PREAMBLE

The following paragraphs establish the context and function of the Faculty of Kinesiology and Recreation Management’s (FKRM) five year Strategic Plan.

THE FACULTY OF KINESIOLOGY AND RECREATION MANAGEMENT

The mission of the FKRM is to create, translate, and mobilize knowledge related to physical activity, human movement, sport, and leisure through undergraduate and graduate education, research and scholarship, university sport, and recreation programming. Operationally, FKRM is referred to as an integrated faculty because its mandate extends beyond the delivery of academic mandate to encompass sport and recreation programs. Resource management for all activities is centralized through the Dean’s Office.

FKRM supports:

1. Undergraduate and Graduate Programs;
2. research activities of FKRM’s academic faculty (and the University more broadly) through the Health, Leisure and Human Performance Research Institute (HLHPRI);
3. University of Manitoba’s participation in Canadian Interuniversity Sport through Bison Sports;
4. physical recreation, sport programs and facilities;
5. the provision of athletic therapy services through the Bison Athletic Therapy Centre.

BACKGROUND

In November 2015, University of Manitoba’s Board of Governors approved Taking Our Place: University of Manitoba Strategic Plan 2015-2020 as a planning framework (as endorsed by Senate in November 2015).

This ambitious framework identifies five major priorities that will guide the University of Manitoba’s decision making through 2020. These priorities are:

1. Inspiring Minds: through quality teaching and innovation;
2. Driving Discovery and Insight: through excellence in research, scholarly work and other creative activities;
3. Creating Pathways to Indigenous achievement;
4. Building Community: that creates an outstanding learning and working environment;
5. Forging Connections: to foster high impact community engagement.

FKRM’s Strategic Plan builds directly onto these institutional priorities and goals. While it is an ambitious plan, the document is not intended to be completely prescriptive nor binding. Some goals may prove to be unattainable within the timeframe. As well, the document is not intended to be restrictive. Opportunities may arise within the timeframe that will allow us to define goals that are not presently articulated in this document.
HOW THE PLAN WILL BE OPERATIONALIZED

FKRM’s Strategic Plan aligns its mission and vision with University of Manitoba’s priorities. The Strategic Plan describes a series of goals and supporting actions that provide direction for all of FKRM’s diverse activities. It is a reference document for annual program planning and evaluation, along with resource management. The executive leaders of FKRM will use this document extensively when developing their annual operational plans. These plans will make explicit references to the priorities, goals and supporting actions of the Strategic Plan. Associate Deans and Directors will assign priority, time frames, resources, accountabilities and performance indicators to the objectives and supporting actions in their annual plans. FKRM Faculty Council will be provided with an opportunity to provide input on these plans.

HOW THE PLAN WAS GENERATED

In the fall of 2014, the Dean struck the FKRM Strategic Planning Steering Committee to shepherd the strategic planning process. The Committee met once prior to the launch of the process. The formal engagement of FKRM members with the strategic planning process began on September 30, 2014. Academic faculty and staff in leadership roles congregated at the Winnipeg Rowing Club and spent the morning on the water experiencing and embodying teamwork. The afternoon session focused the group’s attention on the mission, vision and values of FKRM. Following this retreat, the Steering Committee began to meet regularly. They incorporated the input from the retreat and reshaped FKRM’s mission, vision and values. By the middle of fall 2014, the Committee began working with a draft version of the university’s Strategic Planning Framework to identify supporting actions that would advance the various mandates of FKRM while simultaneously supporting the broader priorities of the university. This was an effective strategy because it structured the way we reflected on current activities and also provided parameters to consider future activities. In early 2015, the Steering Committee identified internal and external stakeholder groups whose input was considered valuable to the development of the plan. A series of focus groups were coordinated and facilitated by members of the Steering Committee. Data gathered from these focus groups were interpreted and incorporated into the draft strategic planning document. The Steering Committee met on May 4, 2015 to edit and revise the draft document which was presented to FKRM Faculty Council on May 7, 2015.

OUR COMMITMENT TO THE COMMUNITY

The Faculty of Kinesiology and Recreation Management strives to achieve its mission and vision while respecting and celebrating the diversity of our students (past, present and future), faculty (past, present and future), staff (past, present and future), and community (past, present and future). To be successful, we will deliver accessible programs, services, facilities and employment opportunity that address the diversity of our society.
ACKNOWLEDGMENT

The University of Manitoba campuses and FKRM programs are located on the original lands of the Anishinaabeg, Cree, Oji-Cree, Dakota and Dene Peoples and on the homeland of the Metis nation. At this time of national reconciliation, FKRM enthusiastically embraces University of Manitoba’s commitment to a renewed relationship and dialogue with First Nations, Metis and Inuit peoples. Inspired by the Truth and Reconciliation Commission’s calls to action, FKRM commits to working with Indigenous community Elders, leaders, key stakeholders and the Office of Indigenous Achievement to reclaim the transformative potential of physical activity, human movement, sport, recreation and leisure as understood through the distinct cultural lens of Manitoba’s Indigenous peoples. Through its efforts, FKRM is recognized by Indigenous peoples in Manitoba and across Canada as an ally in support of Indigenous health and wellness.

THE FKRM STRATEGIC PLANNING STEERING COMMITTEE INCLUDES:

- Christina Thiessen
- Christine Van Winkle
- Curt Warkentin
- Heather McRae
- Jay Gamey
- Jonathan Singer
- Kirby Schepp
- Moss Norman
- Patricia Dickieson
- Phillip Gardiner
- Roxanne Scarth
- Tracey Nyczai
- Ulla Liljegren
- Glenda Kramer

Thank you to all of the internal and external stakeholders who participated in the consultation process.
MISSION, VISION AND VALUES

MISSION

The mission of the Faculty of Kinesiology and Recreation Management is to create, translate and mobilize knowledge related to physical activity, human movement, sport, and leisure through undergraduate and graduate education, research and scholarship, university sport and recreation programming.

VISION

The FKRM will be among the leading integrated faculties of kinesiology, physical education and recreation management in Canada through innovative teaching and learning, a commitment to transformative research and scholarship, and community engagement in the fields of physical activity, human movement, sport and leisure.

• This commitment will contribute to healthier and more active societies from the local to international level;

• The FKRM will thrive as a multidisciplinary faculty;

• The FKRM will advance knowledge related to physical activity, human movement, sport and leisure that ranges from basic to applied science, biological and physical science to social sciences and humanities;

• The faculty will also advance the understanding of physical activity, human movement, sport and leisure by engaging the community through intercollegiate sport and recreation programming that is informed by scholarly evidence;

• The faculty will optimize its’ resources across units through strategic integration and strategic management practices.

VALUES

- Excellence
- Academic Freedom
- Respect
- Accountability
- Sustainability
- Teamwork
- Perseverance
- Diversity

- Integration
- Innovation
- Collegiality
- Integrity
- Leadership
- Accessibility
- Compassion
- Giving
1. **Inspiring Minds: Through Quality Teaching and Innovation**

Research informs our teaching and pedagogy and similarly our teaching and pedagogy informs our research. Our Undergraduate and Graduate students experience outstanding educational programs that are consistent with our faculty mission to discover, translate and mobilize knowledge related to physical activity, human movement, sport, and leisure.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>FKRM SUPPORTING ACTIONS</th>
</tr>
</thead>
</table>
| a. Maintain and sufficiently support academic programs that promote our strengths in kinesiology, athletic therapy, physical education and recreation management and community development | i. Define sustainability for FKRM programs  
ii. Review the sustainability of academic programs  
iii. When appropriate, align degree programs with potential professional accreditations and certificates  
iv. Implement curriculum review and curriculum mapping cycles for both undergraduate and graduate degree programs  
v. Employ succession management methodologies to ensure program sustainability  
vi. Benchmark faculty workloads  
vii. Define optimal student support by academic program  
viii. Ensure that articulations between Active Living, Bison Sports and Academic Programs are sustained and enhanced  
ix. Advocate for professional opportunities for graduates |
| b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba’s research university. | i. Define FKRM SEM (Strategic Enrollment Management) plan for recruiting and retaining Indigenous undergraduate and graduate students and link goals and actions with the broader SEM Indigenous Student Success Plan  
ii. Define FKRM SEM plan for international students  
iii. Define FKRM SEM plan for students of all abilities |
| 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. | i. Audit current delivery modes for FKRM curricula
ii. Define optimal use of flexible learning opportunities
iii. Implement a plan to optimize the use of flexible learning opportunities
iv. Develop a plan for FKRM to generate revenue through online courses |
|---|---|
| d. Ensure students are able to complete their programs and reduce time to completion. | i. Ensure optimal levels of support for undergraduate and graduate students from FKRM Student Support Services
- Work collaboratively with the Indigenous Student Center and ACCESS Programs to strengthen supports for Indigenous students
ii. Identify barriers unique to FRKM that may impact time to completion
iii. Participate actively in the UM review and assessment of University 1 |
| e. Increase opportunities for experiential learning. | i. Conduct an audit of current experiential learning opportunities and maintain a list of these opportunities
ii. Review, support and augment current experiential learning opportunities
iii. Implement a strategy to enhance opportunities for undergraduate students to learn in research, clinical and community environments
iv. Implement a strategy to consistently inform students of the availability of experiential learning opportunities within FKRM degree programs |
| f. Expect, recognize, promote and reward high quality and innovative teaching. | i. Define explicit expectations for teaching performance in Annual Review
ii. Define explicit expectations for successful teaching in Tenure and Promotion Policies and Procedures
iii. Formalize mentorship for new academic hires
iv. Promote participation in CATL workshops for Assistant Professors |
| v. Introduce additional categories for teaching excellence awards |
| vi. Formalize orientation for sessional instructors |
| vii. Provide formal evaluations for all types of instructors |
| viii. Introduce teaching awards for sessional instructors |

| g. Enhance student mobility. |
| i. Continue to use Letters of Permission as a mechanism to help students complete their programs |
| ii. Develop a database of on-line courses from other institutions that FKRM students can access |
| iii. Enhance relationships with other faculties |
| iv. Work with ACCESS and Aboriginal Focus Programs (Extended Education) to liaise with the Manitoba Aboriginal Education Directorate, Manitoba First Nations Education Research Council (MFNERC) and northern school divisions to provide learning experiences / courses / programs in Indigenous communities as requested |

| h. Ensure every student graduates with a basic understanding of the importance and contribution of Indigenous peoples in Manitoba and Canada. |
| i. Ensure the Curriculum Review Committee strengthens accessibility and support for current FKRM courses that expose students to Indigenous perspectives and identify opportunities to indigenize courses, curriculum and learning outcomes |
| ii. Utilize the course list developed by the Office of Indigenous Achievement to identify relevant cross-listed course options that will increase opportunities for students to learn about Indigenous issues and worldviews |
| iii. Support FKRM faculty and staff to enroll in professional development workshops that raise awareness of Indigenous issues and foster culturally relevant professional practices |

| i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities. |
| i. Annually reinforce the UM policies and procedures on accommodation |
| ii. Develop bona fide academic requirements for all programs |
iii. Reinforce the principles and processes of accommodation at Academic Council annually

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

i. Establish education goals and anticipated outcomes for all programs through Curriculum Review and bona fide academic requirements

ii. Publish goals and anticipated outcomes for all program

iii. Review the goals and anticipated outcomes of our programs annually at Academic Council Meetings

iv. Establish goals/ objectives related to the number of student advisor contacts during the year

v. Host annual program/meetings for students and instructors with the explicit purpose of reviewing the program goals and anticipated outcomes
2. **Driving Discovery and Insight: Through Excellence in Research**

Through its research enterprise, FKRM will contribute new knowledge in the areas of physical activity, human movement, and sport and leisure that will benefit the health and well-being of society in the 21st century. With basic science, knowledge translation (mobilization) and program development and delivery, FKRM researchers will be innovative and pursue excellence. Targeted funding, mentoring and collaborations will support the recruitment and retention of innovative and excellent researchers.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>FKRM SUPPORTING ACTIONS</th>
</tr>
</thead>
</table>
| a. Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities that advance knowledge of society’s physical activity, human movement, sport and leisure. | i. Support the alignment of FKRM research enterprise with the University’s central research themes including culture and creative works, fundamental research, human rights and social justice, integrative research in health and well-being  
ii. Identify, define and support areas of research excellence, within the context of FKRM and university research plans  
iii. Optimize faculty resources to ensure all faculty members receive in-house support for research, scholarly work and creative activities that are consistent with FKRM’s Mission and Vision  
iv. Seek funding and support for research chairs and professorships to develop and lead research areas  
v. Establish a succession plan for faculty recruitments with the aim of developing strong research cohorts within FKRM while ensuring that FKRM teaching needs can be met |
| b. Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners. Foster meaningful and sustained collaborations. | i. Nurture existing (and build new) articulations with other academic units/ institutes/ centres at the University  
ii. Review the function and sustainability of the HLHPRI and the purpose of the FKRM Endowment Fund  
iii. Review all current and past international partners / explore possible new international collaborations  
v. Create institutional mechanisms to strengthen research in tourism/ recreation and leisure |
| c. Provide education and training opportunities for graduate students that recognize their diverse career paths. | i. Continue developing and strengthening existing FKRM Graduate Programs  
ii. Support the Applied Health Sciences PhD Program |
|---|---|
| d. Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities. | i. Support of the Indigenous Community Scholar  
ii. Ensure Indigenous scholars and community member positions are included in key decision-making bodies in FKRM, including the HLHPRI Advisory Board and FKRM Academic Advisory Board  
iii. Ensure regular presentations in HLHPRI seminar series address Indigenous topics |
| e. Advance Indigenous research and scholarship related to physical activity, human movement, sport and leisure. | i. Support faculty and staff who choose to work in these areas or on UM initiatives  
ii. Increase FKRM’s research capacity in support of the Truth and Reconciliation’s Call to Action |
| f. Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities. | i. Define our current national and international impact, establish goals to enhance national and international impact  
ii. Provide mentorship to new and mid-career faculty that will support them in their efforts to establish an international scholarly profile |
3. Creating Pathways to Indigenous Achievement

Across all program areas the FKRM will support the University of Manitoba’s commitment to Indigenous achievement. Many issues pertaining to indigenous achievement have been incorporated into the other points.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>FKRM SUPPORTING ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.</td>
<td>i. Increase cross-campus partnerships and support meaningful connections with Indigenous communities and stakeholders</td>
</tr>
<tr>
<td></td>
<td>ii. Create communication strategy to increase awareness among FKRM students and staff of UM Indigenous Achievement activities and to promote FKRM Indigenous Achievement initiatives to larger campus community</td>
</tr>
<tr>
<td></td>
<td>iii. Promote Bison Sports, Recreation Services and Active Living programs to Indigenous students and staff on campus and Indigenous community members</td>
</tr>
<tr>
<td></td>
<td>• Develop a plan to increase participation of Indigenous students within Campus Intramurals</td>
</tr>
<tr>
<td></td>
<td>• Develop a plan to enhance cultural programming within Recreation Services</td>
</tr>
<tr>
<td></td>
<td>• Develop connections with the Indigenous Student Centre to increase Indigenous student engagement at Bison athletic events</td>
</tr>
<tr>
<td></td>
<td>• Seek opportunities to connect with Indigenous communities through playing games or providing instructional skill clinics</td>
</tr>
<tr>
<td></td>
<td>iv. Raise awareness of and support local, national and international Indigenous health, recreation and sporting events through FKRM and HLHPRI communications with students, staff and alumni</td>
</tr>
<tr>
<td></td>
<td>v. Create an annual event in the ALC to talk about Indigenous physical culture and traditions</td>
</tr>
<tr>
<td></td>
<td>vi. Include cultural teachings within FKRM professional development and staff training opportunities</td>
</tr>
</tbody>
</table>
| **b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.** | **i. Create and support a recruitment strategy to encourage Indigenous students involved with FKRM outreach programs to enroll in the Faculty**

**ii. Create and support an Indigenous athlete recruitment strategy**

- Seek opportunities within Bison Sport to enhance athlete's knowledge of and connections to Indigenous cultural programming and issues

**iii. Encourage SAPHER council to create an Indigenous student representative position** |

| **c. Foster K-12 Indigenous student participation in post-secondary education.** | **i. Create a post-secondary partnership strategy to:**

- Address administrative and resource challenges and opportunities that impact the effectiveness of FKRM outreach initiatives that build Indigenous student interest in and preparedness for post-secondary education.

- Explore the feasibility of Student Initiated Credit (SIC) courses or dual-credit post-secondary education preparatory high school courses.

- Partner with other university-wide initiatives such as Post-Secondary Club and Promoting Aboriginal Community Together (PACT)

**ii. Meet yearly with ACCESS and Extended Education to discuss mutually beneficial programming opportunities and strategies to share resources**

**iii. Partner with the UM Indigenous Leadership of Tomorrow Scholarship program to create an undergraduate and graduate entrance scholarship and bursary for Indigenous students in honour of an Indigenous leader/alumni that has made a significant contribution to the field**

- Establish athletic scholarships for Indigenous athletes |

| **d. Enhance the University’s research capacity on issues of importance to Indigenous peoples and populations.** | **i. Support research partnerships and knowledge translation activities that will contribute to the National Center for Truth and Reconciliation.**

- Facilitate research partnerships with Indigenous communities, scholars, non-profits, cultural organizations, industries, institutions, government bodies and agencies pursuing mutual objectives in support of TRC Calls to Action |
### ii. Work with the Office of Research Services to strengthen FKRM’s ties with Indigenous research priorities at the university.
- Commit resources to promote research of importance to Indigenous peoples.
- Support and build upon existing and emerging research strengths of FKRM and HLHPRI scholars involved with Indigenous communities and pursuing health-related topics impacting Indigenous peoples and communities

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

#### i. Commit to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

#### ii. Increase the number of Indigenous faculty & students engaged internationally in Indigenous scholars networks

#### iii. Expand service-learning & community based research opportunities with global Indigenous communities

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

#### i. Establish a FKRM Indigenous leaders award to celebrate Indigenous FKRM alumni, community leaders, organizations, and/or programs as well as Indigenous allies whose work promotes physical activity, human movement, sport and leisure in the community.
- Attach capacity building funds to this award to support the work of award winners

#### ii. Establish a Bison Indigenous leaders award to promote and celebrate Indigenous Bison athletes at the University of Manitoba and in the community

#### iii. Collaborate with the Office of Indigenous Achievement to promote and celebrate FKRM Indigenous achievement events, scholarships and awards

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

#### i. Make First Nation/Metis/Inuit art, culture and languages and programming visible in FKRM spaces

#### ii. Collaborate with Indigenous artists and the Faculty of Fine Art to incorporate Indigenous imagery within University of Manitoba sport and athletic facilities

#### iii. Create an environment that supports traditional ceremonial practices and the protocols in all FKRM areas and spaces
iv. Educate staff about appropriate cultural protocols when inviting Indigenous Elders and cultural teachers to provide cultural teachings and conduct ceremonial practices in FKRM courses, activities and spaces.

v. Create guidelines for respectful conduct and relationship building with Indigenous communities and partners.

vi. Include Traditional Territories Acknowledgement in all FKRM events

vii. Subsidized dedicated space within Active Living Centre that celebrates Indigenous culture and learning activities.
4. Building Community  
that creates an outstanding learning and working environment

The FKRM is ideally positioned to contribute to outstanding learning and working environments at the University of Manitoba. Our faculty’s mission is unique in terms of supporting this particular strategic priority. The FKRM’s mission is to create, translate and mobilize knowledge related to physical activity, human movement, sport, and leisure through undergraduate and graduate education, research and scholarship, university sport and recreation programming. The integrated model of the FKRM enables us to impact the learning and working environments beyond our faculty. The FKRM programs and facilities enrich the daily lives of students and staff at the University of Manitoba.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>FKRM SUPPORTING ACTIONS</th>
</tr>
</thead>
</table>
| a. Make the University of Manitoba the institution of first choice for potential students, staff and faculty. | i. Define and implement best practice processes for recruitment  
ii. Integrate staffing reports and succession planning into Annual Review conversations with Managers and Directors  
iii. Introduce events that acknowledge and celebrate institutional stakeholders on an annual basis  
iv. Develop an annual outreach program that takes FKRM staff to community organizations to discuss  
v. Host annual community open houses |
| 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. | i. Employ the University of Manitoba Employment Equity policy with respect to hiring and recruiting Indigenous staff and faculty in all FKRM areas  
ii. FKRM Executive will prioritize workplace diversity issues in their annual work plan and will invite the University of Manitoba Diversity Consultant to one meeting each year to address emerging and ongoing issues  
iii. Identify challenges and proactive solutions unique to all students, staff and faculty that impact workplace environment and workload  
v. Create a culturally safe environment for students, staff, faculty and community members across diverse backgrounds |
### c. Increase student, staff and faculty satisfaction with the learning and work environment.

- i. Find new solutions to address existing space challenges for faculty, students and employees
- ii. Optimize common spaces/environments
- iii. Provide consistent and formative performance feedback to faculty and staff
- iv. Work closely with Human Resources to ensure that faculty and staff job descriptions align with institutional standards
- v. Establish and follow through with a strategy to address deferred maintenance of all facilities

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

- i. Demonstrate and promote leadership that is respectful, consultative and transparent
- ii. Nurture and support leadership as a cultural attribute of the FKRM
- iii. Develop mechanisms to support professional development for FKRM staff
- iv. Introduce Annual Service Awards to recognize outstanding examples of leadership and/or teamwork
- v. Apply succession planning principles to academic administration appointments.
- vi. Incorporate in-house professional development opportunities for staff

### 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. Incorporate Indigenous art and imagery representative of the diversity of Manitoba’s Indigenous communities in FKRM spaces
- ii. Employ strategic hiring practices to ensure that hiring of faculty, staff and students is proactive rather than purely reactive
- iii. Employ Strategic Resource Planning (SRP) that will ensure that facilities are maintained consistently
- iv. Work with the UM capital planning unit to plan for the ultimate replacement (or updating) of the Joyce Fromson Pool
| f. Provide information technology systems that support the needs of students, staff and faculty. | vi. Develop a plan to fund renovations in the Max Bell Fieldhouse  
| vii. Leverage Canada Games 2017 for infrastructure rejuvenation  
| viii. Indigenize areas within the athletic compound and incorporate Indigenous cultural programming within FKRM (for example, building on the gifting of the Bison head by Skownan First Nation)  
|  
| f. Provide information technology systems that support the needs of students, staff and faculty. | i. Work collaboratively and cooperatively with IST to ensure faculty needs are met  
| ii. Ensure new staff and faculty receive effective orientation to IT services and systems  
| iii. Ensure that IT planning is part of annual operations plans and that new IT initiatives are cooperative initiatives  
| iv. Ensure that IT strategies align with our business strategies  
| v. In consultation with IST, develop annual IT plans for the FKRM  
|  
| g. Ensure university governance processes are meaningful, transparent, engaging and effective in advancing the University’s mission and strategic priorities. | i. Review and revise FKRM’s governance structure  
| ii. Implement a system to review the TORs for FKRM’s Standing Committees, Academic Advisory Board and Bison Sport and Active Living Advisory Council  
| iii. Revitalize the FKRM Handbook of Policies and Procedures  
|  
| h. Develop a culture of continuous dialogue, collaboration, and consensus building to improve communication and inform institutional development within the context of stable or diminishing resources. | i. Monitor closely and analyze the impact of the sport and recreation fee on FRKM budget  
| ii. Support strategic planning within all FKRM units, with emphases on excellence, sustainability and relevance of stakeholders  
|  
| i. Enhance and support meaningful connections between faculties and units within the University. | i. Be a good campus citizen by making FKRM facilities and programs accessible to all students, faculty and staff  
| ii. Support initiatives that promote inter-faculty exchange  
|
iii. Provide leadership and support to the Applied Health Sciences PhD program

iv. When appropriate employ the mechanisms of adjunct and joint appointments
5. Forging Connections to foster high impact community engagement

Over the years, FKRM has impacted a diverse population of stakeholders with well-established partnerships, programs, and services. From early years to senior years, FKRM continues to reach out to the internal university community and the larger, external community engaging individuals and groups in opportunities to research, learn, grow, play, compete and improve health and wellness locally and globally. The integrated and diverse nature of our faculty fosters life-long engagement with the University of Manitoba through constantly growing and evolving disciplines.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>FKRM SUPPORTING ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Establish, strengthen and support meaningful connections between FKRM and key stakeholders.</strong></td>
<td>i. Define our current key stakeholders and the nature of these relationships</td>
</tr>
<tr>
<td></td>
<td>ii. Define with whom we want to foster new and meaningful connections and the nature of those relationships</td>
</tr>
<tr>
<td></td>
<td>iii. Develop annual plans for nurturing connections between FKRM and key stakeholders.</td>
</tr>
<tr>
<td></td>
<td>iv. Create mechanism to connect our academic, research, and services to a community engagement framework</td>
</tr>
<tr>
<td></td>
<td>v. Develop programs that create interaction between undergraduate students and stakeholder communities.</td>
</tr>
<tr>
<td></td>
<td>vi. Budget for outreach programming</td>
</tr>
<tr>
<td><strong>b. Foster a dynamic relationship between alumni and FKRM.</strong></td>
<td>i. Work collaboratively and cooperatively with External Relations and Marketing and Communications Office to develop an alumni engagement strategy</td>
</tr>
<tr>
<td></td>
<td>ii. Support and refine current alumni engagement activities</td>
</tr>
<tr>
<td></td>
<td>iii. Integrate alumni into key decision making and strategy planning events</td>
</tr>
<tr>
<td></td>
<td>iv. Develop new and evolving ways for alumni to engage with the faculty</td>
</tr>
</tbody>
</table>
| c. Be an internationally engaged university with local relevance and global impact. | i. When appropriate, support opportunities for faculty, staff, students and Bison athletes to obtain international experiences  
ii. Organize and lead International conferences/meetings/workshops  
iii. Work collaboratively with the International Office to identify opportunities to create purposeful bilateral international exchange programs students, faculty and staff.  
iv. Establish mechanisms to stay connected with international alumni  
v. Monitor FKRM’s ongoing international impact and highlight this engagement in FKRM and UM communication materials |
|---|---|
| d. Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings. | i. Immediately establish an Indigenous Achievement/Community Engagement Working Group to develop and monitor FKRM strategic planning and implementation efforts with respect to Indigenous Achievement initiatives to ensure our work is community-centered, coordinated and respectful.  
- Work with Office of Indigenous Achievement to establish guidelines regarding appropriate levels of involvement with campus and community Elders  
ii. Budget for engagement programs  
iii. Identify and dedicate a space in the ALC that prioritizes Traditional Indigenous Programming/Learning  
iv. Assign administrative leadership with responsibility to ensure Indigenous and community engagement initiatives outlined in all five UM strategic planning priorities are achieved.  
- Collaborate with Office of Government and Community Relations to explore how FKRM can enhance its profile and work with key government and community stakeholders.  
v. Explore development of a national Indigenous Sport Achievement Center  
vi. Create additional outreach program that connect with indigenous communities |
| 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. | i. Designate key FKRM staff members to serve as liaisons to the Southwood Development Committee  
ii. Ensure that all FKRM members continue to be engaged in the ongoing development and conceptualization of the Southwood Precinct  

f. Ensure FKRM is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, health and wellness, and sporting interests. | i. Work with MCO to develop and implement a media plan that informs and reinforces FKRM’s commitment to the community and Indigenous achievement  
ii. Develop one or more annual public events in conjunction with Indigenous Achievement events that highlight FKRM to the community and Indigenous community members  
iii. Create public information/knowledge translation forums that reflect the diversity of FKRM’s expertise  
iv. Develop programming and branding that confirm our commitment to the lifelong learning and access to physical activity and healthy living  
v. Enhance FKRM’s commitment to coaching education in Manitoba  
   a. Provide support for coaches volunteering with the North American Indigenous Games (NAIG) through partnership with the Manitoba Aboriginal Sport and Recreation Council (MASRC)  
   b. Include the Aboriginal Coach Certification within coaching courses  
   c. Add culturally relevant content pertaining to Indigenous athletes and working with Indigenous communities within current coaching courses taught by Bison Sport Coaches  
vi. Develop a coaching education program that extends across Academics, Bison Sport, Active Living and Athletic Therapy  

| g. Build a culture of advancement and philanthropy across the University community. | i. Strengthen FKRM’s annual United Way Campaign  
ii. Create an FKRM Community Service Award that recognizes contributions to philanthropy |
h. Tell the story of FKRM, engage alumni and community partners, and secure funds through philanthropy and government support.

i. Assess FKRM’s current marketing and communication resources

ii. Establish an organizational structure that optimizes FKRM’s marketing and communication resources with those of MCO

iii. Work collaboratively and cooperatively with External Relations on an advancement program for FKRM

iv. Support the University’s Front and Centre campaign

v. Develop annual communication plans to address all areas of communication within FKRM

---

1The operational definition: Integrated faculty refers to the organizational structure where the activities of the academic unit, campus recreation and intercollegiate sport are coordinated under a single administrative structure.

Cover photo
Photographer: Jerry Grajewski
Photographs supplied by: Cibinel Architecture LTD