strategy 2016-2018. As well, through related planning and implementation, accessibility has been incorporated into campus planning through the Visionary (re)Generation project and the resulting master plans for the Bannatyne and Fort Garry campuses.

## MAINTENANCE

In order to improve the quality and level of maintenance of its spaces, the University has:

- Identified energy reduction partnerships such as participation in Manitoba Hydro's Power Smart Building optimization program for the Engineering and Information Technology Complex (EITC) and Max Bell Building;
- Utilized an integrated design process that considers energy optimization and renewable energy opportunities at the Churchill Marine Observatory;
- Planned for control system upgrades such as a common user interface to run on IST virtual server(s);
- Modified the district heat recovery operation to reduce overheating on warm spring afternoons;
- Upgraded HVAC (Heating, ventilation, and air conditioning) at the Parker Building in coordination with researchers;
- Reviewed snow and ice control equipment in Fall 2015. Improved equipment coincided with zero third party claims for slips and falls for the 2015/16 Winter season;
- Increased attention to critical support infrastructure such as steam plant boilers, water conservation, energy efficiency measures, and electrical re-servicing;
- An investment in the appropriate equipment has allowed caretaking to focus on the most essential tasks;
- The University continues to use APPA standards to assess progress and inform resource allocations. (APPA is the Association of Educational Facilities Managers, formerly the Association of Physical Plant Administrators).
- Significantly, consumption of electricity, natural gas and water continue to decline.

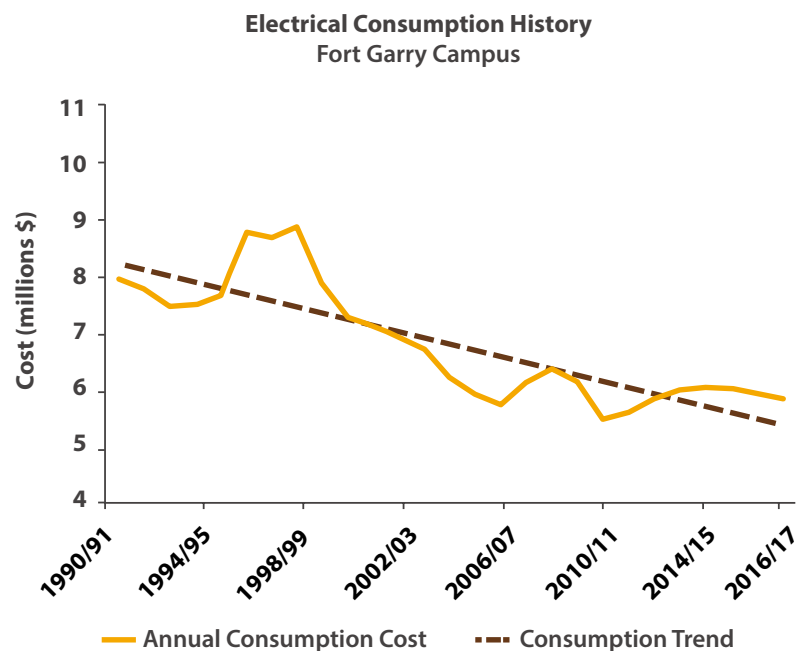


Figure 4-4 Electrical Consumption History FG Campus Source: VPAdmin



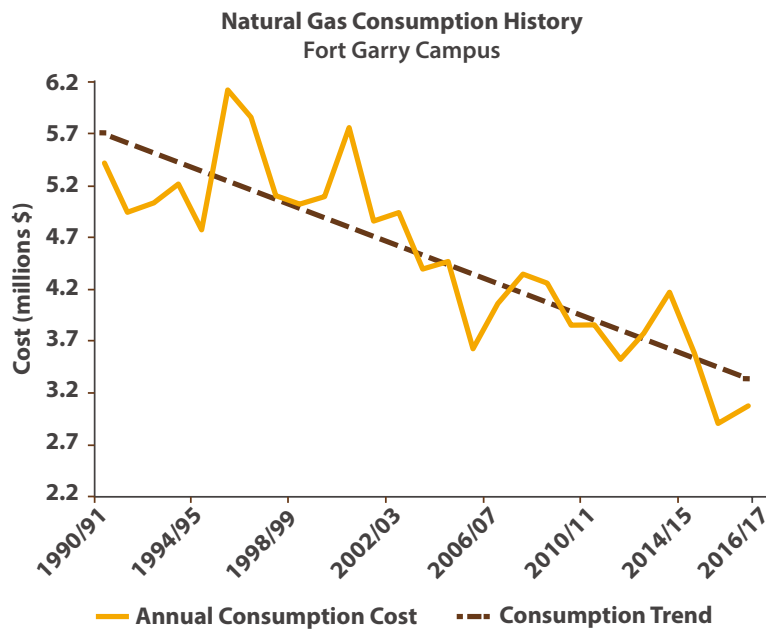


Figure 4-5 Natural Gas Consumption History FG Campus Source: VPAdmin

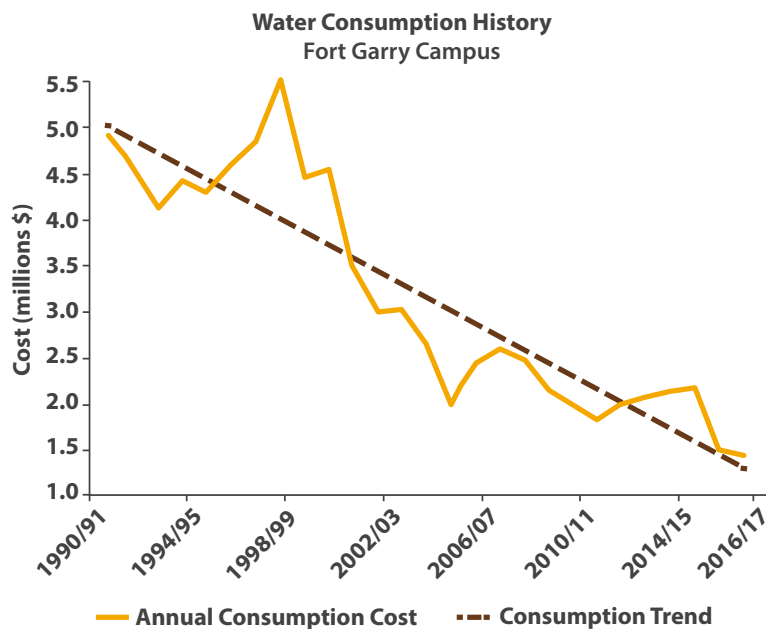


Figure 4-6 Water Consumption History FG Campus

Source: VPAdmin

The University has also placed greater emphasis on preventative maintenance, resulting in more preventative work orders between 2011/12 and 2015/16 at the Fort Garry and Bannatyne campuses. There is not a correlating decrease in corrective (emergency) maintenance due to the age of the campus but it is understood that without increased focus on preventative maintenance that the need for corrective maintenance figures would have risen.

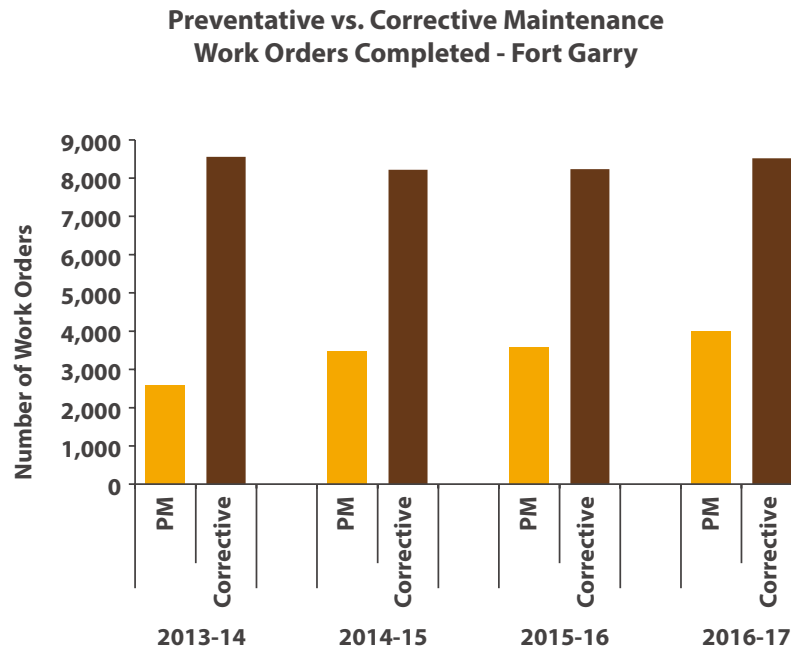


Figure 4-7 Preventative vs. Corrective Maintenance Work Orders Completed-FG Campus

Source: VPAdmin

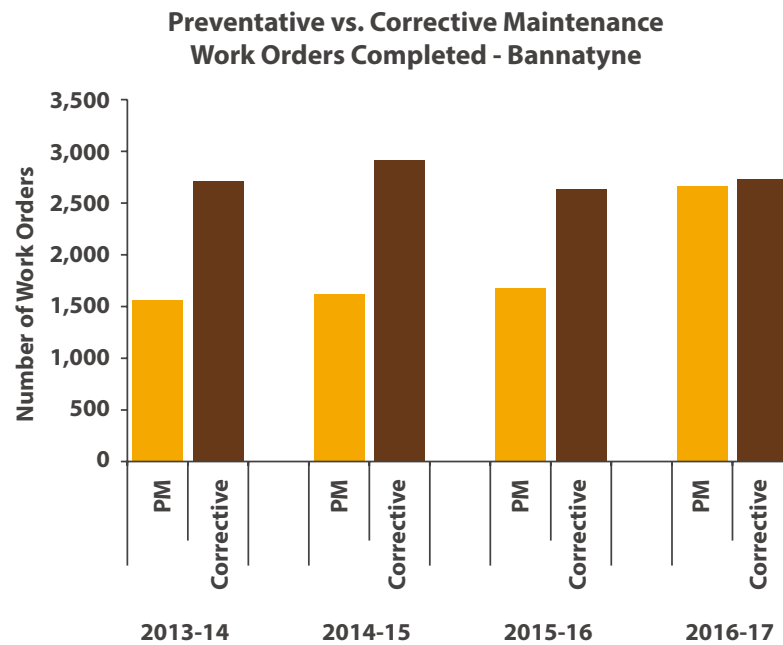


Figure 4-8 Preventative vs. Corrective Maintenance Work Orders Completed-Bannatyne

Source: VPAdmin

## **SPACE MANAGEMENT AND RENEWAL**

The University recognizes that managing space efficiently is fundamental to the effective function of University activities. Because space is limited, the U of M is committed to managing its space strategically to ensure appropriate space allocation among all units, improving space utilization and space optimization. To support these objectives, a Space Management Committee was established to approve changes in space allocation and space use at the University. Space use is monitored to identify surplus or poorly utilized facilities, resulting in space plans for more efficient and functional use of space. Surplus space is reallocated to new priority needs and creates opportunities to consolidate occupancy, providing more productive unit co-locations. The improved space utilization reduces energy use, as well as long-term maintenance and operating costs.

Renewal of spaces also plays an essential role in creating a learning and work environment that meets our needs. Classroom upgrades have been a particular focus for the University during this reporting period to ensure that teachers and learners have access to modern tools and technologies now and into the future.

A Learning Space Renewal project was also launched to consider how pedagogy, technology and space can be better integrated for a greater impact on teaching and learning in both lecture style and collaborative style spaces. Active learning spaces consider flexibility and collaborative work environments as well as changes in pedagogy to increase engagement, promote deeper participation, maximize student achievement and nurture life-changing ideas and innovation.

The Learning Space Renewal project demonstrates commitment to responsible stewardship by using sustainable materials, furniture and technology that will reduce energy use including LED lighting, low VOC paint and durable flooring solutions. Investment in mobile rather than fixed technologies, wireless as well as wired networks, and mobile furniture are other sustainable commitments undertaken in the project.

Between April 1, 2014 and March 31, 2017, 136 classrooms were renovated or were in the process of being renovated, with additional learning spaces receiving technology-only upgrades such as AV equipment replacements and improvements. The University Centre multi-purpose rooms were also renovated in 2016.

### Learning Space Renewal Projects

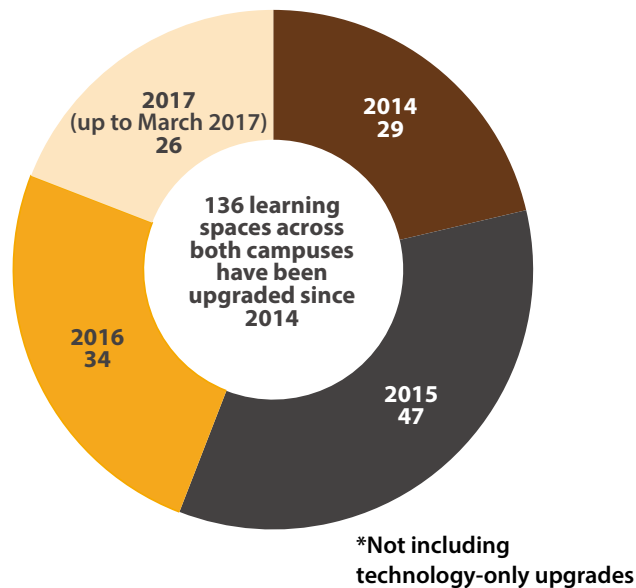


Figure 4-9 Learning Space Renewal Projects

Source: Office of Vice-President (Administration)

## SUSTAINABILITY

Meeting the goal to support environmental sustainability remains important work at the University, and in March 2016, the University's Board of Governors approved a new Sustainability Strategy.

The strategy establishes priorities, targets and initiatives in six key areas: Transportation and Accessibility, Ecology and Environment, Land Use, Resource Conservation and Efficiency, Climate, and Campus Life. The University has undertaken a number of initiatives during this report period, including:

- Launching of a Green Office Program with sustainability champions to reduce resource use and promote environmental protection in their campus workplace;
- Drafting of a Sustainable Transportation Strategy through extensive university community engagement;
- Implementation of a bike parking strategy that led to a large increase of racks due to the installation of inverted U-racks and bike lockers. By replacing some of the older, less secure racks with newer racks, the University has committed to higher quality bike parking facilities.

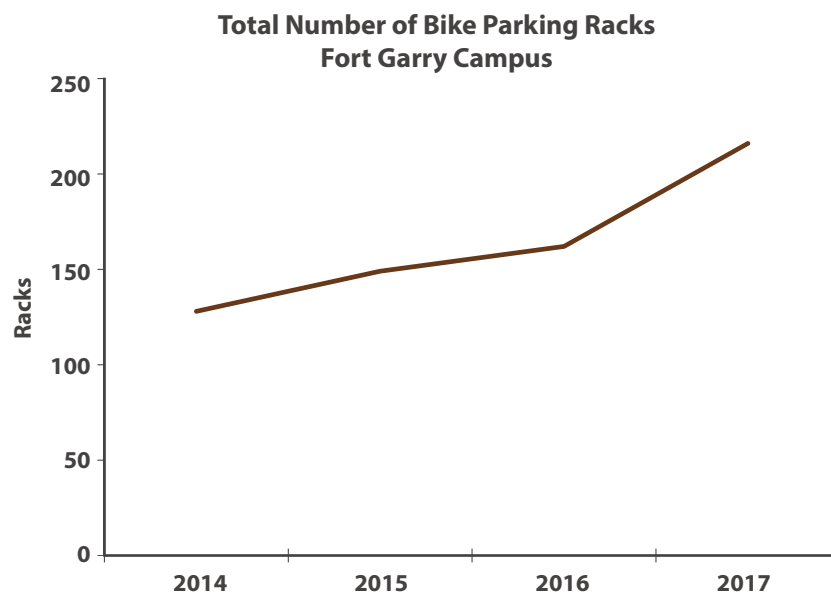


Figure 4-10 Total Number of Bike Parking Racks FG Campus

Source: Office of Vice-President (Administration)

- Collaboration with the Campus Food Strategy group to participate in the pan-Canadian Student Food Challenge event, which provides opportunities for students to design solutions to and take action on campus food system challenges;
- Building knowledge and support for sustainable lifestyles through a wide range of engagement activities including Lug-a Mug, Jack Frost Challenge, Commuter Challenge, Bike to Work Day and Jane's Walk;
- Improving waste management, leading to a 50 per cent increase in the diversion of recyclables from the waste stream following the 2015 launch of a "Put Recyclables in Their Place" campaign; and

Through partnership with students and local non-government organizations, installation of nesting boxes to improve the urban habitat for wood ducks.

A key strength of Sustainability Strategy 2016-2018 is that it advances a performance management framework using STARS (Sustainability Tracking, Assessment and Rating System) to analyze and compare performance. This transparent, self-reporting framework is used by colleges and universities across North America to enable meaningful comparisons over time and across institutions using a common set of measurements and create incentives for continual improvement toward sustainability. The University achieved a Silver STARS rating in May 2015.

### INDIGENOUS DESIGN AND PLANNING PRINCIPLES

The University has committed to making Indigenous culture, language and symbols visible throughout our campuses. As part of this commitment, Indigenous Design and Planning Principles, developed collaboratively under the guidance of an Indigenous Advisory Committee and Subcommittee, and supported by the University's Indigenous Advisory Circle, were established to guide planning and design on all University lands and campuses. The principles are to:

- Commit to Relationships and Listening
- Demonstrate Culturally Relevant Design
- Respect Mother Earth
- Foster a Sense of Belonging and Community
- Embrace a “Seven Generations” View

These principles are rooted in the concept of interdependence, where the various components of campus planning and design are not isolated, but interdependent and interconnected. Under these principles effective planning must recognize that all components of a place — such as the land, water, transportation networks, buildings, infrastructure, open spaces, and the people that inhabit it— are linked in complex ways. Each one affects the other and should be viewed holistically.

The UMSU Bike Kiosk was the first project to be completed using these principles through design and artistic elements, ceremonies conducted by Elders for tree removals and replanting, and a ground blessing. Other projects that have begun using these principles include a Permaculture Garden, Stanley Pauley Engineering Building and the Campus Daycare addition.

***g. Ensure university governance processes are meaningful, transparent, engaging and effective in advancing the University’s mission and strategic priorities.***

The University has committed to improving opportunities for participation in university governance, particularly for students, staff and faculty. A number of committees with broad representation are working on important projects, such as the Accessibility for Manitobans Act (AMA) Steering Committee and the President’s Advisory Committee on Respect.

The University has expanded its educational offerings on university governance, holding dozens of presentations for faculty and school councils as well as targeted workshops as part of new faculty orientation, the academic administrators workshop series and to groups of support staff. The goals of these educational offerings have been to acquaint members of the university community with the governance process and encourage their active engagement and participation.

An online Senate Committee interest form has been developed that allows faculty members to self-identify their interest in serving on Senate Committees and this information has been used by the Senate Committee on Nominations to fill vacancies on Senate Committees and engage new individuals in the governance process.

Online access to Senate and Board meeting materials continues to be enhanced, and the Office of the University Secretary has worked in partnership with Archives and Special Collections to digitize historical Senate and Board records to facilitate quicker responses to queries for information.

The University has also undertaken more engagement in the development of major initiatives. One example is the Behavioral Policies Review process; in addition to seeking the approval of Senate and the Board, broad consultation and engagement phases were built into projects to allow for the improvement of the final recommendations through the recommendations of, and engagement with, the university community.

***h. Develop a culture of continuous dialogue, collaboration, and consensus building to improve communication and inform institutional development within the context of stable and diminishing resources***

The University has increased consultation and consensus-building around important issues for the University community. Examples include the broad inclusion of faculty, staff and students in the Childcare Initiative, the President’s Committee on Respect, the Sexual Assault and Violence Steering Committee, the

Academic Integrity Advisory Committee, and the Travel and Expense Management Steering Committee. The Student Accessibility Procedure requires the creation of Faculty/College/School Accessibility Advisory committees and accommodation teams, specialized decision-making bodies that facilitate faculty input regarding accommodations for students with disabilities.

Efforts toward integrated planning at the University have also enhanced the connection between resource allocation and the University's academic mission and priorities. In keeping with this philosophy, the following initiatives have proceeded during this time:

- Strategic Resource Plan (SRP) submissions were revised in 2016 to promote unit level planning and provide improved opportunity for analysis of requests for strategic funding;
- A Budget and Planning Book was launched to provide an annual overview of key information used in the development of the budget. The first edition was published in October 2015;
- A Budget and Planning committee was established in 2016/17 to manage the budget development process for the University;
- A major project funding allocation work group was established to monitor the implementation of strategic investments;
- The format and presentation of budgetary and financial information was revised to improve communication and accessibility.

To further integrate planning activities at the University, a Budget Model Redesign Initiative was launched in 2016 to examine the University's current approach to resource allocation and develop a set of recommendations for a new resource management, allocation and planning process. A steering committee including representation from several faculties and administrative units worked together to advance this initiative and in March 2017, the President approved the University's new budget model and the move toward implementation.

***i. Enhance and support meaningful connections between faculties and units within the University.***

In addition to the actions described in previous sections, the University has endeavoured to include a wide cross-section of participants on key committees and projects. A renewed emphasis on approaching issues as a community, and including faculty, staff and students together in key projects, has been evident in projects such as the development of a Mental Health Strategy and the Childcare Initiative.

The formation of the Rady Faculty of Health Sciences was intended to help foster a multi-disciplinary approach to health-related issues. A complementary administrative hub approach has been established to better organize the human resource, financial management and operational management of the Faculty.

An administrative hub approach has also since been implemented for units reporting to the Vice President (Administration), with a focus on improved coordination of financial management.

## V. FORGING CONNECTIONS

### to foster high-impact community engagement

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

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

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

#### GOALS:

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

The University conducts outreach activities that reach thousands of community members every year. These include:

- The Rec and Read Mentorship Program, which trains University and community leaders to mentor high school students to deliver after-school programming for early years students in Indigenous communities;
- The WISE Kid-netic Energy program, which provides hands-on, curriculum-based workshops for youth, including young girls, to encourage careers in engineering and science;
- The Bruce D. Campbell Farm and Food Discovery Centre, which has hosted more than 30,000 visitors over the last five years to learn about our food production chain;
- The Science Rendezvous, which in 2017 welcomed over 4,500 guests to campus in order to participate in a free day of fun and discovery in engineering and science.

The University community extends across the globe with alumni, former faculty and staff members, research partners and friends in over 137 different countries. Since 2014, the University has held 22 events in 14 different cities outside of Winnipeg. These events serve to engage stakeholders in the life of the University, highlighting the work of our students and researchers and supporting our national and



international Student Recruitment efforts. Past events have taken place in Toronto, Calgary, Vancouver, San Francisco, Minneapolis, Kuala Lumpur and Hong Kong.

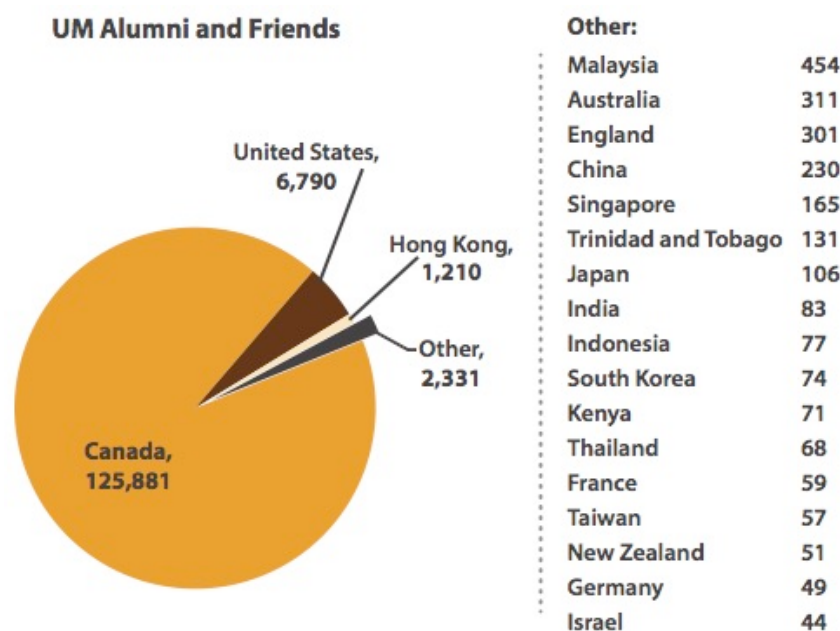


Figure 5-1 UM Alumni and Friends

Source: Office of Vice-President (External)

*UM Today The Magazine*, the University's rebranded alumni magazine launched in 2015, is also an essential line of communication, delivered to over 120,000 alumni and friends around the world. The magazine, published twice annually, highlights the University's students, researchers, faculty and staff, donors and alumni who are making an impact locally and across the world. *UM Today The Magazine* was the recipient of the 2016 Canadian Council for the Advancement of Education (CCA)E Prix d'Excellence Bronze Award in the best print magazine category and the 2017 CCAE Prix d'Excellence Gold Award in the best writing feature category. The University also supports the development and distribution of a number of faculty and college publications including St. John's College's *In Lumine*, the I.H. Asper School of Business' *Update*, and the Max Rady College of Medicine's *MB Medicine*.

The Sustainability Research in Action Program: Living Lab was launched in 2015 to support the use of the campus as laboratory to explore sustainability concepts. Faculty and students, with the support of the Office of Sustainability and community partners, provide opportunities for student experiential learning and research. In line with this program and in partnership with the Faculty of Architecture, Department of Entomology, University of Manitoba Parks Canada Campus Club and industry sponsors, the BEE / HOUSE / LAB open international design competition occurred in 2016. The initiative led to the installation of fifty bee houses, advancing research on urban bee habitat needs. The project won the prestigious 2016 Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE).

UM Today, the University's online network and primary source for news, has had approximately 5 million page views since December 2014, with 60 per cent of traffic originating outside of the University community. Each month, approximately 100 new articles are added. Additionally, UM Today network pages and alumni e-newsletters, which allow faculties and units to share more detailed news content with their own audiences, have been established. Since inception, 26 networks have been launched and the

homepages for those networks have received over 140,000 page views, and newsletter click rates have increased by more than 50 per cent with average unsubscribe rates falling by more than 66 per cent.

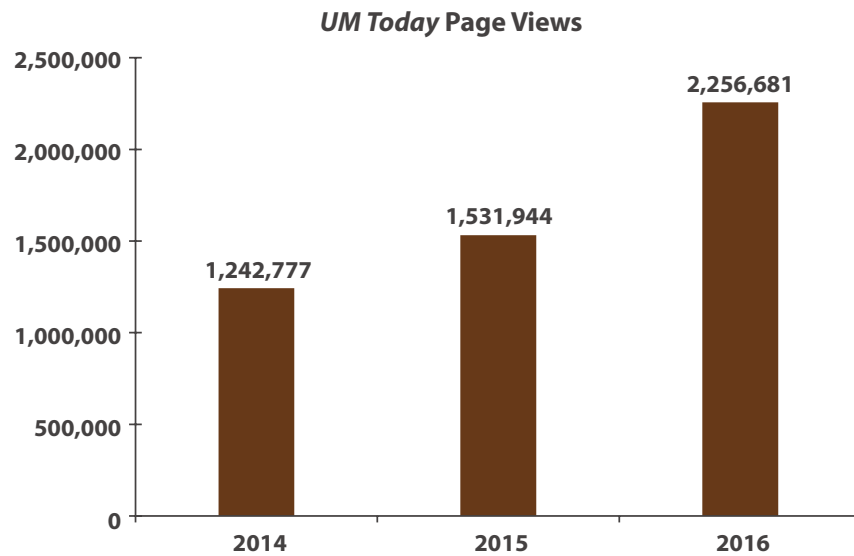


Figure 5-2 UM Today Page Views

Source: Office of Vice-President (External)

The University's social media community is one of the key connection points to stakeholders and continues to grow substantially. As of March 2017, the University's combined suite of social media channels including Facebook, Twitter, LinkedIn and Instagram has a following of over 205,000 members. Since December 2015, this marks an increase of over 200 per cent. A number of new social media initiatives have been launched including:

- The @umstudent Instagram account connects current students with services, supports and opportunities at the University. Launched in December 2015, the account now has over 2,250 followers;
- Instagram "takeovers" invite individual community members to create content for those channels;
- Student takeovers feature current students as they attend events, participate in research or travel-study opportunities; to date, the @umstudent Instagram account has hosted 35 takeovers and the #umtakeover hashtag has been used 872 times.
- Photo challenges and social media contests encourage followers to capture life on campus or share their personal student experiences — the number of contest entries in the 2016/17 academic year is over 500 and continues to increase.
- Social media campaigns by the Office of Sustainability through Instagram, Twitter and Facebook reach the university community and beyond to celebrate the University's successes, increase the knowledge of sustainability outcomes and encourage individual and community action.

Figure 5-3 below shows the University of Manitoba Social Media Subscribers:

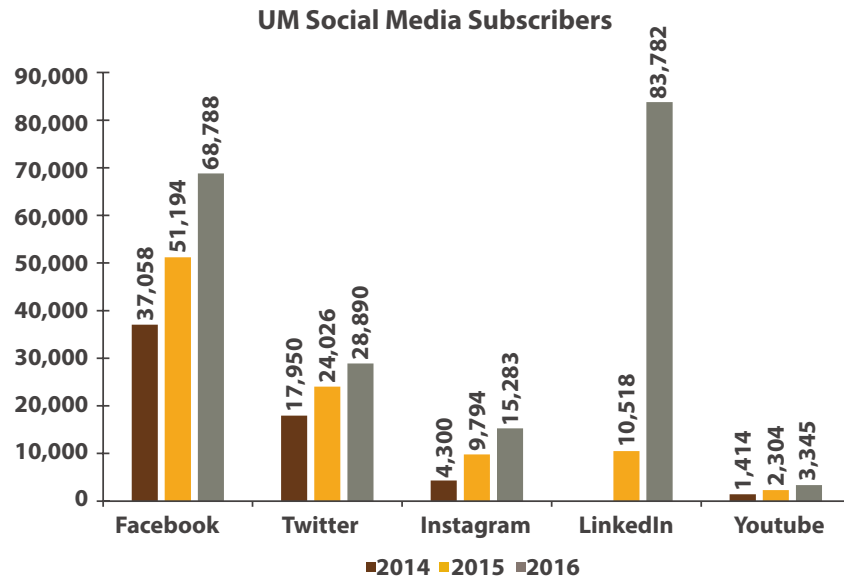


Figure 5-3 UM Social Media Subscribers

Source: Office of Vice-President (External)

The University supports the UMQueer Committee, comprising student, faculty and staff from both the Bannatyne and Fort Garry campuses. This committee works to advance LGBTTTQI community initiatives such as active participation in Manitoba Pride events, including Steinbach's inaugural Pride March in July 2016 and Winnipeg Pride initiatives.

In 2014, the University launched a refreshed format for the Distinguished Alumni Awards Celebration of Excellence. This new expanded format, now in its fourth year, has enabled the University to celebrate exceptional alumni achievements in the following categories: Professional Achievement, Lifetime Achievement, Community Service, Outstanding Young Alumni, and Service to the University of Manitoba. The Celebration of Excellence is a unique opportunity to bring together students, faculty and staff, alumni, government representatives and community members to acknowledge the achievements of award recipients. Over the past four years, we have honoured 22 outstanding alumni with the prestigious Distinguished Alumni Award and have hosted over 1,100 guests at the Celebration of Excellence.

The University also actively engages with many industry network associations including the Friends of Engineering, the Faculty of Architecture's Partners Program and the Associates and Young Associates of the I.H. Asper School of Business. These associations provide a vital link between the University and community members. Through their membership, association members support the University and its students, faculty and staff through a variety of ways including serving as guest speakers in the classroom, providing mentorship to students, and engaging their workplaces as employers for student co-op work placements.

Supporting meaningful connections also has a physical component. Building on Visionary (re)Generation is the newly released Sustainable Transportation Strategy that lays out a framework to improve internal linkages and better connect the campus with the surrounding community. It sets a stage for improvements to pedestrian and cycling opportunities, transit advocacy, car-pooling, fleet management and parking management and marks a significant step forward in the University's journey to lead by example and provide a road map for a more accessible, connected and sustainable future. The Strategy was formulated with the input of over 5,000 student, staff and faculty via surveys, workshops, and open houses over its 18-month development.

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

In 2016, the University developed a scoring model in order to provide a baseline measure of engagement and to guide the strategic direction of alumni programming. The model examines four factors of engagement:

- Event & Program Participation;
- Philanthropic Giving;
- Volunteerism; and
- Accuracy of Contact Information.

The most recent alumni engagement scores (up to March 2016) identify 100,873 alumni (46.7 per cent) as being at least “somewhat engaged” with the University. Moving forward, alumni engagement scores will be monitored on an annual basis to assess progress against engagement targets and the effectiveness of new alumni programs.

Each year, the University invites alumni to campus to celebrate Homecoming week. Over 25 events are hosted over the week, touching faculties, sports teams and other alumni groups. Since 2014, the University has hosted over 130 class reunions, assisting groups to mark their milestone reunion year in a meaningful way, and has welcomed nearly 2,000 back to campus for this special alumni celebration.

2017 marks both the University of Manitoba’s 140<sup>th</sup> anniversary and Canada’s 150<sup>th</sup> birthday. To celebrate these milestones, the University of Manitoba hosted a special U of M 140/Canada 150 winter festival on February 28, 2017. This special event was attended by thousands of students, faculty and staff, retirees, alumni and community members. The year-long celebration is supported by a UM140 website, which is regularly updated to feature the University’s rich history; as of March 31, 2017, had received over 2,500 visitors.

The University launched the Visionary Conversations series in 2014. Since then, 65 researchers and community subject matter experts have presented at 19 different Visionary Conversations events. The public discussions, which have attracted an audience of nearly 3,000 since inception, have addressed many critical issues including: “What does an accessible Manitoba look like?”; “Reconciliation: What needs to happen next?”; and “Why do we allow poverty to exist in Canada?”

The Seniors’ Alumni Learning for Life Program was launched in 2015. This lecture series provides exclusive opportunities for seniors who are 60 and over to explore new ideas, hear from professors, researchers and fellow alumni who are innovators in their field and engage in lively discussion with others who share their love of learning. To date, all four series of these sessions have sold out. There have been 29 lectures in total, with topics such as “Hidden History — Do You Really Know Winnipeg?” and “Memory and Aging: What’s Normal, What’s Not?”

The University actively engages alumni to participate in student mentorship activities. These activities provide alumni with the opportunity to share their time and professional expertise with students and to provide career advice and guidance. Annual events include the Career Compass Program, the Health Sciences Career Roundtable, the Arts Roundtable, the Faculty of Science Roundtable, U1 Career Icebreaker, 25 Mentors in 25 Days, and the Graduate Students Roundtable. Recently, the University hosted the Post-Secondary Club Living Library, an event that brought together Indigenous alumni to share stories and empower students to make decisions about their futures.

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

The University issues an average of nearly 150 media releases each year that result in stories appearing in a variety of publications across the world. Between December 2014 and March 2017, the following outlets reported on the University:

- The *New York Times* — five times;
- The *Washington Post* — 20 times;
- CBC's flagship news program, *The National* — 105 times, including a documentary showcasing the impact of NeuroBlate, a revolutionary medical technology developed by University of Manitoba alumni; and
- The *Globe and Mail* — 161 times.

The University has also developed the Communities Stories initiative to highlight the impact of student, faculty, staff and researcher-led projects locally and around the world. From anti-bullying programs in Winnipeg elementary schools led by Bison student athletes, to faculty members empowering women farmers in Nigeria, the people of the University are helping to make the world a better place one project at a time. To date, over 100 stories have been shared on the Community Stories network.

How-to videos showcasing University experts have been an extremely popular addition to the University's YouTube channel. Our short video tutorials on a variety of topics (including "How to tell the difference between ticks," "How to sing jazz," and "How to remove a wasp nest") have received over 2.5 million views from around the world.

The University engages extensively in international research collaborations, graduate student supervision, and committees reviewing grants. Partnerships exist across the globe including across North America, South America, Europe, Asia and Africa and have resulted publications of research in international refereed journals and international technology transfer events. More on this is covered under Priority 2.

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

In addition to the initiatives discussed in Priority 3, the University has conducted significant outreach to Indigenous communities through its social media and communications efforts. A new student position of Indigenous Social Media Coordinator has been added to run the @umindigenous Twitter account, conduct takeovers on other social media channels for specific Indigenous focused events, and share their perspectives as an Indigenous student at the University of Manitoba. In 2017, #UMindigenous doubled outreach and impressions over 2016 stats, and media relations efforts garnered significant print and broadcast coverage.

To promote Indigenous student self-declaration, the University conducted the #IDeclareIndigenous campaign on social media as well as *UM Today* stories and other strategic communications. The campaign encourages Indigenous student self-declaration, as well as promoting the new easy online method of self-declaration and the option to receive the new Indigenous Student Newsletter. This Newsletter has been launched to encourage Indigenous students to get the most from their University experience by sharing information on upcoming events, programs, resources, awards and employment opportunities which are specific to Métis, First Nation and Inuit students.

***e. Demonstrate the principles of inclusion, consultation and integration in finalizing a long-term vision and implementation plan for the development of the Southwood precinct.***

Planning for the use of the Southwood lands at the University is guided by the six main principles of the Visionary (re)Generation Master Plan for the Fort Garry campus. These principles aim position the campus to be:

- Connected, networking the campus and connecting to the city;
- A Destination, offering reasons to come and reasons to stay;
- Sustainable, functioning as a living lab;
- A Community built for density and designed for people;
- An example of Indigenous Design and Planning;
- Transformative in terms of research, learning, working, and living.

As part of the Visionary (re)Generation process, the Southwood lands were included in a collaborative planning process that incorporated input from a broad range of people. Numerous engagement events were held during that process, and a vision for the University's lands was discussed and developed. The Visionary (re)Generation planning process consisted of three phases of collaborative dialogue with stakeholders. The first "exploratory" phase focused on hearing input from stakeholders based on conceptual plans. Input was then incorporated into the creation of draft plan concepts. In the second "generative" phase, more detailed plan concepts were brought back to stakeholders for comment. This step was crucial in communicating feedback from the first phase, which helped shape the evolving design concepts. The third "evaluative" phase comprised sharing the final plan and communicating its content and purpose.

A variety of engagement methods were utilized throughout the Visionary (re)Generation planning process, including:

- Seven large-scale events, open houses, and community engagement fairs;
- 15 community conversations held with specific stakeholder groups;
- Five Neighbourhood Network meetings;
- Six meetings with the Planning Working Group;
- Three meetings with the Energy & Sustainability Performance Management Group;
- Two meetings with the Indigenous Advisory Committee;
- Seven meetings with the Indigenous subcommittee;
- Seven meetings with the Campus Planning & Design Committee;
- A final presentation to the Senate Planning & Priorities Committee;
- A final presentation to the University Senate; and
- A final presentation to the University Board of Governors.

These collaborative efforts and engagement events tested the Plan's directions and vision, informing its development.

***f. Ensure the University is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests.***

The University hosts tours of our campuses' recreation, research, arts and music spaces for government representatives and community organizations in order to convey the importance of the University's role in the community. Some recent examples include:

- Hosting the Honourable Janice Filmon, Lieutenant Governor of Manitoba, Mayor Brian Bowman and The Honourable Kirsty Duncan, Minister of Science, at Migizii Agamik to discuss the University's leadership in Indigenous achievement;
- Conducting a tour of the Richardson Centre for Functional Foods and Nutraceuticals for the Honourable Bill Morneau, Minister of Finance, to demonstrate the impact of the University's agricultural research on the agricultural industry and in driving innovation and economic prosperity in Manitoba and Canada; and
- Hosting the Honourable Rochelle Squires, Minister of Sport, Culture and Heritage, and Sarah Guillemard, MLA, Fort Richmond for a tour of the Taché Arts Project and the Active Living Centre to highlight the University's role as a recreation and arts hub for the province, as well as a host site for national and international events.

The University offers a wide range of opportunities for community members to connect with our community. For example:

- The Winnipeg International Storytelling Festival, a citywide event organized by the Arthur V. Mauro Centre for Peace and Justice, hosts up to 10,000 individuals every year through performances, workshops, a school program and public events around the art of storytelling.
- Multiple lecture series, including the Seniors' Alumni Learning for Life Program, Visionary Conversations and the Robert and Elizabeth Knight Distinguished Visiting Lecture, invite community members to campus in order to engage in learning on a wide variety of subjects.
- Past Knight Distinguished Visitors include Senator Murray Sinclair, Chief Commissioner of the Truth and Reconciliation Commission, and Dr. Neil Degrasse Tyson, renowned astrophysicist and author.

The University's mobile application (app) and online campus maps were updated in 2016 to be more robust in delivering maps, transit and other campus content to the community. The app has been downloaded almost 35,000 times since December 2014 and has delivered nearly 1.5 million screen views. This app easily allows a visitor to know where they are on campus, and highlights key facilities and spaces, in addition to providing customized information including grades and schedules to students.

The University's annual Open House hosted more than 3,300 prospective students and parents in 2017. This one-day event, targeted to students in Grades 10 to 12, provides information on programs and services and opportunities for one-on-one meetings with staff, faculty members and current students. Prospective students have the opportunity to attend lectures and presentations, take a campus tour, and view the University's state-of-the-art athletic facilities. Other outreach activities for prospective students and their families include the University's presence at the Rotary and Brandon Career Symposiums and Head Start, a pre-orientation event for incoming students and parents attracting approximately 1,000 attendees each year.

The University is also proud to promote and support Jane's Walk, an international movement committed to bringing communities together through free, locally-organized walking tours. Organized by the Office of Sustainability and open to all community members, the 2017 event theme was **There to Now — Celebrating 140 Years of the University of Manitoba**.

Since 2014, registrations for the Mini U Program have grown by 21.4 per cent, reaching more than 15,000 annually. Through the Mini U Program, children have the opportunity to engage in leadership development, special interest programs such as robotics and architecture, and to improve their skills through various sport-focused programs. From September through June, Mini U's offerings include swimming programs, school programs and programs for homeschool children. Mini U has reached into the heart of our community and been recognized for its outreach in running special programs and events for victims of flood affected areas and newcomers to Canada (see Figure 5-4).

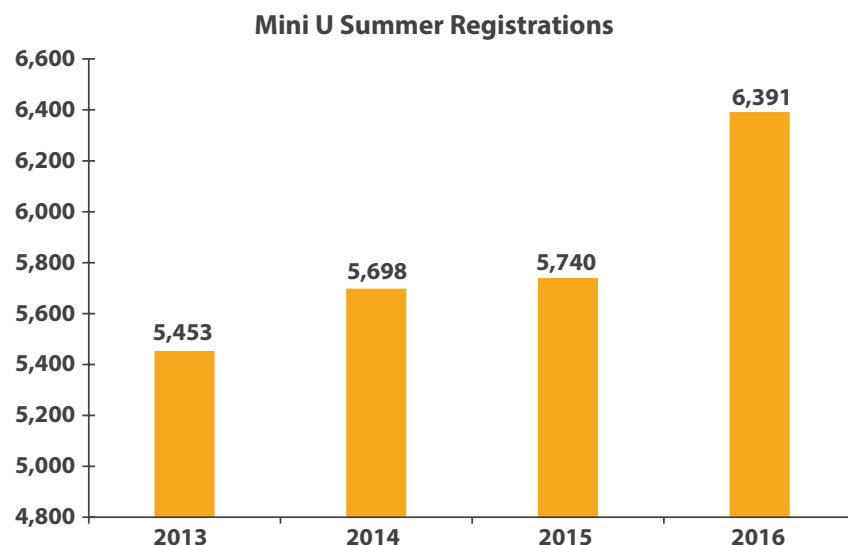


Figure 5-4 Mini U Summer Registrations

Source: Office of Vice-President (External)

The University offers community access to some of Manitoba's best sport and recreation facilities. Since the opening of the state-of-the-art Active Living Centre in 2015, community memberships have increased by 37 per cent. The 100,000 square-foot Centre anchors the sport and recreation facilities on the southwest corner of the Fort Garry campus and boasts a bright glass exterior, open-concept space that houses an impressive inventory of cardio, free weight and resistance training options. Facility membership, recreation program options and sports leagues are offered to community members throughout the year (see Figure 5-5).

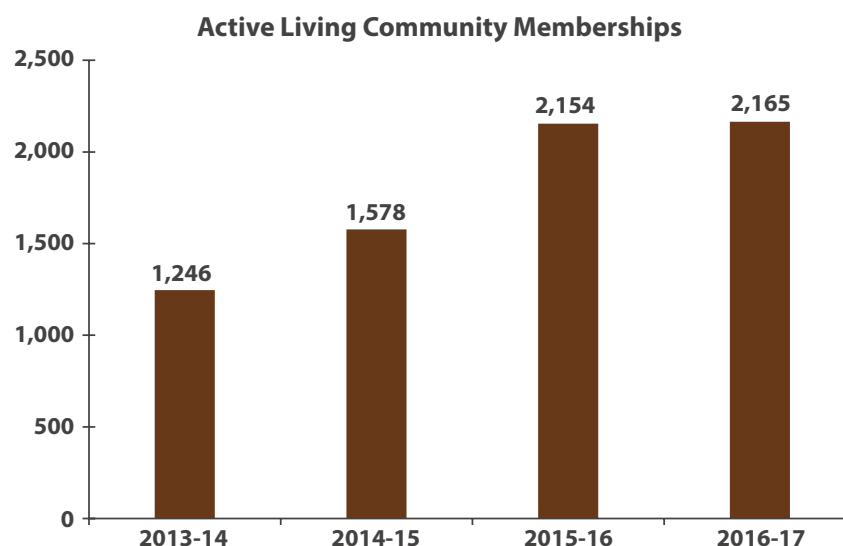


Figure 5-5 Active Living Community Memberships

Source: Office of Vice-President (External)



Among the elite university sport programs in Canada, Bison Sports hosts more than 80 home sport events each season, attracting over 30,000 sports fans to campus every year to cheer on the “herd.” To date, the University’s Bisons teams have won 42 national championships across 13 teams in nine different sports, with the most recent national victory by women’s volleyball team in 2014. Bisons student-athletes also make an impact beyond sports through the student-led University of Manitoba Athletic Council (UMAC). Student-athletes lead and participate in community outreach programs such as Bisons Against Bullying and Bison Book Buddies, and volunteer for various community programs including Siloam Mission.

The University’s creative and performing arts also play an active role building a culturally vibrant community on campus. This cultural hub brings together artists, musicians, and performers and audiences from the University community and the public who are engaged in these arts activities. The School of Art houses the third largest gallery space in Manitoba and presents 7-10 exhibits every year. Each exhibit is celebrated with an opening and guest lecture that provides an opportunity for deeper engagement with the artist.

The newly open John J. Conklin Theatre in Taché Hall is home to the Black Hole Theatre as well as other productions. Since its opening in 2016, this active theatre has presented 144 shows featuring more than 800 artists to an audience of nearly 8,000 people. Each year, the Desautels Faculty of Music hosts dozens of public performances. In 2016/17, the University welcomed audiences as large 2,000 with 20 performances by over 1,200 musicians.

***g. Build a culture of advancement and philanthropy across the University community.***

2017 marks the 30<sup>th</sup> anniversary of the University’s student endowment fee program. Since inception, students from 11 faculties, schools and colleges have contributed over \$50 million in support of their fellow students and student experience initiatives. Through this program, student leaders in participating units hold a vote for the student body within their faculty, school or college to determine a student endowment fee amount which is calculated on a per student, per term of study basis and which project(s) funds raised will support. Many choose to support projects within their faculty, school or college, but students have also chosen to support University-wide student services such as the Campus Food Bank. Student leaders are recognized for their work in promoting philanthropy to the student population at an annual reception, hosted by the President and Vice-Chancellor, where they are presented with a plaque of recognition to be displayed in their faculty, school or college.

Each year, the Faculty, Staff and Retirees Campaign encourages the University’s internal community to make philanthropic gifts to advance key projects and initiatives. Campaign ambassadors within participating faculties, schools, colleges and administrative units organize events and other initiatives to celebrate giving back to the University. Since December 2014, over \$4.5 million has been raised through the Faculty, Staff and Retirees Campaign.

The University has also partnered with the University of Manitoba Retirees’ Association (UMRA) to promote philanthropy to its membership. UMRA has established several student awards funded by gifts from its members and actively promoted within the large and active community of University retirees.

Each year, the University conducts activities in recognition of National Philanthropy Day, an international day of celebration that serves to recognize the impact of philanthropy in communities. This event provides a unique opportunity for the University to highlight the student awards and programs, space enhancements and research projects that have been supported by donors. Past activities include:

- A thank you booth invited students, faculty and staff to take a photo and write a personal message to donors, thanking them for their support of specific projects at the University;

- Gold tag day placed gift tags on the equipment, furniture and spaces made possible through donor support, providing a visual representation of donor impact to students, faculty, staff and other campus visitors; and
- Instagram challenges where followers locate specific spaces supported by donors and share their personal perspectives on the impact of that space on students.

The University has conducted many learning sessions for deans, directors and unit heads in to help build understanding of advancement and philanthropy. In order to prepare for the launch of the Front and Centre campaign, the Vice-President (External) and Associate Vice-President (External) hosted monthly meetings for deans where relevant topics in philanthropy were discussed and campaign updates were provided. Additionally, notable subject matter experts have been hosted on campus to conduct professional development sessions including Lorna Somers, Vice-President of McMaster University Foundation and Senior Campaign Director for the University, and Andy Shaindlin, Vice-President, GG&A.

***h. Tell the story of the University, engage alumni and community partners, and secure funds through philanthropy and government support.***

The University's Front and Centre campaign was publicly launched in October 2015 with an ambitious goal of raising \$500 million — the largest philanthropic campaign in Manitoba's history. The campaign identifies five priority areas for philanthropic investment:

- Indigenous Achievement
- Graduate Student Support
- Research Excellence
- Outstanding Student Experience
- Places and Spaces

The launch of the Front and Centre campaign took place at the halftime show of a Winnipeg Blue Bombers football game on the University's Homecoming weekend. The event, featured a number of dancers and performers, as well as remarks from Dr. Israel Idonije, Bison Football alumnus and Honorary Degree recipient. The event was recognized with the 2016 CCAE Prix d'Excellence Gold Award in the best development event category and 2017 CASE District VIII Silver Award in the best special event category.

As of March 31, 2017, the University raised \$430,804,377 towards the \$500 million campaign goal. The University has secured gifts from 27,483 donors to the Front and Centre campaign — 22,952 of which are alumni of the University. Since December 2014, the University has conducted 2,906 face-to-face meetings with over 1,500 potential donors and the Front and Centre website has received over 35,000 unique visitors. In addition, the University is in continued discussions with the Province of Manitoba regarding a \$150 million commitment to the Front and Centre campaign (see Figure 5-6).

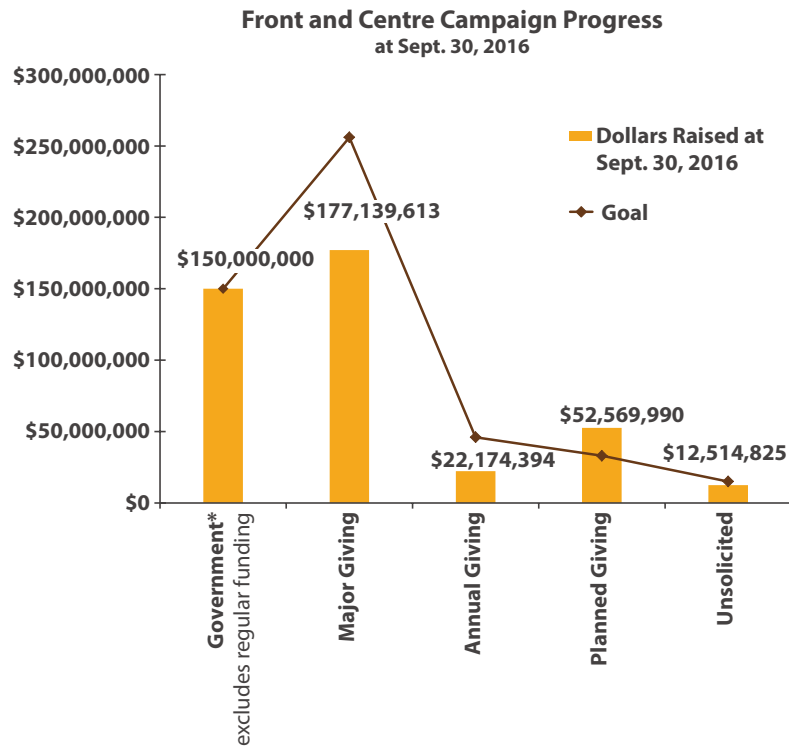


Figure 5-6 Front and Centre Campaign Progress at Sept.30, 2016

Source: Office of Vice-President (External)

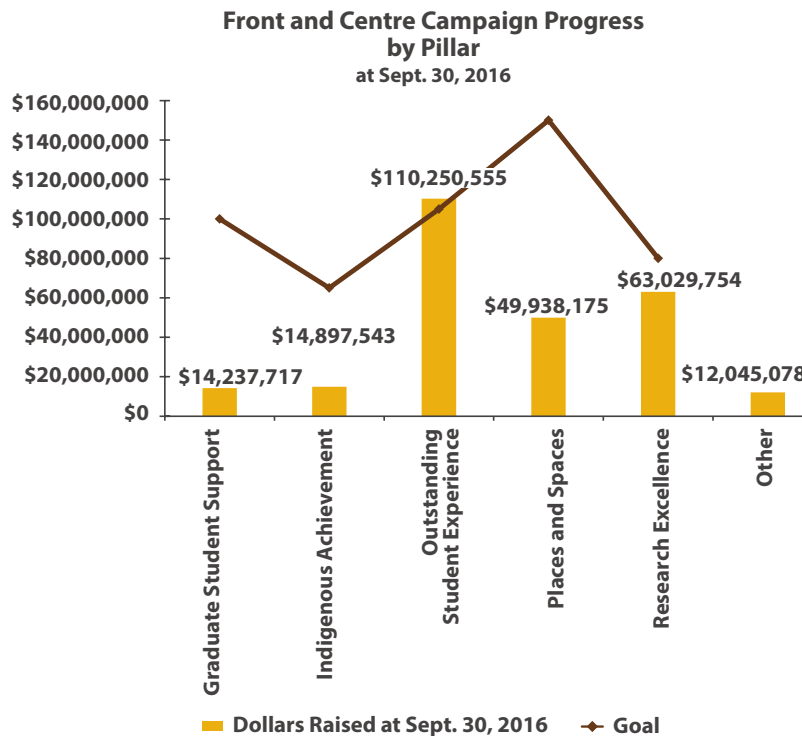


Figure 5-7 Front and Centre Campaign Progress by Pillar at Sept.30, 2016

Source: Office of Vice-President (External)

Figure 5-8 represents the goals and achievements to date on an annual basis and a cumulative basis. We are currently tracking ahead of the projections made by KCI in the feasibility study for the campaign.

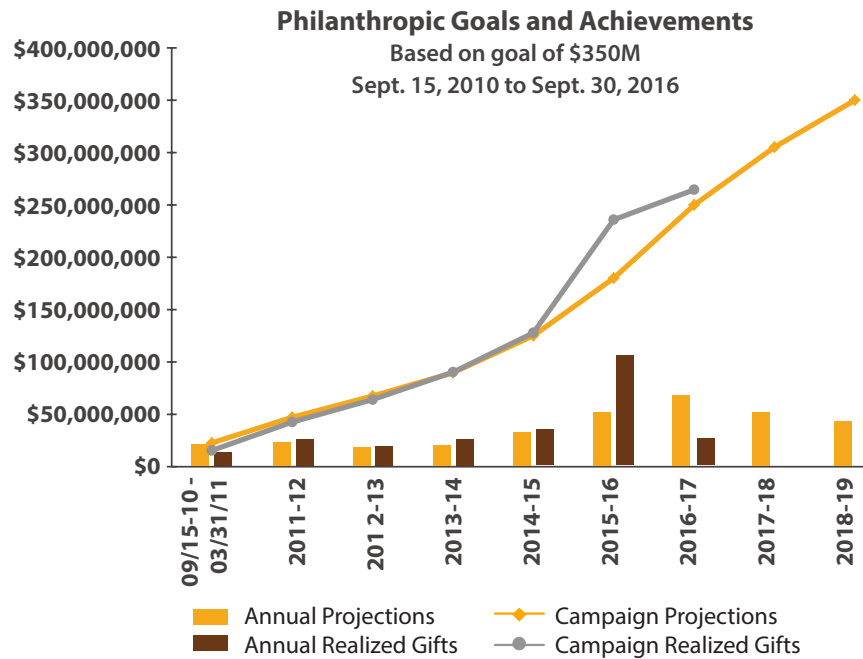


Figure 5-8 Philanthropic Goals and Achievements

Source: Office of Vice-President (External)

The funds raised for the Front and Centre campaign to date have been directed to projects across the entire University community, touching every faculty and key institutional priority. To date, funds raised through the Front and Centre campaign have resulted in:

- 568 student prizes, bursaries, scholarships and fellowships approved by Senate;
- 11 new endowed Research Chairs;
- Seven new endowed Professorships; and
- 29 new space constructions and existing space enhancements.

During the Front and Centre Campaign, 74 Funds and Programs were supported through gifts to the Indigenous Achievement Pillar totalling \$8,925,197.28. Other specific examples of the campaign's support include:

- New construction and renovations across both campuses, including the new Active Living Centre, the Stanley Pauley Engineering Building, the Taché Arts Complex and Music Addition, UMSU University Centre, and many other spaces.
- A scholarship for LGBT students in the Faculty of Engineering to foster academic excellence among a group of students not usually considered part of the mainstream engineering community. This scholarship, supported by a gift \$30,000 gift from Jeff Kushner [B.A./1982, B.Sc.(M.E.)/1987] and his partner, Randall McGinnis, is the first of its kind in Canada and received national media coverage in the *Globe and Mail*.

- Investment to support classroom and laboratory upgrades across the University's campuses, from modernizing classrooms in the Tier Building to outfitting the Respiratory Therapy Laboratory with the latest in technology and equipment. The project, supported by a \$10-million donation from the Richardson Foundation, will positively impact thousands of students, faculty and researchers on both campuses.
- The University received the largest philanthropic gift in its history of \$30-million from Ernest Rady [B.Comm./1958, LL.B./1962, LL.D./2015] and Evelyn Rady [B.A./1960, B.S.W./1961, M.S.W./1967], through the Rady Family Foundation, to support the Faculty of Health Sciences. This transformative gift will support teaching, students, and research in the faculty, which has since been named the Rady Faculty of Health Sciences. This announcement event for this gift was recognized with the 2017 CCAE Prix d'Excellence Gold Award in the best development event category.
- The University of Manitoba Students' Union announced its gift of \$15.9 million on behalf of undergraduate students to support the revitalization of student spaces, increase childcare options on campus, double undergraduate research opportunity, and increase the number of scholarships and bursaries for Indigenous students.
- Gerry Price [B.Sc.(M.E.)/1970, M.Sc./1972, LL.D./2017], on behalf of the Price family and Price Industries, made a gift of \$1.25 million in support of the Faculty of Engineering. This investment will fund the construction of the new Engineering Innovation and Prototype Centre, provide entrance and undergraduate scholarships, and support ENGAP students, a program that provides students of Aboriginal ancestry with access to University leading to graduating with a Bachelor of Science Degree in Engineering.
- Richard Morantz [B.Comm.(Hons.)/1981] and Sheree Walder Morantz [B.A./1980, LL.B./1984] invested \$5 million to establish the Richard Morantz and Sheree Walder Morantz Chair in Business Ethics at the I.H. Asper School of Business. This significant gift will bolster the University's ability to provide all business graduates with a strong foundation in ethical decision-making.
- The Joyce Family Foundation made a gift of \$1 million to support the University's Youth-in-Care Tuition Grants, a program which provides youth who are either currently or who have been in care of Manitoba Child and Family Services the opportunity to access post-secondary education.
- Qualico made an investment of \$1 million to establish the Qualico Bridge to Success, a program designed to ease the transition of Indigenous students into post-secondary education at the University. The program will involve one-day summer camps before the start of the fall Term, Neechiwaken Indigenous Peer Mentor Program, social events and academic enhancements such as a learning cohort and tutoring.
- Great-West Life, Investors Group and Power Corporation of Canada invested \$12 million to establish the Institute for Leadership Development, a new teaching and research institute committed to developing leaders across all disciplines of study. \$2 million of this investment will come from personal contributions from past and current leaders among the three companies. In addition to the institute, this investment will also establish a Chair in Leadership Education, a Chair in Leadership Research, and the President's Student Leadership Program.
- Bell MTS has made a \$500,000 investment to establish the Bell MTS Innovations in Agriculture Program at the Faculty of Agricultural and Food Sciences. The program will provide students with the opportunity to develop projects using Internet of Things (IoT) technologies for agri-food and bio-resource applications.

## VI. CONCLUSION

The University has made meaningful progress from January 2015 to March 2017 in all five of the strategic priorities articulated in *Taking Our Place*. Though a report of this kind cannot cover all of the work being undertaken, evaluating and reflecting upon the activities at this point can provide guidance for the remaining time leading up to 2020.

In assessing our progress to date, we can recognize our areas of success and areas in which additional time and resources may be needed to see further progress over the duration of the strategic plan.

This information will facilitate more focused engagement with the broader University community, Senate and the Board of Governors about *Taking Our Place* and promote discussion about future opportunities and directions for the University of Manitoba.

A final report will follow the conclusion of the plan in 2020.