

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

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DRAFT

**Letter from the President**

*To come at conclusion of process*

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## Introduction

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

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

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

At the same time, it now shares this excellence in education with students from around the world, and actively seeks to engage as part of the interconnected international community, through research partnerships, student and academic exchanges and the pursuit of solutions to challenges faced globally. The University of Manitoba offers a broad range of programs, many of which are unique within the province. This is particularly true in the case of professional programs. The University of Manitoba is the only university in the province providing degree programs in disciplines including Architecture, Dentistry, Engineering, Law, Medicine, Medical Rehabilitation and Pharmacy, and also is responsible for awarding the majority of degrees in other professional disciplines including Education, Nursing and Social Work. In addition, as Manitoba's only research (medical-doctoral) university, the University of Manitoba's role within the provincial post-secondary system is defined by the extent of its provision of graduate education and its extensive research enterprise. The University dominates the Manitoba research landscape and ranks among Canada's most research-intensive universities, with world-class faculty who connect their expertise to local, national and international needs and provide students with a uniquely enriched educational experience. Over \$1.8 billion in annual economic activity in the province is attributable to the University of Manitoba, making it one of the most important contributors to the province's prosperity.

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

## Planning Context

In 2009, the University of Manitoba's Senate and Board of Governors approved, for the purposes of planning, the *Strategic Planning Framework 2009 – 2014* that was intended to guide the major decisions to be made over the ensuing five years. While recognizing the breadth and depth of the University's capacity, it identified areas where it was thought that the allocation of focused effort and resources would allow for the greatest progress in pursuing the University's vision and mission. An October 2013 report on progress under the *Strategic Planning*

*Framework* ([http://umanitoba.ca/admin/vp\\_academic/media/October\\_2013\\_status\\_UPDATED\\_Feb\\_2014.pdf](http://umanitoba.ca/admin/vp_academic/media/October_2013_status_UPDATED_Feb_2014.pdf)) identified much progress attained to that point, including almost \$32 million in funding reallocated in support of framework priorities. It also acknowledged there were some improvements that would need to be incorporated in the new plan, such as addressing in greater detail the University's commitment to teaching, research, scholarship and creative works, and the depth of the work required to make meaningful improvements to the University's institutional infrastructure and organizational structures. It also has become clear that the University's commitment to providing an exceptional student experience, rather than being pigeonholed as a discrete set of activities, must be integrated within all of the University's programs and services.

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

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

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

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

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

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

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

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

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

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

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

*Technology:* Faculty, staff and students alike emphasized the increasingly important role that technology is playing in society in general and in the University's learning and work environment in particular. At the same time, the complexity of using technology and social media as an enabler of learning was identified as a challenge

requiring additional support and guidance. In addition, it was acknowledged that more robust technology infrastructure will be required to support the University's teaching and research programs.

*Indigenous student success:* A great strength of the University of Manitoba is the diversity of its student body, particularly its growing population of First Nations, Metis and Inuit students. There is a shared view among faculty, staff and students that one of the key elements to enhancing Indigenous student success is the availability of academic and student supports that are relevant, culturally affirming and innovative. Many discussions took place at Indigenous-focused consultation sessions about the need to decolonize the University to better support Indigenous students and faculty by offering more Indigenous-based curricula, supporting more community-based research, and increasing awareness about the contributions of Indigenous peoples. Another suggestion was that the University can play an important role in enhancing early Indigenous student success by engaging with the pre-university student population through K-12 outreach and mentoring programs. Participants, Indigenous students in particular, spoke about the need for more Indigenous academics and staff on campus. Equally important was the need for engaged and active Indigenous alumni who can serve as role models and mentors.

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

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

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

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

## Acknowledgement, Mission, Vision and Values

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

### Acknowledgement

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

The University of Manitoba is committed to a renewed relationship with First Nations, Metis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

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

### Mission

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

### Vision

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

### Values

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

Academic Freedom  
Equity and Diversity  
Innovation  
Respect

Accountability  
Excellence  
Integrity  
Sustainability



## Strategic Priorities

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

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

For each priority area, examples of the metrics that will be used to monitor our progress are provided in the Implementation section. These examples are consistent with a series of metrics that have been used to monitor progress on the *Strategic Planning Framework 2009-2014*, and will be used as a starting point in developing a more complete set of metrics for assessment purposes, including baseline data and targets where possible.

### 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 appropriate to our mission and size and that equip our undergraduate and graduate students to be 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 adequately support an appropriate range of academic programs for Manitoba’s research university in the context of stable or diminishing resources.

#### Supporting Actions

- i. Establish Faculty program sustainability plans and develop a process for determining and ensuring program sustainability across the University.
- ii. Incorporate adequate support for students as part of program sustainability plans.

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| <p>b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university.</p>                                  | <ul style="list-style-type: none"> <li>i. Increase the number of Indigenous and graduate students as a percentage of the total student population.</li> <li>ii. Monitor the number of international students as a percentage of the total student population.</li> </ul>  |
| <p>c. Provide students with flexible learning opportunities in a variety of delivery modes that make the best use of available classroom and online learning technologies and resources.</p> | <ul style="list-style-type: none"> <li>i. Increase wireless technological capability, the number of smart classrooms, the number of blended courses and programs, and the number of courses using learning management systems.</li> </ul>   |
| <p>d. Ensure students are able to complete their programs and reduce time to completion.</p>   | <ul style="list-style-type: none"> <li>i. Increase financial support for undergraduate and graduate students.</li> <li>ii. Review program regulations to remove barriers to timely student progress.</li> <li>iii. Increase first- to second-year undergraduate retention.</li> </ul>   |
| <p>e. Increase opportunities for experiential learning.</p>  | <ul style="list-style-type: none"> <li>i. Increase opportunities for community service-learning, co-operative education, undergraduate research, and student exchanges.</li> </ul>  |
| <p>f. Expect, recognize, promote and reward high quality teaching.</p>   | <ul style="list-style-type: none"> <li>i. Establish teaching chairs.</li> <li>ii. Review Faculty/School tenure and promotion guidelines to ensure teaching is properly recognized.</li> <li>iii. Increase the number of academic staff members completing the Teaching and Learning Certificate.</li> </ul>   |
| <p>g. Enhance student mobility.</p>  | <ul style="list-style-type: none"> <li>i. Increase the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations.</li> <li>ii. Establish university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples.</li> </ul> |
| <p>h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.</p>  | <ul style="list-style-type: none"> <li>i. Identify options to ensure that Indigenous content is included in academic programs.</li> </ul>   |

- i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities.
- j. Ensure students have the information required to understand the goals and anticipated outcomes of our programs.

- i. Develop *bona fide* academic requirements for programs not subject to external accreditation.
- ii. Develop essential skills and abilities requirements for programs subject to external accreditation.
- i. Establish educational goals and anticipated outcomes for all programs.

## II. Driving Discovery through research excellence

The University of Manitoba – Manitoba’s research university – has a tradition of research excellence spanning over 135 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 both fundamental and applied research.

Over the next five years, we will champion research excellence and increase our position within the top fifteen research-intensive universities in Canada. Our broad research directions will continue to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. By identifying and investing in thematic areas of research, we will address the most pressing issues facing Indigenous peoples, other Canadians and global citizens, 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.

### **Thematic Research Areas:**

1. Arctic System Science and Technology
2. Culture and Creative Works
3. High Performance Materials, Structures and Processes
4. Human Rights and Social Justice
5. Integrative Research in Health and Well-Being
6. Safe, Healthy, Just and Sustainable Food Systems
7. Sustainable Water Management Systems

### **Signature Research Areas of Excellence:**

1. Arctic System Science and Climate Change
2. Immunity, Inflammation and Infectious Disease
3. Population and Global Health

## Goals

## Supporting Actions

a. Enhance the University's research, scholarly works and creative activities in all areas.	i. Establish at the unit level, discipline-specific measurements of research, scholarly works and creative activities and mechanisms for annual reporting on these measurements.
b. Foster meaningful and sustained collaborative research and scholarship within the institution and with provincial, Canadian and global partners.	i. Enhance the role of research institutes, centres and groups in facilitating collaborative research. ii. Explore the possibility of offering jointly-authored, multi-disciplinary, graduate theses.
c. Broaden and deepen the University's research funding base.	i. Enhance support to researchers at the unit level in developing competitive research proposals to funding agencies.
d. Provide education and training opportunities for graduate students that recognize their diverse career paths.	i. Provide discipline-specific opportunities for graduate students to explore diverse career paths.
e. Invest strategically to grow emerging and enhance existing areas of research and scholarly strength, in the context of stable or diminishing resources.	i. Develop plans to invest internal and external institutional capacity-building resources in identified "signature" and "thematic" areas.
f. Foster the inclusion of Indigenous perspectives in research, scholarly works and creative activities.	i. Establish a development grants program to seed community-based research in partnership with First Nations, Metis and Inuit communities.
g. Advance Indigenous research and scholarship.	i. Establish a multi-disciplinary research centre focusing on treaty, Metis and Aboriginal rights, including the right of self-determination for Indigenous peoples.
h. Enhance our national and international research recognition.	i. Encourage researchers and scholars to publish and showcase their work in high-impact journals, presses and exhibitions. ii. Enhance collaborative research and scholarship with select institutions of global standing. iii. Nominate researchers and scholars for national and international awards and celebrate accomplishments internally and externally.

**III. Creating Pathways  
to Indigenous achievement**

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

By incorporating Indigenous world views 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. As Manitoba’s research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Metis and Inuit K-12 students to better support academic success, building a more prosperous and fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Metis and Inuit communities.

<b>Goals</b>	<b>Supporting Actions</b>
<p>a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.</p>	<p>i. Widen opportunities for students, faculty and staff to learn about Indigenous world views (e.g., through courses/new curricula, service-learning, research projects, workshops, lectures, events, etc.).</p>
<p>b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.</p>	<p>i. Increase undergraduate and graduate Indigenous enrolment as a percentage of the total student population.            ii. Increase first to second year retention rates and graduation rates for Indigenous students.            iii. Close the gap between Indigenous and non-Indigenous students in retention and graduation rates.</p>
<p>c. Foster K-12 Indigenous student participation in post-secondary education.</p>	<p>i. Increase community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies.            ii. Establish new and further develop existing pre-university programming and activities for Indigenous youth.            iii. Explore collaborative opportunities with the K-12 system.</p>

d. Enhance the University’s research capacity on issues of importance to Indigenous peoples and populations.	i. Lead the further development of the national centre for research on truth and reconciliation.
e. Strengthen global connections with Indigenous peoples and programming around the world.	i. Increase the number of Indigenous faculty and students engaged internationally in Indigenous scholars networks. ii. Expand service-learning and community-based research opportunities with global Indigenous communities.
f. Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners.	i. Establish an Indigenous leader awards program to recognize and celebrate Indigenous achievement.
g. Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces).	i. Increase the number of Indigenous faculty and staff as a percentage of the University’s employee population. ii. Make First Nations, Metis and Inuit arts, cultures, and languages more visible throughout our campuses.

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

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

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

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

**Goals**

**Supporting Actions**

a. Make the University of Manitoba the institution of first choice for potential students, staff and faculty.	i. Expand the pool of outstanding potential students, staff and faculty applying to the University of Manitoba. ii. Retain the University of Manitoba’s status as one of the Top 25 employers in Manitoba.
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- b. Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to gender balance and Indigenous participation.
  - i. Work toward appropriate student, staff and faculty gender balance in all academic programs.
  - ii. Increase the number of Indigenous students, staff and faculty.
  - iii. Increase the number of women and Indigenous people in leadership positions.
  
- c. Increase student, staff and faculty satisfaction with the learning and work environment.
  - ii. Implement regular performance reviews and workload discussions for both staff and faculty.
  - iii. Improve workload distribution to ensure staff are able to maintain an appropriate work-life balance consistent with their career objectives.
  - iv. Pursue best practices for provision of childcare and healthy living options for students, staff and faculty.
  - v. Enhance common spaces and services to better meet the needs of the university community.
  - vi. Create initiatives designed to promote a respectful work and learning environment.
  
- d. Develop a culture of leadership among our students, staff and faculty through leadership development programs.
  - i. Enhance professional development, leadership and growth opportunities for students, staff and faculty.
  
- e. Create a learning and work environment that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability.
  - i. Balance staff and faculty levels to meet academic and administrative requirements.
  - ii. Ensure Campus Master Plans and campus development provides access to facilities for those with disabilities, demonstrates leadership in social, economic and environmental sustainability, and supports a growing learning and research enterprise.
  - iii. Make Indigenous culture, language and symbols visible throughout our campuses.
  
- f. Provide information technology systems that support the needs of students, staff and faculty.
  - i. Continue to renew information technology infrastructure to better support teaching, learning and research programs.
  
- g. Ensure University governance processes are meaningful, transparent, engaging and effective in advancing the University's mission and strategic priorities.
  - i. Improve opportunities for participation in University governance, particularly for students, staff and junior faculty.
- h. Develop a culture of continuous

dialogue, collaboration, and consensus building to inform institutional development within the context of stable or diminishing resources.

- i. Develop robust processes for input from students, staff and faculty in the development of new administrative programs and systems.
- ii. Better link planning and resource allocation in the support of the University’s academic mission and priorities.

**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 respect the reality that we don’t simply serve our communities, we engage with them. Our relationships with our 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 aligning our research and teaching activities to meet local and global needs in a collaborative way, and to developing and fostering relationships that enable the University and our alumni, donors, and partners to have a direct and positive impact on people’s lives.

**Goals**

**Supporting Actions**

<p>a. Establish, strengthen and support meaningful connections between the University of Manitoba community and key stakeholders.</p> <p>b. Foster a dynamic relationship between alumni and the University of Manitoba.</p>	<ul style="list-style-type: none"> <li>i. Create an inventory of the University’s existing engagement with its communities based on its academic, research and service mission.</li> <li>ii. Increase engagement between the University and its communities, connected to the institution’s academic, research and service mission, via a comprehensive university-wide community engagement framework.</li> <li>iii. Increase opportunities for faculty, staff and students to participate in outreach programs.</li> </ul> <ul style="list-style-type: none"> <li>i. Increase percentage of alumni who participate in U of M activities and initiatives, including student recruitment, mentoring, career transition and continuing interactions with the University; alumni forums; affinity programs; lifelong learning; UM’s international activities; events, awards and Convocation.</li> </ul>
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| <p>c. Be an internationally engaged university with local relevance and global impact.</p>   | <ul style="list-style-type: none"> <li>i. Focus UM membership efforts in networks and associations that advance our core values and enhance our global reputation.</li> <li>ii. Align international partnership efforts with provincial and national government priorities, targeted at synergies, innovation, mutual learning and growth.</li> <li>iii. Leverage UM connections with ethno-cultural communities</li> <li>iv. in Manitoba and worldwide, within the context of stable or diminishing resources.</li> <li>v. Celebrate and promote the impact of UM partnership in communities around the world.</li> </ul> |
| <p>d. Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings.</p>  | <ul style="list-style-type: none"> <li>i. Establish strategic approaches and initiatives designed to further the growth of partnerships between the University of Manitoba and Indigenous communities.</li> </ul>  |
| <p>e. Demonstrate the principles of inclusion, consultation and integration in finalizing a long-term vision and implementation plan for the development of the Southwood precinct.</p>  | <ul style="list-style-type: none"> <li>i. Provide comprehensive, thorough and effective opportunities for the community to engage in the planning process for the development of the Southwood precinct, in a manner that promotes its integration with the surrounding community.</li> </ul>  |
| <p>f. Ensure the University of Manitoba is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests.</p>                       | <ul style="list-style-type: none"> <li>i. Increase the diversity of outreach programs throughout the spectrum of communities the University serves (prospective students, alumni, Indigenous people, youth, etc.) that can be accessed by faculty, staff and students.</li> <li>ii. Promote the University of Manitoba as an opportunity for community members to develop their knowledge and skills, and pursue their interests.</li> </ul>   |
| <p>i. Build a culture of advancement and philanthropy across the University community.</p>   | <ul style="list-style-type: none"> <li>i. Increase the number of students, staff, faculty and Board of Governors members making philanthropic donations to the University of Manitoba.</li> </ul>  |
| <p>g. Tell the story of the University of Manitoba, engage alumni and community partners, and secure funds through philanthropy and government support to build better futures for our students, staff, faculty and community.</p> | <ul style="list-style-type: none"> <li>i. Develop and execute a \$500 million comprehensive campaign that engages students, faculty, staff, Board of Governors members, alumni, friends, and governments in the goal of advancing the University.</li> </ul>   |

## Implementation

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

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

### Integration

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

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

### Measurement and Reporting

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

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

A series of metrics has been developed however, that has been used to monitor progress on the *Strategic Planning Framework 2009-2014* and will serve as a starting point as a measurement framework for *Taking our*

#### *Related operational plans and reports (partial)*

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

*Place.* Selected examples of these metrics are listed below. In some instances, such as metrics that support the University's Strategic Enrolment Management (SEM) plan, baseline data and targets already have been established. For those metrics where baseline data and targets do not yet exist, it will be an early requirement that they are developed.

To this end and in collaboration with the Office of Institutional Analysis, an updated set of metrics that speaks more completely to the goals and supporting actions for each of the priorities in the Plan will be developed, including the collection of baseline data for those metrics where these data do not currently exist. Starting in 2015/16, the University will report annually to the Board of Governors and Senate on this new set of metrics, and share this report with the University of Manitoba community.

### ***Selected Example Metrics***

#### **Inspiring Minds** *through* innovative and quality teaching

- Indigenous students, international students, and graduate students as a percentage of total enrolment
- Undergraduate graduation rate after six years, MA graduation rate after five years, and PhD graduation rate after 9 years
- Amount of undergraduate and graduate financial support
- Number of smart classrooms
- Number of experiential learning opportunities

#### **Driving Discovery** *through* research excellence

- Total Research Revenues
- Research dollars per faculty member
- Success rates in Tri-Council Operating Grant Competitions
- Graduate Full Time Equivalent (FTE) students per total tenured and tenure stream academic staff
- Sponsored research (grants) income per tenured and tenure stream staff
- Ratio of Research Master's to Doctoral cohorts

#### **Creating Pathways** *to* Indigenous achievement

- Indigenous students as a percentage of total enrolment
- Five-year trend of self-declared Indigenous undergraduate and graduate enrolment
- Graduation and retention rates of Indigenous undergraduate students compared to all students
- Number of opportunities for students, faculty and staff to learn about Indigenous world views
- Number of new outreach and engagement activities for Indigenous youth

#### **Building Community** *that* creates an outstanding learning and working environment

- Results for the University of Manitoba from the National Survey of Baccalaureate Graduates five years after graduation
- Number of full-time equivalent (FTE) support staff per FTE academic staff
- Percentage of expenditures for administrative costs
- Number of Indigenous employees as a percentage of the total university workforce
- Percentage of staff and faculty making philanthropic donations to University of Manitoba

**Forging Connections** to foster high impact community engagement

- Total philanthropic giving
- Cost per dollar raised (expenditures v. revenue)
- Increase in alumni participation rate in fundraising
- Level of alumni engagement in the community

**Conclusion**

*To come at conclusion of consultation process*

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## **Appendix**

### **Strategic Planning Committee 2014**

Chair: Joanne Keselman, Vice-President (Academic) and Provost

Vice-Chair: Digvir Jayas, Vice-President (Research and International)

#### **From the Board of Governors (BOG)**

Patricia Bovey, BOG Chair

Michael Robertson, BOG Vice-Chair

Monika Wetzel, Graduate Students' Association President (2013/14); Laura Rempel, Graduate Students' Association President (2014/15)

#### **From Senate**

John Anderson, Professor and Head of Computer Science, Faculty of Science

Jonathan Beddoes, Professor of Mechanical Engineering and Dean, Faculty of Engineering

Joanne Embree, Professor of Medical Microbiology, Faculty of Medicine

Gordon Fitzell, Associate Professor, Marcel A. Desautels Faculty of Music

Jeffery Taylor, Professor of History and Dean, Faculty of Arts

Al Turnbull, University of Manitoba Students' Union President

#### **From the President**

Ovide Mercredi, Senior Advisor to the University of Manitoba

#### **From Faculty at large**

Annemieke Farenhorst, Professor of Soil Science, Faculty of Agricultural and Food Sciences

Sandy Hershcovis, Associate Professor and Head, Business Administration, I.H. Asper School of Business

Feiyue Wang, Professor of Environment and Geography, Clayton H. Riddell Faculty of Environment, Earth and Resources

David Watt, Associate Professor, English, Film and Theatre, Faculty of Arts

Roberta Woodgate, Professor, Faculty of Nursing

#### **From Support Staff**

Brendan Hughes, Executive Director, Student Engagement

Sam Vagianos, Business Manager, Dentistry

Deborah Young, Executive Lead, Indigenous Achievement

#### **Ex Officio (non-voting)**

John Kearsy, Vice-President (External)

Paul Kochan, Vice-President (Administration)

#### **Resource (non-voting)**

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

Thelma Lussier, Executive Director, Office of Institutional Analysis

Kerry McQuarrie Smith, Director, Office of the President

#### **Assistant to the Committee**

Kathleen Legris, Academic Analyst, Provost's Office