



**University
of Manitoba**

TAKING OUR PLACE:

UNIVERSITY OF MANITOBA STRATEGIC PLAN

2015–2020

FINAL REPORT



MESSAGE FROM THE PRESIDENT AND PROVOST

We are pleased to present the final report on the implementation of *Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020*.

Since 2015, this strategic plan has guided our efforts as a university. The plan was developed through extensive consultation with the UM community and has been implemented through the efforts of that same collective. Together our faculties, staff and administration have partnered and engaged to deliver on our shared institutional priorities.

In 2018, we issued a mid-term report that reported on progress. This final report provides the university community with an overview of what has been accomplished under the whole five years of the strategic plan.

We set strategy so that our large and multi-faceted community can act purposefully towards our collective goals. Local and world events impact us (as we are all being reminded) and sometimes require us to make tactical adjustments as we go along but having a strategic plan helps us to keep our eyes on our priorities as we adapt to changing circumstances.

As we write this in the spring of 2020, COVID-19 has changed our circumstances significantly. The content in this report focuses on the period prior to the onset of the pandemic. The coming months, and a new President, may bring new areas of focus but as this report documents, the UM is well-positioned to respond to whatever priorities are identified.

There is always more to be done. The coming year will bring an opportunity to review progress and adjust the course for the future but for now we wish to take this opportunity to reflect on what has been accomplished and to celebrate the progress we have made together.

Dr. David Barnard
President and Vice-Chancellor

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

EXECUTIVE SUMMARY

The final report on [*Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020*](#) summarizes the progress we have made on achieving the goals and priorities we set out in the strategic plan and provides a broad overview of the major highlights during the entire period of implementation. For a full picture of the progress made, this final report is best read in conjunction with the mid-term report, [*Sharing Our Progress: January 2015 – March 2017*](#).

The University of Manitoba (UM) is a highly complex, decentralized organization with wide-ranging activities at multiple locations. This report cannot represent the full breadth and depth of all activities during the implementation of *Taking Our Place* but provides insights into the many ways in which UM as a whole has worked together to advance our collective priorities.

Substantial progress has been made on each of the strategic priorities identified in *Taking Our Place*, with most goals having been met in each area or demonstrated noteworthy progress. Highlights of UM-wide achievements are outlined below. In the Appendix of the report, faculties and other academic units highlight their most important accomplishments.

PRIORITY 1: INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- *Academic program renewal:* Since 2015, UM has undertaken over 20 undergraduate program reviews, 40 graduate program reviews and 35 accreditation reviews. Over this period, nine new academic degree programs were introduced and 13 programs suspended intake or were closed due to declining student interest or in response to changes in the discipline.
- *Optimizing enrolment:* The University of Manitoba Strategic Enrolment Management Plan 2018 – 2023 identifies overarching goals for maintaining enrolment levels and plans for monitoring undergraduate enrolment, undergraduate student success, graduate enrolment, undergraduate student success, graduate enrolment, graduate student success and Indigenous achievement. A particular area of focus has been increasing the number of Indigenous students. Since 2015, Indigenous students have increased from 7.8% of undergraduate students to 9.0% in 2019 and from 4.8% of graduate students to 6.8%. International enrolment has also risen from 14.7% of total undergraduate enrolment in 2015, to 18.1% in 2019 and from 28.1% of graduate students to 33.5% during the same period.
- *Advancements in flexible learning:* Responsibility for delivery of online degree-credit courses was transferred from Extended Education to faculties, along with support for course development from the Centre for the Advancement of Teaching and Learning. A significant upgrade to WiFi distribution across campus during this period has enhanced connectivity for students, supporting enhanced access to the Learning Management System, library and student support resources and open educational resources. Over 165 classrooms, laboratories and seminar rooms have been upgraded to enhance student learning experiences and facilitate teaching. The Manitoba Flexible Learning Hub was established through which UM provides leadership to the province's post-

secondary community in providing a community for advancing teaching and learning through the use of technology.

- *Increased financial assistance to students:* The total dollar value of awards disbursed to undergraduate and graduate students has increased from \$22.5 million in 2015-16 to \$36.0 million in 2018-19. Support comes from a variety of sources including athletic awards, bursaries, entrance and in-course scholarships, external awards, fellowships, prizes and research awards.
- *Increased opportunities for experiential learning:* An experiential education task force was created and the Vice-Provost (Teaching and Learning) has worked to implement its recommendations and to establish a more coordinated and expanded approach to experiential education through supports, funding and faculty development. Co-operative education has seen considerable growth, with a 35% increase in annual participation rates since 2015. Over 40 programs now offer co-op options to students.
- *Incorporating Indigenous content:* Since 2015, 61 unit-based projects have been supported through a new Indigenous Initiatives fund. Twelve Indigenous Scholars have been funded to further the integration of Indigenous knowledge(s) and perspectives into curriculum, program and initiatives. Libraries has offered Indigenous Cultural Competency training to their staff and the Academic Administrators workshop series has led a number of related workshops. A report was developed by a committee established in 2019 to assess the existing mandate and support structures for Indigenous senior leadership and provide recommendations going forward on the role and its mandate, appropriate reporting structures and units and necessary supports. In response to this report UM appointed its first Vice-President (Indigenous) in early 2020.

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

- *New professorships and chairs:* Sixteen research chairs have been created to develop and lead research in leadership, multiple sclerosis, internal medicine, human rights and social justice, pediatrics and child health, pediatric emergency medicine, clinical strokes, cardiology, 4R nutrient stewardship, design engineering for sustainable development and enhanced design integration, women in science and engineering, power systems simulation, river ice engineering and sex and asthma. Five professorships were established in business ethics, traumatology, endocrinology, business sustainability and clinical research.
- *Additional undergraduate support:* Undergraduate Research Awards (URAs) have increased, from 82 awards worth \$492,000 in 2015 to 170 awards worth \$1,183,000 in 2019, allowing more students to work on research projects with UM professors. Ten per cent of all URAs are dedicated for Indigenous students.
- *Recognition of researchers:* UM faculty have received prestigious awards from the Royal Society of Canada, the Canadian Academy of Engineering, Women's Executive Network Canada's Most Powerful Women Top 100, Canadian Academy of Health Sciences, Canadian Medical Hall of Fame, Institute of Public Administration of Canada, Governor General's Innovation Awards, Manning Awards, Canada Gairdner Foundation Wightman Award, Canadian Institutes of Health Research, Royal-Mach-Gaensslen Prize in Mental Health Research, Graham Boeckh Foundation and Health Research Foundation. This is in addition to internally administered faculty research awards offered through the Office of the Vice-President Research and International.

- *Indigenous perspectives in research:* Over 30 projects were funded through the University Indigenous Research Program at an average of \$25,000 per project for a total of \$763,000. The National Centre for Truth and Reconciliation became the permanent home for all statements, documents, and other materials gathered by the Truth and Reconciliation Commission of Canada and has established an archival website for use by Survivors, researchers and others. The centre is an important focal point for First Nations, Inuit and Métis research at UM.
- *Internal grants programs:* University Research Grant Program supports were increased from \$7,500 to \$10,000 per project with priority given to new faculty. The amount of eligible funding doubled under the University Creative Works Grants Program from \$2,500 to \$5,000.

PRIORITY 3: CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- *Raised awareness of Indigenous perspectives:* Numerous initiatives include the introduction of an Indigenous Languages Elders-in-Residence Program, community service-learning partnerships with external Indigenous service organizations; workshops, lectures and events. The establishment of the Indigenous Scholars Fund and Indigenous Initiatives Fund have also facilitated the embedding of Indigenous knowledge(s) and perspectives into curriculum, programs and initiatives. The first Vice- President (Indigenous) was appointed in early 2020.
- *Increased financial and other supports:* Financial supports awarded to self-declared Indigenous students steadily increased during this period with new supports in scholarships, bursaries, new prizes and a new fellowship. UM Bursaries awarded to Indigenous students grew from \$874,014 in 2015-2016, to \$2,232,829 in 2018-2019. UM Scholarships awarded to Indigenous students grew from \$566,673 in 2015-2016 to \$1,089,448 in 2018-2019. New programmatic supports include Supporting Aboriginal Graduate Enhancement programming, the Blankstein Momentum program for Indigenous students looking to improve their academic performance, the EmpoweringU Financial Wellness program, the Qualico Bridge to Success program and Métis inclusion programming. A bi-weekly Indigenous Student Newsletter was also introduced in 2016, to provide information about supports, programs, financial aid and other opportunities available to Indigenous students.
- *Strengthened engagement with K-12 Indigenous students:* Numerous initiatives from across UM campuses engage Indigenous youth to encourage pursuit of post-secondary education. UM also continues to deliver on its responsibilities under the Manitoba Collaborative Indigenous Education Blueprint which commits us to work in partnership with all provincial post-secondary institutions and the Manitoba School Boards Association to make excellence in Indigenous education a priority.
- *Recognizing and celebrating achievements:* The Indigenous Awards of Excellence were established in 2017 and have since recognized 21 students, six faculty and six support staff. In 2018, Indigenous Engagement launched an Indigenous Scholars Speaker Series to highlight the research and expertise of these scholars. Eighteen talks have been held since September 2018, with audiences ranging between 30 and 150 attendees and thousands more on line. Since 2015, two Indigenous alumni have been recognized by UM with Distinguished Alumni Awards and eight Indigenous leaders have received honorary degrees. UM continues to host an annual Traditional Graduation Pow Wow to celebrate Indigenous graduates and an Indigenous Homecoming event to celebrate the achievements of Indigenous alumni.
- *Creating welcoming spaces:* An Indigenous Advisory Committee and Subcommittee was formed in 2015 to guide the drafting of Indigenous Planning and Design Principles for UM and

implementation of these is now incorporated into the ongoing work of the university. These processes continue to be refined based on ongoing engagement, with a commitment to reconciliation and to making Indigenous languages, knowledges and cultures more visible within our campus environments.

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

- *Respectful and inclusive environments:* As Manitoba's largest post-secondary institution, UM fosters a student and staff community that is complex and dynamic. In order to continually remain well-informed, to ensure that best practices are consistently applied, and to advance and improve the state of our community, four distinct reviews of UM's approach to prevention and response to discrimination, harassment and sexual violence were conducted to deepen the understanding of its community's needs. The Campus Climate Survey on Sexual Violence, review of Respectful Work and Learning Environment (RWLE) and Sexual Assault Policies and Procedures, review of processes related to the RWLE and Sexual Assault Policies by the Office of Human Rights and Conflict Management and an independent external review all resulted in change, the last of which resulted in *Responding to Sexual Violence, Harassment & Discrimination at The University of Manitoba: A Path Forward* which made 43 recommendations to current practices which are in planning for implementation.
- *IT infrastructure and security:* To meet the growing needs of the UM, more than 2,200 wireless access points are now available and a six-year local area network upgrade plan is well underway. In general, the coverage and resiliency of the entire network has been improved since 2015 and improvements continue. Initiatives such as mobile encryption and multi-factor authentication have also improved IT security.
- *Improving maintenance:* Both preventative and corrective maintenance has increased since 2015 and Physical Plant has made changes to their processes to improve tracking of issues and service response.
- *Resource sustainability:* In 2019, UM achieved a 'Gold Stars' rating from the Association for the Advancement of Sustainability in Higher Education, who ranked UM in their top 10 in the categories of Coordination and Planning and Research. UM has been designated as the United Nations Academic Impact hub for their sustainable development goal related to clean water and sanitation based on UM's research, innovation and scholarship in the field.
- *Enhancing connections between faculties and other units:* A number of initiatives have built on interaction between faculties and the rest of the campus community. A Finance Working Group was established to support stronger financial stewardship, management and planning by collaborating in addressing financial issues across faculties and administrative units. Communities of practice were established to build community and foster collaboration on topics such as Leadership and UM Plan, the university's budgeting software. A summer term transition project saw delivery of summer term move from Extended Education to academic faculties through a collaborative process involving a number of central units and faculties. A travel booking and expense practice review project improved travel and booking and expense claim practices across the institution.

PRIORITY 5: FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- *Multi-platform storytelling:* The UM Today News network shares stories of the university community's successes in learning, discovery and engagement. *UM Today The Magazine* has been recognized with awards from the Canadian Council for the Advancement of Education in 2016, 2017, 2018 and 2019 and by the International Council for Advancement and Support of Education in 2018. Readership of UM Today News has increased year-over-year since 2015 and eight social media channels generated approximately one million engagements from the community with over 260,000 followers.
- *Website and brand update:* UManitoba.ca was redesigned through extensive consultation in 2017-2018 and a new website was successfully launched in the summer of 2019. The redesigned website also reflected the first expression of UM's new brand, an initiative which included updating the UM's twenty-year-old logo and a new brand strategy. This project involved extensive consultation with the community and sought to embrace Indigenous perspectives and shed outdated, colonial symbols.
- *Strengthened alumni relationships:* Over 145,000 UM alumni live throughout Canada and in 140 countries. The Distinguished Alumni Awards have honoured 27 outstanding alumni, joined by more than 1,600 event guests. Since 2015, UM has hosted over 200 class reunions and welcomed more than 4,000 alumni and community members back to campus for celebrations.
- *Community outreach:* Visionary Conversations featured 75 researchers and alumni experts at 17 different events presented to over 4,500 attendees. These public discussion sessions addressed many critical issues including: "The power of one: what's my responsibility as a global citizen?," "What does a decolonized Canada look like?" and "How can our community come together to combat the impacts of drug addiction?."
- *Milestone fundraising:* UM's Front and Centre campaign was concluded in spring 2020 with 62,075 donors from 48 countries coming together to raise \$626,260,909, surpassing the campaign's initial \$500 million goal and making it the largest philanthropic endeavour in Manitoba's history. This will support 702 new scholarships and bursaries for students; 21 research chairs and professorships established and enhanced to inspire teaching and learning; 37 building upgrades to create an outstanding educational environment and over 331 estate gifts pledged for UM's future. The campaign also helped to build seven new spaces that change the footprint of the campus such as the Active Living Centre, the Stanley Pauley Engineering Building, Taché Arts Complex (Desautels Concert Hall & Rehearsal Building), Campus Children's Centre, Churchill Marine Observatory and Dairy Farmers of Manitoba Discovery and Learning Centre.

ORGANIZATION OF THIS REPORT

This report is presented in sequence of the priorities as listed in [*Taking Our Place: 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 a final update on our progress accordingly. For a full picture of the progress made, this final report is best read in conjunction with the mid-term report, [*Sharing Our Progress: January 2015 – March 2017*](#).

The University of Manitoba (UM) is a highly complex, decentralized organization with wide-ranging activities at multiple locations. This report cannot represent the full breadth and depth of all activities during the implementation of *Taking Our Place*, but provides insights into the many ways in which the university as a whole has worked together to advance our collective priorities.

Substantial progress has been made on each of the identified strategic priorities. Highlights of UM-wide achievements are outlined throughout the main body of the report. In the Appendix of the report, faculties and other academic units highlight their specific accomplishments. All contained data is from UM sources unless otherwise indicated.

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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. They are taught by excellent professors who are properly recognized and rewarded for their skills and achievements. 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, UM delivers a comprehensive range of liberal arts, science and professional programs while attending to issues such as program innovation, program quality and enhancement, strategic enrolment planning, maintaining appropriate admission standards and supporting student progress. Enrolments have increased since 2010-11 and with costs increasing annually: maintaining UM standards in these areas requires careful, informed planning.

UM is the primary source of university-level professional training in the province with more than 45 programs accredited and/or certified by 35 external agencies. Meeting the requirements of external accreditation requires extensive human and financial resources.

Program Renewal and Review

Regular review of all academic programs occurs on a cyclical basis, either through a Senate-mandated external academic program review process, or a formal accreditation review by an external accreditation agency. Review results inform program and curriculum changes to ensure programs remain current and of high quality. Proposed academic programs and curriculum changes are subject to a rigorous internal review process and significant changes must be reviewed and approved by the provincial government prior to implementation.

In 2000, Senate approved a policy and procedure for the periodic review of all academic programs. The review process requires that the unit responsible for the program under review generate a summary and analysis of its programming and strengths and weaknesses. A peer reviewed team, which includes at least two experts from other universities, is tasked with providing a critical assessment together with recommendations for improvement of the program after reviewing the self-study and after visiting campus to meet with stakeholders including students, staff and faculty members. Senate is expected to approve a revised policy and procedure governing academic program reviews in 2020 that will increase the efficiency and efficacy of the review process by:

- (i) Providing increased support to academic units undergoing reviews
- (ii) Allowing the possibility of concurrent undergraduate and graduate reviews to better address issues that span programs
- (iii) Expanding the scope of reviews to include identified elements of strategic and institutional importance, including Indigenous achievement, experiential learning, academic integrity and equity, diversity and inclusion

Since 2015, UM has undertaken over 20 undergraduate program reviews, 40 graduate program reviews (including three combined undergraduate and graduate reviews and two reviews each for programs delivered in collaboration with the University of Winnipeg and Université de Saint-Boniface) and 35 accreditation reviews.

Details on other program renewal activities are included in the faculty summaries in the Appendix of this report.

As a component of ensuring programs remain relevant, UM introduces, expands, suspends intake to and occasionally closes programs in response to the needs of learners and evolving discipline needs. The following highlights changes made in the suite of major program offerings since 2015. All changes are initiated by faculties and follow relevant Senate processes.

Program Expansion

Nine new academic degree programs have been introduced since 2015:

Master of Finance (2016)

Introduced to provide Manitoba with a professional program that will prepare graduates to obtain a Chartered Financial Analyst (CFA) designation and to work in both private and public sectors.

Master of Social Work, Indigenous Knowledges (2016)

Introduced to provide social workers with training in Indigenous forms of caring unique to Indigenous clients and communities in Manitoba.

Master of Science, Genetic Counselling (2016)

Introduced to provide a Manitoba-based training program that responds to growing need for genetic counsellors.

Master of Science, Prosthodontics (2017)

Introduced to bring Prosthodontics training to Manitoba and to address a shortage of practitioners in Manitoba and in the other Prairie provinces.

Bachelor of Music, Music Education (2018)

Introduced to replace the Bachelor of Education/Bachelor of Music, Education-Music Integrated program both to provide better preparation for music educators and to fulfill all teacher education requirements.

Doctorate of Pharmacy (2018)

Introduced to meet new entry-to-practice and accreditation standards and to ensure that pharmacy education and practice in the province meet evolving health professional needs.

Master of Human Rights (2018)

Introduced to prepare graduates with the knowledge and skills required to integrate human rights perspectives into research, advocacy and negotiation skills, for careers in the private and public sectors.

Post-baccalaureate Diploma in Medical Physiology and Pathophysiology (2019)

Introduced to provide an option for students interested in human sciences and health-related disciplines to be exposed to upper-level laboratory experiences in the areas of medical physiology and/or biomedical research.

Bachelor of Midwifery (2020)

Introduced to bring midwifery training back to Manitoba and prepare professional midwives to meet provincial health workforce demands.

Program Suspension and Closure

The utility and viability of existing academic programs may change over time as new programs such as those described above are introduced and as student demand and labour market needs shift. The following programs have either had their intake suspended, or been closed, due to declining student interest or in response to changes in the discipline.

Post-baccalaureate Diploma in Agrolology (2015)

Intake suspended because of low enrolment and the high cost of program delivery.

Master of Science, Family Social Sciences (2015)

Intake suspended and replaced by the Master of Science, Community Health Sciences due in part to the 2014 closure of the Faculty of Human Ecology.

Master of Arts, Icelandic Language and Literature (2015)

Intake suspended as a result of very low demand for the program.

Master of Science, Textile Science (2016)

Intake suspended and replaced by the Master of Science, Biosystems Engineering due in part to the 2014 closure of the Faculty of Human Ecology. The program is expected to be closed in 2020.

Bachelor of Education/Bachelor of Music, Education-Music Integrated Program (2017)

Intake suspended because of a change in music teacher education requirements and the introduction of a new Bachelor of Music, Music Education program.

Bachelor of Nursing, Registered Nurse (2018)

Intake to this bridging program, initially developed for practicing nurses or those with a college nursing diploma, suspended due to decreasing demand.

Bachelor of Science (Major, Honours), Biotechnology (2018)

Intake suspended as a result of very low demand.

Bachelor of Human Ecology, Family Social Sciences (2019)

Intake suspended due in part to the 2014 closure of the Faculty of Human Ecology with the Bachelor of Health Studies program now offered as an alternative.

Bachelor of Science, Pharmacy (2019)

Intake suspended because the program has been replaced by the Doctorate of Pharmacy as the new entry-to-practice degree requirement.

Master of Mathematical, Computational and Statistical Sciences (2015)
Program closed due to historically low demand.

Bachelor of Human Ecology, General Human Ecology (2017)
Intake suspended in 2013 and the program closed in 2017 due to low demand.

Bachelor of Science, Textile Sciences (2019)
Intake suspended in 2014 and the program closed in 2019 due to low demand.

Doctor of Philosophy, Cancer Control (2019)
Program closed after being replaced by Doctor of Philosophy, Nursing.

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

STRATEGIC ENROLMENT PLANNING

Strategic Enrolment Management (SEM) Plan: 2013 – 2018 established broad goals to help shape undergraduate and graduate enrolment. An implementation plan established in 2015 encouraged faculties to develop their own plans to align with UM's broader SEM goals.

A revised and updated Strategic Enrolment Plan: 2018 – 2023 was created that includes a strengthened focus on student success and on the goals of each faculty. To support the plan, a new governance structure was created for implementation. The SEM committee includes representation from a variety of perspectives including the Provost Office, Enrolment Services, Deans, Financial Planning, Office of Institutional Analysis and undergraduate and graduate student representatives. The committee is responsible for consulting with Provost Council, Faculty of Graduate Studies Executive Committee and the Associate Deans Undergraduate. These bodies and Senate receive updates at least annually, regarding progress towards the plan's goals.

In addition, three councils have been created to oversee implementation. The Graduate SEM Council (fulfilled by the Faculty of Graduate Studies Council), Undergraduate SEM Council (fulfilled by the Associate Deans Undergraduate group) and an Indigenous Council will review goals and tactics and provide updates on an annual basis where appropriate. Faculties also have the option of creating their own SEM subcommittees to support the creation of strategies and drive the SEM process.

As faculties set out their specific SEM goals, central support units — such as Enrolment Services, Student Engagement and Success, the Office of Institutional Analysis and the Centre for the Advancement of Teaching and Learning — will assist in defining tactics to support the desired outcomes.

As part of this work of managing enrollment, UM monitors student body demographics and progression, with specific emphasis on undergraduate enrolment, undergraduate student success, graduate enrolment, graduate student success and Indigenous achievement.

The revised SEM plan continues to identify a number of overarching goals for UM including maintaining enrolment levels of incoming Manitoba high school students, increasing enrolment of students from other Canadian provinces, increasing enrolment and improving success of Indigenous students at both undergraduate and graduate levels, supporting the international student enrollment goals of individual faculties, improving the persistence rates for students as they move through their program of study, improving graduation rates, increasing the time-to-degree-completion (especially for graduate students as per d below) and increasing the number and proportion of doctoral students.

Enrolment trends

Enrolment at UM is generally stable with only modest increases occurring at both undergraduate and graduate levels between 2015 and 2019. (Figure 1-1). These enrolment trends are generally consistent with those of other U15 peers.

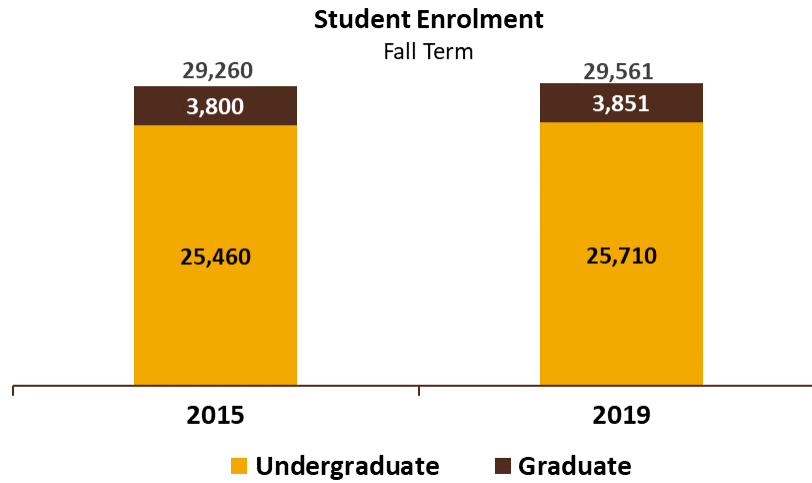


Figure 1-1 Student Enrolment – Undergraduate and Graduate

UM seeks to grow graduate student enrolment but this has proven challenging to achieve with a steady proportion of overall enrolment stable at about 13% (Figure 1-2). Given that the pool of funding available to recruit and support graduate students is low relative to other research-intensive Canadian universities, it is likely that this proportion will remain relatively stable in future as well.

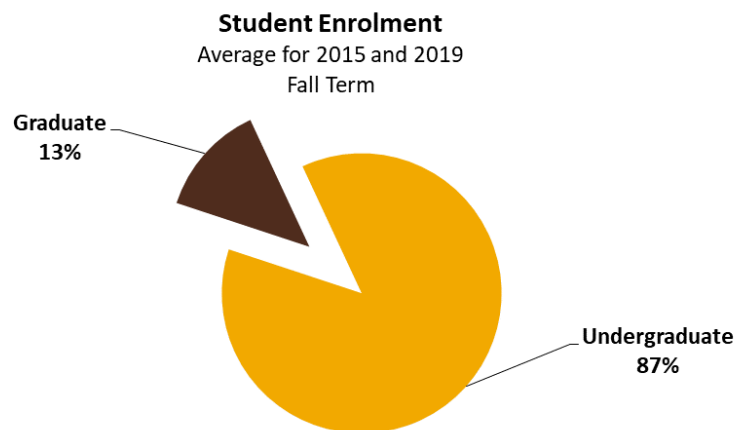


Figure 1-2 Student Enrolment Averages from 2015-2019

Indigenous Enrolment

Increasing the representation of Indigenous students at both undergraduate and graduate levels is a long-standing goal of UM. Figure 1-3 shows that since 2015 Indigenous students have increased from 7.8% of undergraduate students to 9.0% in 2019. In 2015, 4.8% of graduate students were Indigenous and by 2019 this had risen to 6.8%.

The increase in the number of Indigenous students at UM has been driven by initiatives such as improved programming and student supports and outreach recruitment initiatives. In addition, 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 (Figure 1-3). Enrolment patterns will continue to be monitored through the SEM process.

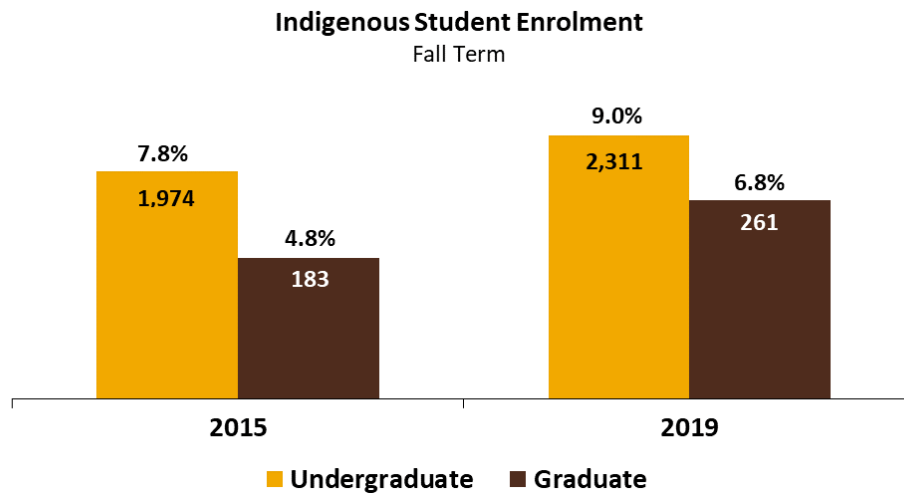


Figure 1-3 Indigenous Student Enrolment – Undergraduate and Graduate

International enrolment

While total enrolment at UM remained relatively constant between 2015 and 2019, international student numbers have risen from 14.7% of total undergraduate enrolment in 2015 to 18.1% in 2019 and from 28.1% of graduate students to 33.5% during this same period. (Figure 1-4)

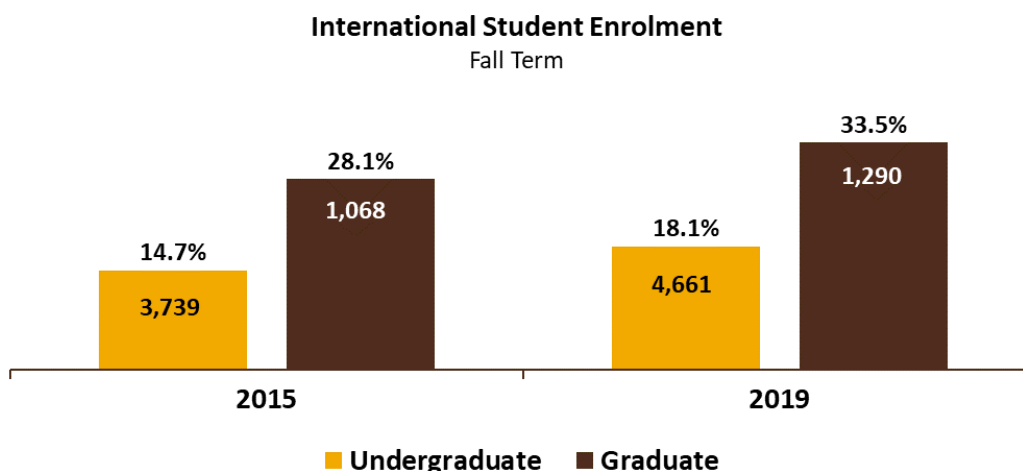


Figure 1-4 International Student Enrolment

International students come to the university from throughout the world. Since 2015, the top eleven countries have remained consistent, with some variation in the proportion. Broadly speaking, during the time of this report the proportion of students from China has decreased while those from Bangladesh and India has increased. (Figure 1-5)

International Students	2015		2019		difference
China	2,027	42.2%	1,626	27.3%	-14.8%
Nigeria	774	16.1%	924	15.5%	-0.6%
India	237	4.9%	647	10.9%	5.9%
Iran	168	3.5%	213	3.6%	0.1%
Pakistan	147	3.1%	157	2.6%	-0.4%
United States	138	2.9%	208	3.5%	0.6%
Bangladesh	131	2.7%	399	6.7%	4.0%
Brazil	87	1.8%	61	1.0%	-0.8%
South Korea	76	1.6%	111	1.9%	0.3%
Viet Nam	73	1.5%	253	4.3%	2.7%
Zimbabwe	65	1.4%	135	2.3%	0.9%
Other countries	884	18.4%	1,217	20.5%	2.1%
Total International Students	4,807	100.0%	5,951	100.0%	

Figure 1-5 International Students Countries of Citizenship 2015 and 2019

UM continues to monitor international student numbers and to offer supports to student success through initiatives such as specialized workshops and training as well as academic and financial supports. Supports and resources are also offered to instructors to support the learning of international students.

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.

A number of recommendations arising from the 2013 Blended and On-Line Learning Task Force report have been implemented during this period including transferring responsibility for the delivery of online degree credit courses and provision of appropriate student support and services from Extended Education to faculties. As part of this transfer, course development supports for online courses are now provided by the Centre for the Advancement of Teaching and Learning.

In addition, the Centre for the Advancement of Teaching and Learning hosts the Manitoba Flexible Learning HUB, a community for advancing teaching and learning through the use of technology at Manitoba's post-secondary institutions. The HUB was established in 2016 as a funding and resource vehicle for the development of online courses across all post-secondary institutions in Manitoba.

A significant upgrade to WiFi distribution across the campus over the past three years has led to improved connectivity for students which supports enhanced access to the Learning Management System, library and student support resources and open educational resources. Since 2015, WiFi access points have increased from approximately 1,600 to over 2,188. Each day there are typically 24,000+ connections to the wireless networks on both campuses. Improving the coverage and capacity within learning spaces to support enhanced academic use is also underway.

In addition, over the past four years more than 165 classrooms, laboratories and seminar rooms have been upgraded to enhance the student learning experience and facilitate teaching. Over \$25 million has been invested in renewing teaching and learning spaces, including furnishings that promote active learning strategies and in audio-visual upgrades. One example of this development can be seen in the creation of a technology-enhanced active living classroom in the Faculty of Education building that is now available on a pilot study basis to faculty from across UM. Further detail on classroom renewal is provided under Priority 4 of this report.

The Centre for the Advancement of Teaching and Learning continues to provide strong support to individual instructors and faculties for the development of online and blended courses as well as open educational resources. Their Flexible-Learning team engages early with instructors to ensure that a robust development process is used within a structured framework; this work is further supported by faculty development opportunities. The Centre for the Advancement of Teaching and Learning continues to offer workshops on course design, teaching online, assessment strategies and use of learning technologies to further enhance the student experience. Students are supported across all learning modalities through Library Services and the Academic Learning Centre.

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

UM is a "U15" institution, U15 being a group of Canada's 15 most research-intensive universities. It is also an open access university that admits a broad range of students. As a result, we expect that our persistence and graduation rates at the undergraduate level may look different than those of U15 institutions that are more restricted in their admissions criteria.

Persistence rates, or the percentage of first-year students who return for their second year, are quite consistent with our U15 peers. However, in subsequent years, persistence trails that of our peers and by a significant margin.

First-to-second-year undergraduate persistence rates remain close to the U15 average but the six-year graduation rate is less positive. Figure 1-8 demonstrates the graduation rate for the admission cohorts from 2008 to 2012. Note that all students beginning their studies in the same year (e.g. 2010) 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 2010 cohort is assessed in 2016.

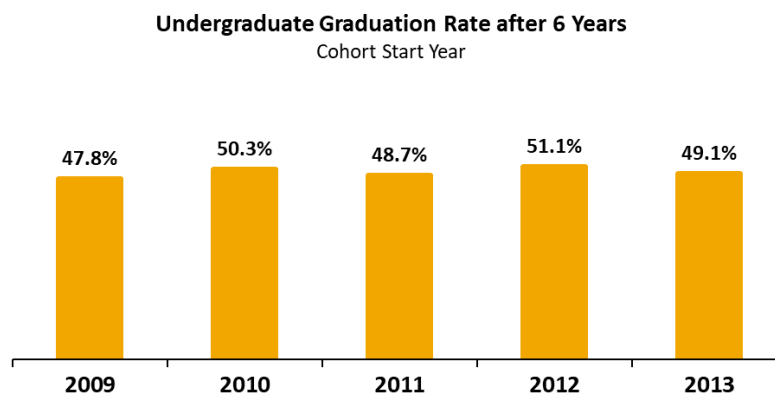


Figure 1-6 Undergraduate Graduation Rate after 6 Years

A number of initiatives have been undertaken to improve undergraduate persistence and graduation rates including those summarized below.

New direct entry admissions framework

In 2016, Enrolment Services initiated a review of the direct entry admission framework. As part of the due diligence process, admission models from across the country were reviewed and Deans and Associate Deans were consulted. After the review, it was determined that four important factors should be addressed: English and mathematics preparation of incomings students, flexibility regarding courses that could be used in the admission average calculation, flexibility in determining minimum eligibility (i.e. some programs wanted a threshold lower than 85%), and addressing the issue that UM was the only Canadian institution to use only three courses in its admission average calculations, where four was more typical.

In 2018, a new direct entry admission framework was approved by Senate that simplified the admission requirements and introduced Math and English as core requirements, bringing the number of courses to five.

Once the framework was approved, programs that offered a direct entry program were encouraged to bring forward a proposal to Senate to modify their requirements to align with the new framework. Since May 2020, all but one program has modified their requirements to align with the new framework.

University 1 transit regulations and academic progression rules

University 1 (U1) is a direct-entry admission option that offers students the unique opportunity to plan for one or more target degree programs during the first year of university. U1 is designed to meet the needs of students who are not sure what program they are going to pursue as well as students who are seeking advanced entry into a specific program. Students receive guidance from academic advisors who specialize in the transition from high school to university. A review of performance and persistence rates for students who transit to the Faculties of Arts or Science from U1 led to new transit regulations approved in

2019. U1 developed new academic assessment categories and interventions to ensure students who do not meet the minimum performance requirements will receive appropriate academic and personal supports to help get back on track.

Policy review

A review of the Voluntary Withdrawal (VW) policy in 2016 indicated that uncontrolled access to VWs caused unrestrained repeat attempts at some courses and contributed to a number of concerning impacts for students. These included 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; increased bottlenecks in required courses; inflated entrance requirements for competitive entry programs; and increased time to graduation.

In consequence, a number of new academic policies and policy revisions were approved by Senate to support timely student progress. These included:

- Revisions to the student policy on VW
- A new policy and procedure addressing student Authorized Withdrawal
- A new policy addressing Repeated Courses by students
- Revisions to the Grade Point Average policy

Degree audit

A new degree audit system was launched to help students and academic advisors track academic progress, map degree requirements, estimate time-to-degree-completion and find alternative degree paths. A complementary project, Career Compass, was initiated to develop degree templates for students that integrate program and course requirements, career planning and co-curricular activities for select undergraduate programs. This initiative helps provide structure and direction to students in managing their academic programs and course selection. Career Compass also heightens awareness about experiential learning, community connections and links students to support services provided by Student Affairs professionals. Prospective students and guidance counsellors also use the tool to increase understanding of areas of study and guide career decision-making.

International student supports

A portion of tuition collected from international students is directed to enhancing financial, academic and student support programs and services for these students. Since 2015, new initiatives have contributed to the success of international students, such as:

- Providing additional scholarship and bursary support for both undergraduate and graduate students
- Supporting English language development skills through more English as an Additional Language (EAL) courses and workshops, reading clinics, journal and technical writing boot camps and courses; and provision of 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
- 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 coordinator (Student Engagement and Success) and international student advocate (Student Advocacy)
- Enhancing student experience (pre-arrival, orientation, transition and advising) by expanding student mentoring, leadership and peer programs
- Addressing nutrition through the addition of a community kitchen in student residences
- Enhancing student mental health and wellness through the addition of an intercultural counseling specialist at the Student Counselling Centre and an international student support case worker

Graduate students

In addition, there are specific initiatives focused 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 PhD program that courses or the candidacy examination be completed before research is begun.

Graduation rates in Master's programs have increased modestly for cohorts beginning in 2013, compared with those starting in 2009 (Figure 1-7) but the number of terms to completion (Figure 1-8) has remained relatively flat.

PhD graduation rates have remained very consistent, as have the mean number of terms to completion. (Figures 1-9 and 1-10)

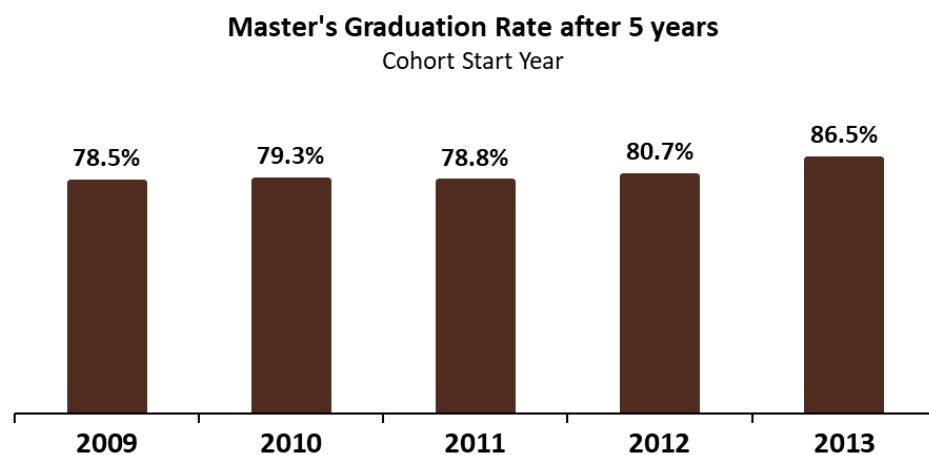


Figure 1-7 Master's Graduation Rate after 5 Years

Mean Number of Terms to Completion for PhD Degree
Cohort Start Year

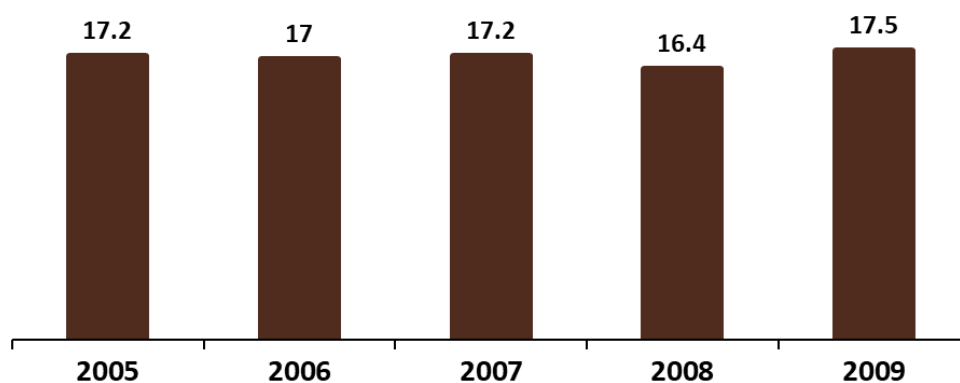


Figure 1-8 Mean Number of Terms to Completion for PhD Degree

PhD Graduation Rate after 9 years
Cohort Start Year

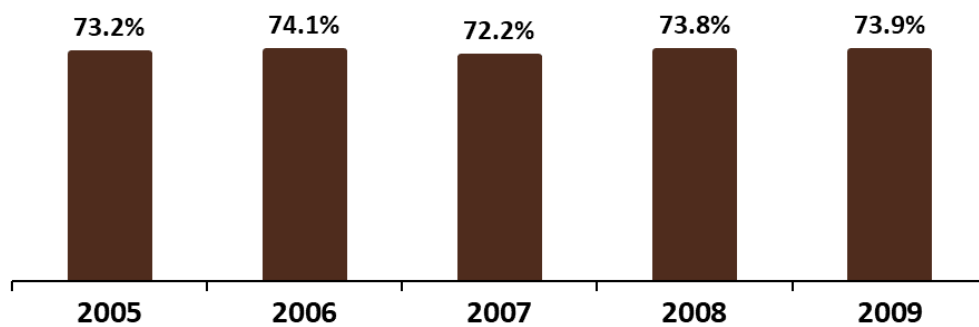


Figure 1-9 PhD Graduation Rate after 9 Years

Mean Number of Terms to Completion for PhD Degree
Cohort Start Year

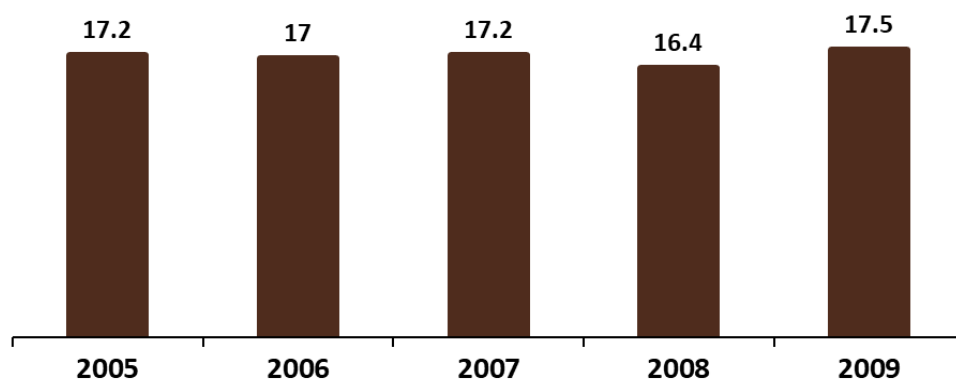


Figure 1-10 Mean Number of Terms to Completion for PhD Degree

Financial Assistance

Financial support can also play a role in persistence and a student's ability to complete their education.

The total amount of awards that have been disbursed to students, undergraduate and graduate, has increased by 60% from \$22.5 million in 2015-16 to \$36 million in 2018-19.

Support comes from a variety of sources including athletic awards, bursaries, entrance and in-course scholarships, external awards, fellowships, prizes and research awards. Two key areas of increase during this period have been in scholarships and bursaries. (Figures 1-11 and 1-12).

Bursaries Awarded

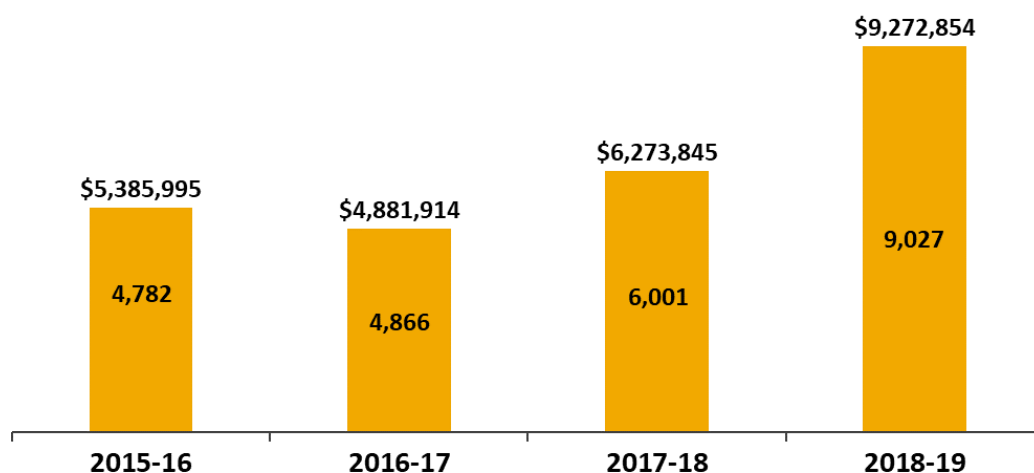


Figure 1-11 Bursaries Awarded

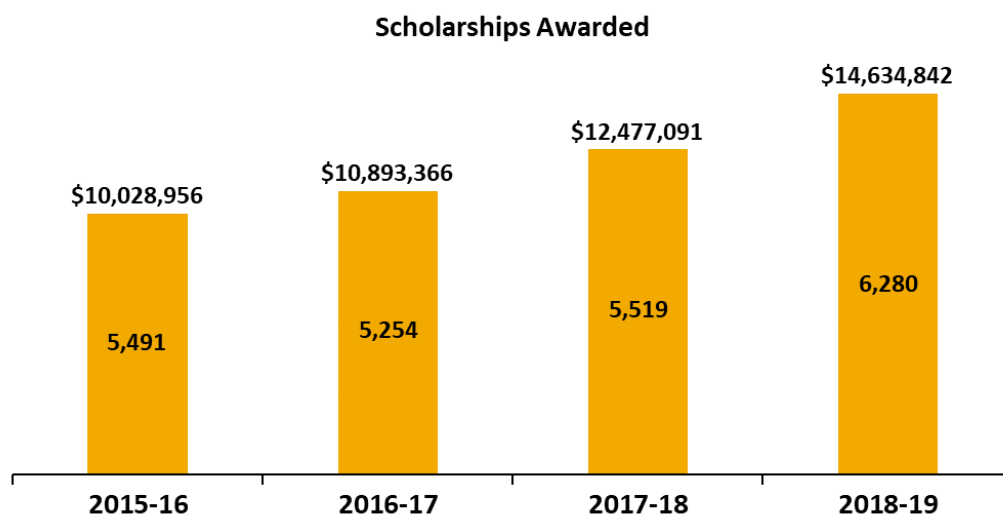


Figure 1-12 Scholarships Awarded

e. Increase opportunities for experiential learning.

UM is committed to increasing experiential learning opportunities for students.

A UM-wide environmental scan of all experiential learning opportunities has been conducted that demonstrates the variety of opportunities available to students through both curricular and non-curricular experiential learning. This scan also noted that there could be enhanced coordination both internally and with external partners and that additional opportunities could be established in a number of faculties.

In 2018, an Experiential Education Task Force was created. Their final report and recommendations to the Provost were subsequently shared with Deans and Directors for consideration and further input. A focus for experiential education has also now been established within the portfolio of the Vice-Provost (Teaching and Learning) to implement the task force recommendations and to establish a more coordinated and expanded approach to experiential education through supports, funding and faculty development. UM offers several co-curricular opportunities and many are delivered or coordinated within the Division of Student Affairs. Examples include work study, peer mentoring, leadership, service learning and volunteer opportunities.

UM has begun a partnership with other Manitoba post-secondary institutions to engage business and industry in conversations about work integrated learning. These conversations are expected to grow over time.

Experiential learning is an increasingly important component of many academic programs at UM. Highlights of related recent initiatives are detailed in the faculty overviews in the Appendix of this report.

Co-operative education (Co-ops)

Co-operative education allows students to put theory into practice while deepening learning as students test and enhance skills learned in the classroom. This is an area in which the university has seen significant growth. Since 2015, there has been a 35% increase in annual participation rates in co-op programming.

In 2019 a new co-op education policy was approved through Senate, which defines terms and sets out standards for these important work-integrated learning opportunities.

UM has a long history of offering co-op education within its faculties. There are currently over 40 programs offering co-op options to students in the Faculties of Agricultural and Food Sciences; Architecture; Arts; Engineering; Environment, Earth and Resources; Asper School of Business; and Science. Since 2015, co-op options have been approved for programs in the following areas of study:

Undergraduate Programs

Applied Mathematics
Environmental Design
History
Human Nutritional Sciences
Labour Studies
Mathematics
Physics and Astronomy
Political Studies
Psychology

Graduate Programs

Architecture
City Planning
Interior Design
Landscape Architecture

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

To advance the goals for high quality and innovative teaching, UM has committed to three areas of action:

- 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
- Increase opportunities for academic staff to complete the Teaching and Learning Certificate program through the Centre for the Advancement of Teaching and Learning

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 UM. Feedback from this process was provided to each faculty in 2017 to inform the revision of tenure and promotion guidelines.

The UM-wide Olive Stanton Teaching Award and the Saunderson Teaching Award have been re-established with enhanced and more explicit criteria and a peer-review selection process. The awards are presented at the Spring Convocation ceremonies to highlight and celebrate outstanding teaching. A Provostial Program in the Scholarship of Teaching and Learning (SOTL) has recently been established to provide, through a peer-review process, both project and personnel funding. Project funding includes small (<\$7,500) and large (<\$25,000) projects, while the personnel funding includes three annual Teaching Scholar positions (one term each) and two annual Teaching Fellowships (two-year awards). This unique Program provides an opportunity for faculty to engage with SOTL, investigate innovative teaching strategies, develop educational leadership amongst faculty, build a strong nominee base for internal and national teaching awards, share findings and expertise through an annual teaching and learning symposium and promote SOTL as a legitimate addition to evidence for both teaching and research through promotion and tenure applications.

The Faculty of Graduate Studies offers annual awards to recognize outstanding mentorship of graduate students.

The Centre for the Advancement of Teaching and Learning has established the three programs outlined to facilitate professional development for all instructors and teaching assistants:

- The Teaching and Learning Certificate program is an intensive two-year (part time) mentor-supported program for pre-tenured faculty. 30 faculty members have graduated from the program, while an additional 32 are in process.
- The Instructional Skills Workshop established in 2018 is a three-day intensive program for sessional instructors with three intakes per year. Since its inception, 47 sessional instructors have completed the program.
- The Graduate Student Program is a new internationally accredited program focused on building fundamental teaching and communication skills in graduate students. As of Fall 2019, 150 graduate students were enrolled in the program.

g. Enhance student mobility.

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

- 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
- Becoming a founding partner in the creation of a provincial transfer credit data-base 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.

UM provided leadership in the initial development of a provincial transfer credit database designed to facilitate student mobility between Manitoba post-secondary institutions. This project was 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 development of local, national and international articulation agreements is incorporated into the undergraduate program approval process to ensure that these are of high quality and beneficial to students. These Senate-approved bilateral or multi-lateral agreements between UM 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 UM, 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.

The Faculty of Graduate Studies has also introduced a collaborative PhD structure, which provides an opportunity for outstanding graduate students to receive training and exposure to research and scholarship at both UM and a collaborating university outside of Canada. This structure is also expected to facilitate collaborations between UM faculty and researchers at other international institutions.

The International Centre has also played a key role in student mobility. Between 2015 and 2020, the centre facilitated a total of 142 student mobility agreements including 10 articulation agreements, 92 Bilateral student exchange agreements and 40 other types of student mobility agreements.

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

UM 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 of Indigenous knowledge into all program areas. Additional detail is provided in this report's section on Indigenous Achievement (Priority 3) and in the Appendix.

Course content

The Centre for the Advancement of Teaching and Learning has established a number of workshops and introduced a blanket exercise to support instructors in the inclusion of Indigenous content within courses and introduce discussion of Indigenous concepts. The KAIROS blanket exercise was initially developed in response to the 1996 Royal Commission on Aboriginal Peoples and offers a powerful interactive learning experience that simulates the histories and stories of colonialism. More than 250 staff from across campuses have participated in the blanket exercises. Through their Flexible Learning Team, the Centre for the Advancement of Teaching and Learning also supports instructors through the development of learning resources related to Indigenous content and offers sessions to utilize Indigenous knowledge(s) and teaching method in the classroom.

Faculty orientation and workshops

Information on UM's commitment to Indigenous achievement is also included in the new faculty orientation. New faculty are provided with resources including workshops to increase awareness of Indigenous peoples and perspectives.

To further support this goal, workshops for academic administrators have been offered addressing topics such as:

- Decolonizing UM: What Can Academic Leaders Do?
- Indigenous Student Experience in Post-Secondary Education
- Decolonizing Education
- Integrating Indigenous Perspectives and Knowledges into the Curriculum
- Historical Overview and Indigenous World View
- Contemporary Manifestations of Indigenous History – the Canadian Context
- Ten Ways Organizations Get in Their Own Way on Indigenous Achievement, Reconciliation, Diversity, Inclusion and Anti-Racism

Since spring 2019, UM Libraries (UML) has offered Indigenous Cultural Competency Training. Almost half of UML have completed the blended learning experience where UML meet with Indigenous members of faculty and staff while completing a certificate in the Indigenous Canada MOOC (UAlberta) training.

Indigenous Scholars

UM continues to incorporate Indigenous perspectives into learning, discovery and engagement programs through a comprehensive approach.

Indigenous Scholars are leading the integration of Indigenous knowledge(s) and perspectives into curriculum, programs and initiatives. The Indigenous Scholars Fund was established to support the recruitment of Indigenous scholars. Funding for 12 positions was provided (six in 2016 and six in 2017) in the Faculties of Agricultural and Food Sciences; Arts; Education; Engineering; Architecture; Kinesiology and Recreation Management; Science; Asper School of Business; Rady Faculty of Health Sciences and School of Art.

Indigenous Initiatives Fund

Since 2015, 61 unit-based projects have been supported through an Indigenous Initiatives Fund. Several examples of funded projects are summarized below.

- The Price Faculty of Engineering is offering a series of workshops for faculty and instructors to learn how to incorporate Indigenous perspectives into engineering courses in significant and culturally sensitive ways.
- The Faculty of Education is reviewing and revising course curricula and pedagogy in the area of Inclusive/Special Education to incorporate Indigenous knowledge(s), pedagogy and worldviews.
- The Rady Faculty of Health Sciences is reviewing midwifery and nursing undergraduate curricula to ensure that an understanding of Indigenous perspectives is established as an important learning outcome.
- The Faculty of Kinesiology and Recreation Management (FKRM) is working with the Manitoba First Nations Education Resource Centre to develop a land-based curricular framework that will provide the foundation for the development of FKRM undergraduate courses.
- The Faculty of Social Work is revising the Bachelor of Social Work (BSW) program with the primary goal of integrating Indigenous Knowledge(s) throughout the BSW curriculum.
- Ongomiizwin Education is developing the Traditional Medicine Garden at the Rady Faculty of Health Sciences campus to include on-site and video teachings on traditional medicines and their uses.

Indigenous Senior Leadership

At the time of the strategic plan mid-term report, UM was in the process of introducing the position of Vice-Provost (Indigenous Engagement). Given the importance of increasing participation of Indigenous students and increasing engagement with Indigenous communities, a committee was established to review the role and mandate of Indigenous senior leadership at UM. A report was submitted to the Provost and all recommendations were accepted by the President and the Board of Governors in early October 2019. The report provides a series of recommendations for the development of a UM-wide approach to advancing Indigenous engagement, addressing anti-Indigenous racism and working collectively toward Reconciliation.

Amongst the top recommendations was the establishment of a Vice-President (Indigenous) to lead this work. Dr. Catherine Cook was appointed to this position to begin on January 1, 2020 to work to determine how best to help UM meet its goals of reconciliation and support for Indigenous peoples.

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

Senate had previously mandated that Bona Fide Academic Requirements (BFARs) be 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.

Faculties and schools developed BFAR statements and rationales for their graduate programs with feedback from the Cooper Commission Implementation Working Group and resources available from the Centre for the Advancement of Teaching and Learning. Senate has approved BFARs, or in lieu of these essential skills and abilities documents which already existed in some units as accreditation requirements, for all graduate programs.

Other initiatives in support of this goal include:

- Revision of UM's Accessibility Policy and Procedures, which were approved effective January 1, 2015 and distributed to UM 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
- Accessibility presentations and development of online materials (e.g. faculty and staff handbook) to assist UM community in providing accommodations to build awareness and understanding

Student Accessibility Services (SAS) provides support to all students with disabilities to fully access their chosen course of study for which they are academically qualified. The majority of supports are provided through accommodations such as extended time for tests and exams, note-taking services, transcription and volunteer note sharing services. Other supports offered include ASL-English interpreters and academic attendants who assist on campus and improved classroom equipment for accessibility. The assistive technology lab, opened in 2016, provides training on assistive technology for coursework and exams as well as access to alternate formats for texts and course materials. The test/exam centre provides distraction-reduced space and access to exam accommodations. SAS also provides additional support to students by way of programming and referrals to other supports on campus.

The number of students registered with the SAS office had increased from 1,310 (2016-2017) to 1,480 (2017-2018) and to 1,517 (2018-2019). Data for the period of 2018-2019 shows that 99% of students registered with SAS have permanent disability and 21% of the registered students present more than one disability. The category of students with mental health disabilities has increased significantly. In 2015, students with mental health disabilities comprised 39% (n=451) of students registered with SAS. In 2019, this had grown to 46% (n=701), an increase of 64%.

A UM Multi-Year Accessibility Plan (2016-2019) was developed to identify, prevent and remove barriers to accessibility.

A SAS handbook for faculty and staff is revised annually to provide detailed information about standard academic accommodations for registered SAS students at UM. Workshops are also offered on how to support students with disabilities.

In compliance with the Accessibility for Manitobans Act, UM has also ensured training has been provided through in person training, an online course and unit specific training where appropriate. All faculty and staff members were required to take training by November 01, 2017. Since January 2018, over 6,000 faculty and staff members have received training through Learning and Organizational Development.

Finally, the Student Accessibility Appeal Procedures were revised and approved by Senate in April 2018. Through this, a Senate Committee on Academic Accommodation Appeals was established as a standing committee of Senate with a role to hear and decide upon appeals related to accommodation.

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

UM is committed to providing students with a greater understanding of the goals and anticipated learning outcomes for all programs. The Centre for the Advancement of Teaching and Learning offers expertise and supports to instructors and academic units in course and curriculum development. They have developed an interactive course development guide that provides instructors with guidance on the establishment and communication of course outcomes and objectives.

The proposed revised academic program review procedures as discussed earlier in this priority, also requires that units undergoing review reflect and articulate the objectives and learning outcomes of their programs. A revised Responsibilities of Academic Staff with Regards to Students 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 has also conducted workshops on the development of course syllabi and provides templates for both online and face-to-face courses.

The BFAR initiative, discussed above, provides students with a clear understanding of the essential requirements of a graduate program.

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 past five years, we championed excellence in research, scholarly work and other creative activities and increased our position within the top fifteen research-intensive universities in Canada. We retained 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 continued to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. Through strategic investments, we built and grew existing and emerging areas of research excellence and generated ideas and knowledge that helped address the most pressing issues facing Indigenous peoples, other Canadians and global citizens. We enhanced our reputation on the international stage and provided 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.***

RESEARCH SUPPORTS

UM has continued its commitment to supporting a comprehensive range of research, scholarly work and creative activities. Early in the strategic plan implementation, the Office of Research Services (ORS) underwent changes, 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 were also allocated to assist with enhanced start-up funding for new faculty members. Early in 2020, the terms for use of the funds was extended from three to five years, an additional effort to help support new hires and early-career researchers establish their research programs.

Research Services continues to provide dedicated support to researchers who are seeking information and submission advice on the ever-increasing number of internal national and international research

funding opportunities. ORS works with researchers to ensure successful grant and contract submissions and manages the post-award process, which includes meeting the growing accountability requirements by external agencies and regulatory bodies for oversight of grants and contracts and overall research compliance.

In 2017, this reorganization implemented a separate director for grants and contracts, thereby improving services to researchers.

The Office of the Vice-President (Research and International) (VPRI) continues to support and coordinate the UM's seven research facilitators that work with researchers to review all research grants and contracts to improve their success with all funding applications.

All Canada Research Chair (CRC) and Canada Foundation for Innovation (CFI) applications must address how they align with UM's Strategic Research Plan as well as the signature areas of research, as appropriate. This ensures strategic investment in emerging and established areas of research excellence. To encourage multi-faculty collaboration, in 2019-20, internal guidelines for the annual CFI John R. Evans Leaders Fund competition were revised to increase the amount of funding for which groups of two or three researchers, can apply.

RESEARCH CHAIRS AND PROFESSORSHIPS

UM is committed to increasing the number of research chairs and professorships to develop and lead research in a range of areas. Since 2015, the following have been established:

Research Chairs:

- Endowed Research Chair in Leadership Research (2016-17)
- Endowed Research Chair in Leadership Education (2016-17)
- Waugh Family Chair in Multiple Sclerosis (2016-17)
- H. E. Sellers Chair in Internal Medicine (2016/17)
- Endowed Research Chair in Interprofessional Collaborative Practice (2017-18)
- Endowed Research Chair in Child Health Evidence-Based Medicine (2017-18)
- Endowed Research Chair in Human Rights and Social Justice (2017-18)
- Endowed Research Chair in Pediatrics and Child Health (2017-18)
- Endowed Research Chair in Pediatric Emergency Medicine (2018-19)
- Endowed Research Chair in Clinical Stroke Research (2018-19)
- Evelyn Wyrzkowski Chair in Cardiology at Saint Boniface General Hospital (2019-20)
- NSERC Industrial Research Chair in 4R Nutrient Stewardship (2020-25)
- NSERC Chair in Design Engineering for Sustainable Development and Enhanced Design Integration (2018-23)
- NSERC Chair for Women in Science and Engineering (Prairie Region) (2017-21)
- NSERC Industrial Research Chair in Power Systems Simulation (2016-20)
- NSERC Industrial Research Chair in River Ice Engineering (2014-19)
- CIHR Chair Sex and Asthma: Immunomodulatory mechanisms of airway inflammation (2020-24)

Conversion from Professorship to Chairs:

- Professorship in Pediatric Asthma and Allergy to a Chair (2016-17)
- Ivan Bihler Professorship in Stem Cell Research to a Chair (2016-17)
- Bryce Douglas Professorship in Corporate Finance to a Chair (2016-17)
- Dr. Lyonel G. Israels Professorship in Hematology to an Endowed Research Chair (2018-19)

Professorships

- Endowed Professorship in Business Ethics (2015-16)
- Endowed Professorship in Traumatology (2015-16)
- Rudy Falk Clinician Scientist Professorship (2018-19)
- Professorship in Endocrinology (2018-19)
- Professorship in Business Sustainability (2019-20)

RESEARCH AWARDS

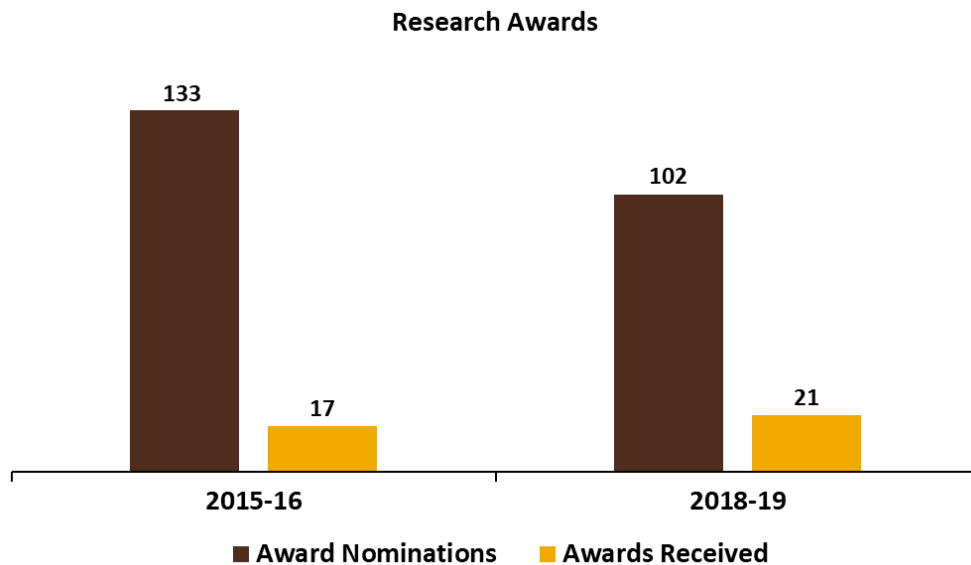


Figure 2-1 Research Awards

In general, the proportion of nominations to awards received has improved during this time. The Rhodes Scholarship Program comprises a significant component of research awards. Beginning in 2017, UM implemented an internal selection process for the Rhodes Scholarship Program, limiting the number of applicants officially endorsed by UM and resulting in a decline of total award nominations as reflected in Figure 2-1.

STUDENT RESEARCH SUPPORT

There are several funding initiatives through VPRI that provide research support to students:

UNDERGRADUATE RESEARCH AWARDS

The Undergraduate Research Awards (URA) are jointly funded by VPRI and the UM Students' Union (UMSU), with contributions from faculties. This program supports 170 undergraduate students each year, allowing them to work on research projects with UM professors. The number and amount of the awards have consistently increased from 2015, in both total dollars awarded and the total number of awards, resulting in a considerable increase over this period (see Figure 2-2). Ten percent of awards are dedicated to Indigenous students. Two additional awards are funded by the Social Sciences and Humanities Research Council General Revenue Fund and are allocated to community-based research.

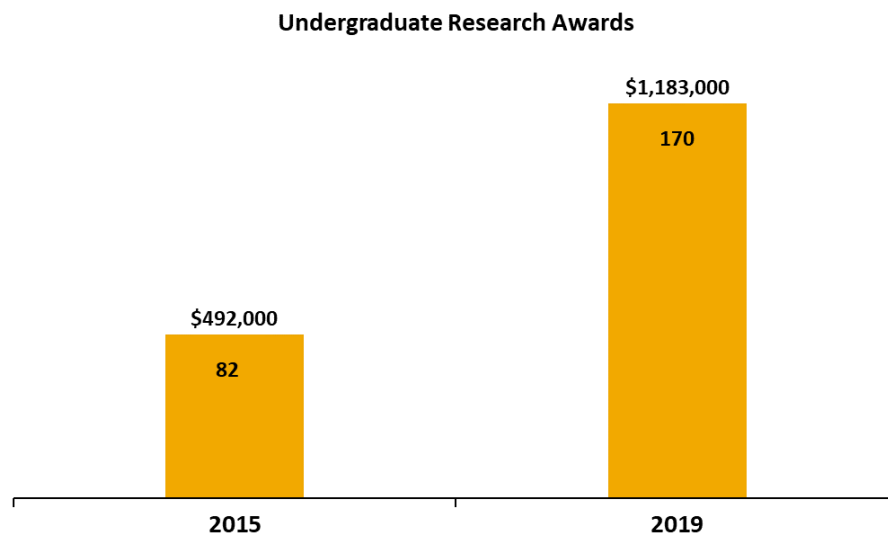


Figure 2-2 Undergraduate Research Awards

UNDERGRADUATE RESEARCH POSTER COMPETITION

Each fall this annual showcase of undergraduate students' expertise and passion for research provides an opportunity for students to display the research projects they have worked on with their researcher. Participation in this event includes students from all faculties and areas of study. The number of students participating has steadily increased overall each year since 2015. (see Figure 2-3).

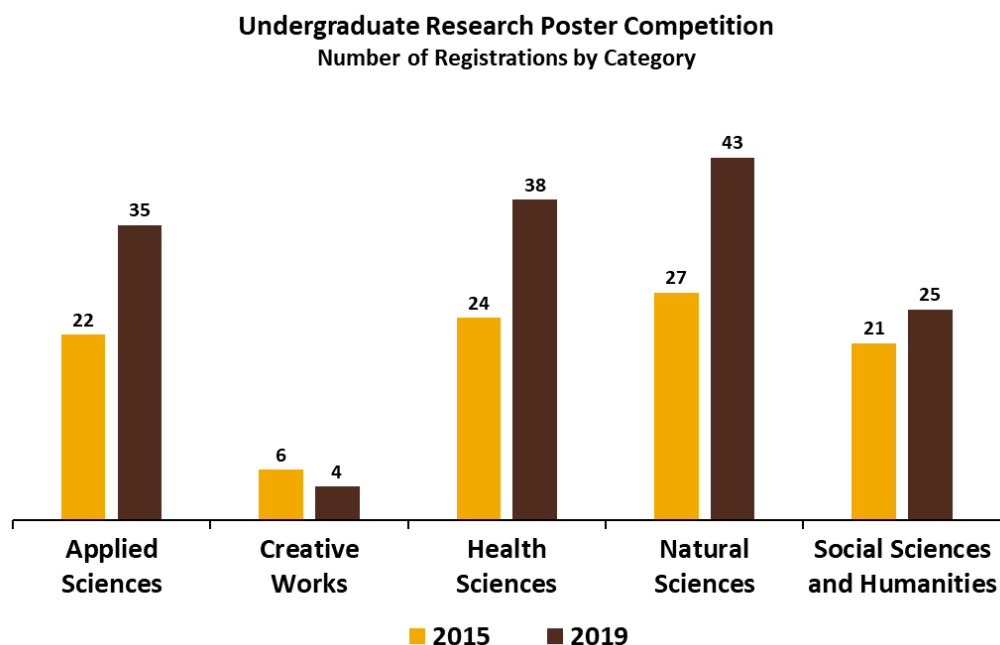


Figure 2-3 Poster Competition Registrations

CONFERENCE SPONSORSHIP PROGRAM

VPRI administers the Conference Sponsorship Program and Travel Support to Competitions three times per year. This program is designed to support the attraction of conferences to UM as well as to provide funding for proposals from Student Groups for Student Group Travel Competitions representing UM in the competition.

SET DAY

Science, Engineering and Technology Day (SET Day) gives Grade 11 and 12 students an opportunity to see what the future may hold for them in many life-changing fields of research conducted at UM. Activities include cutting edge science presentations, breakout sessions and lab activities. SET Day is open to all Manitoba high schools and has been supported by VPRI since 2007.

MANITOBA SCHOOLS SCIENCE SYMPOSIUM

UM hosts the annual provincial science symposium for students from grades 4 through 12 from Manitoba. VPRI is a Gold Sponsor and supports a significant portion of the costs. Three UM Entrance Scholarships are offered at \$700 each to any faculty and one Faculty of Science Entrance Scholarship at \$750.

MANITOBA FIRST NATIONS SCIENCE FAIR

UM hosts this annual science fair that provides extensive opportunities for students of First Nations schools to become engaged and excel in science. VPRI supports a significant portion of the costs.

CANADA-WIDE SCIENCE FAIR

The Canada-Wide Science Fair (CWSF) brings together the country's top young scientists in grades 7 – 12. It has been held every year since 1962. In addition to scientific, social and cultural activities, the 500 finalists compete for medals, cash prizes, scholarships and exclusive science opportunities. The Office of the Vice-President (Research and International) offers a renewable entrance scholarship valued at \$5,000 for students who have been awarded a Gold Medal for a senior project at the CWSF.

SANOBI BIOGENIOUS

Sanofi Biogenius Canada is a national science research competition open to high school students that has helped almost 4,000 young Canadians pursue real-world scientific research projects that have been the launch pads to future studies and careers.

GRADUATE STUDENT SUPPORTS

Graduate students have access to student conferences and/or travel support and Graduate Enhancement of Tri-Council Stipends (GETS), administered by the Faculty of Graduate Studies. The program was recently expanded to support research assistant appointments, and as well, the grants for which GETS support is eligible, was reviewed and expanded. As well, research discussions, seminars and workshops are held in many faculties, colleges and departments, providing numerous networking and collaboration opportunities.

RECOGNITION OF RESEARCHERS

To ensure recognition of UM researchers and their work and to celebrate their scholarly accomplishments, annual nominations are held for national and international awards (See Figure 2-1). UM faculty received a number of awards between April 2015 and October 2019, including:

Royal Society of Canada Fellows

The Royal Society of Canada (RSC) is the senior national body of distinguished Canadian scholars, artists and scientists. The primary objective of the RSC is to promote learning and research in the arts and sciences. The RSC consists of researchers who are selected by their peers for outstanding contributions to the sciences, arts and the humanities. Ten UM faculty members were elected to the RSC.

Canadian Academy of Engineering Fellows

Election to the Canadian Academy of Engineering (CAE) is one of the highest professional honours accorded to an engineer. Fellows have distinguished themselves in different sectors including business, academia and government and in different roles such as business management, executive management, technical and university faculty. Eight UM faculty were elected Fellows of the CAE.

Women's Executive Network – Canada's Most Powerful Women – Top 100 Awards

Canada's Most Powerful Women: Top 100 Awards is the country's most recognizable award for the highest achieving female leaders in the private, public and not-for-profit sectors. These awards were created to recognize the incredible accomplishments of women, develop a community of support and

increase the visibility of strong leaders in order to inspire future generations. Eight researchers were recognized with this award.

Canadian Academy of Health Sciences Fellows or Distinguished Fellows

Fellows elected to the Canadian Academy of Health Sciences (CAHS) are health and biomedical science leaders who are well recognized by their peers nationally and internationally for their contributions to the promotion of health science. They have demonstrated leadership, creativity, distinctive competencies and commitment to advance academic health sciences. Six scientists were elected to the CAHS.

Royal Society of Canada – College of New Scholars, Artists & Scientists Members

In 2011, the Fellowship of the Royal Society of Canada established the College of New Scholars, Artists and Scientists. The mandate of the college is to gather exceptionally talented new scholars, artists and scientists at a highly productive stage of their careers into a single collegium characterized by the interaction of diverse intellectual, cultural and social perspectives. Six faculty members were elected by the RSC as new members.

Canadian Medical Hall of Fame Inductees

The Canadian Medical Hall of Fame (CMHOF) laureates are individuals, living and posthumous, whose outstanding contributions to medicine and the health sciences have led to extraordinary improvements in human health. Their work may be a single meritorious contribution or a lifetime of superior accomplishments. Pioneers in their field, they are considered role models who inspire young Canadians to pursue careers in the health sciences. Four UM faculty members were inducted into the CMHOF.

Institute of Public Administration of Canada – Lieutenant Governor’s Award for Excellence in Public Administration in Manitoba

The Institute of Public Administration of Canada (IPAC) Lieutenant Governor’s Award for Excellence in Public Administration in Manitoba recognizes the exceptional achievement of a person who has shown distinctive leadership in public administration. Three UM administrators received this award.

Governor General’s Innovation Awards

Launched in 2016, the Governor General’s Innovation Awards inspire Canadians to embrace innovation and to emulate innovative, entrepreneurial risk-takers who have developed new or better ways of creating value and who are having a meaningful impact on our quality of life. The awards are given to individuals, teams and/or organizations whose innovations are truly exceptional, transformative and positive in their impact on quality of life in Canada. Two UM researchers received this award.

Manning Awards – Ernest C. Manning Principal Award

Valued at \$100,000, the Ernest C. Manning Principal Award recognizes and encourage innovation in Canada. Two UM faculty received this award.

Canada Gairdner Foundation – Wightman Award

Valued at \$100,000, the Gairdner Foundation Wightman Award recognizes a Canadian health researcher who has demonstrated extraordinary leadership paired with exceptional science. Successful recipients demonstrate research excellence in the health sciences at an international level as well as superior leadership among their peers, with local, national and international impact. One health researcher received this award.

Canadian Institutes of Health Research Gold Leaf Prize for Outstanding Achievements – Early Career Investigator

Valued at \$100,000, the Canadian Institutes of Health Research (CIHR) Gold Leaf Prize for Outstanding Achievements – Early Career Investigator is awarded every two years to an investigator at the beginning of their career who shows great potential and is expected to continue to produce research of exceptional merit. One faculty member was awarded this prize.

Royal-Mach-Gaensslen Prize in Mental Health Research

Valued at \$100,000, the Royal-Mach-Gaensslen Prize for Mental Health Research was established to recognize and support Canadian early-career researchers in the area of mental health. It recognizes those with a demonstrated track record in research with excellence in scientific rigor, innovative thinking, imagination and originality and a clear ability to work in partnership with other disciplines and/or research teams external to the institution with which they are affiliated. One health researcher was awarded this prize.

Graham Boeckh Foundation – Dr. Samarthji Lal Award for Mental Health Research

Valued at \$25,000, the Dr. Samarthji Lal Award recognizes a researcher working in a Canadian institution in the area of psychiatry, with a focus on major mental disorders, who is mid-career and making an outstanding contribution to the field. The recipient demonstrates excellence in scientific rigor, excellence and promise in research outcomes (contributing to the ultimate goal of bringing hope and relief to patients) and innovative “out-of-the-box” thinking. One faculty member received this award.

Health Research Foundation – Medal of Honour

Valued at \$20,000, the Health Research Foundation - Medal of Honour has been awarded to remarkable individuals whose research or contributions to public policies supportive of research and development in Canada have achieved international recognition. All recipients have made pivotal contributions to the advancement of knowledge in the health sciences and/or the improvement of therapeutic healthcare. One faculty member received this medal.

Rhodes Scholarship

The Rhodes Scholarship is a postgraduate award supporting exceptional students from around the world to study at the University of Oxford. The program was established in 1903 and first awarded in Canada in 1904. Up to 11 Rhodes Scholarships are awarded annually in Canada, including three in the Prairie Region of Alberta, Saskatchewan and Manitoba. One UM student received this scholarship.

In addition to these awards, there are also internally administered faculty research awards through VPRI, such as:

Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award

Established in 1997 and renamed in Dr. Bowman's memory in 2005, to recognize outstanding research accomplishments by a non-retired established university faculty member. The award consists of a research grant in the amount of \$25,000 and a medal.

Falconer Emerging Researcher Rh Awards:

Established in 1973 by the Winnipeg Rh Institute Foundation Inc. to recognize academic staff who are early in their research, scholarly work and other creative activities; and who display exceptional promise, demonstrate high qualities in innovation and stimulate research colleagues in their own and related discipline. Each award consists of a research grant of \$12,000.

GAME CHANGER COMPETITION

In 2015, UM 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 first has individuals and teams submit problems and challenges, from which up to five problems or challenges are chosen for solutions to be provided (see Figure 2-4).

RESEARCH AND SCHOLARLY EXCELLENCE CELEBRATION

The annual Research and Scholarly Excellence Celebration was initiated in 2018 and is held on the UM campus. It honours faculty members who are new inductees to national academic societies, new and renewed sponsored and endowed research chairs, new Distinguished Professors and other special award winners. In its first two years, 44 faculty members were recognized for their accomplishments. Guests include the academic community, industry, government and funders.

RESEARCHLIFE MAGAZINE

ResearchLIFE magazine was launched in 2009. It is published twice per calendar year (winter, summer), both in print and digital format. Distribution includes local and national funders, Winnipeg libraries and medical offices, on campus distribution and to subscribers. The subscription is free. Each issue highlights research, scholarly works and creative activities conducted by UM faculty, students and postdoctoral fellows. In addition, it celebrates research accomplishments such as award recipients, books published, the annual Science, Engineering and Technology (SET Day) and other UM activities of interest to a wide public audience. Each issue contains a self-written research profile by a graduate student and an invited opinion piece related to the theme by an external partner. Magazine feature stories are shared on the UM Today news channel and on UM social media channels.

CAFÉ SCIENTIFIQUE

The UM Café Scientifique series is funded, hosted and organized by the Office of the Vice-President (Research and International). More than 65 Cafés have been held at McNally Robinson Booksellers since the fall of 2008. Topics of interest to the public are chosen based on a call for proposals to the UM community. From those submissions, each year's series of Cafés is chosen.

The purpose of the Cafés is to share with the public the amazing research, scholarly activities and creative works that our researchers engage in. The panels are multidisciplinary and cross-faculty and often include community stakeholders. This demonstrates how research is conducted not in an 'ivory tower' but collaboratively and how it strives to solve problems/issues of importance to the community. Café topics draw a different audience every time, dependent upon the topic. In the 12 years of the program, it is estimated that attendance has been more than 6,000 people.

CONVERSATION CANADA

UM is a founding member of The Conversation Canada, a daily independent online publication, delivering analysis and explanatory journalism from the academic and research community directly to the public. It is a not-for-profit collaboration, where professional editors work directly with academics and researchers to publish articles for a wide audience. All faculty members and doctoral candidates are encouraged to take advantage of this opportunity to share their research with this network.

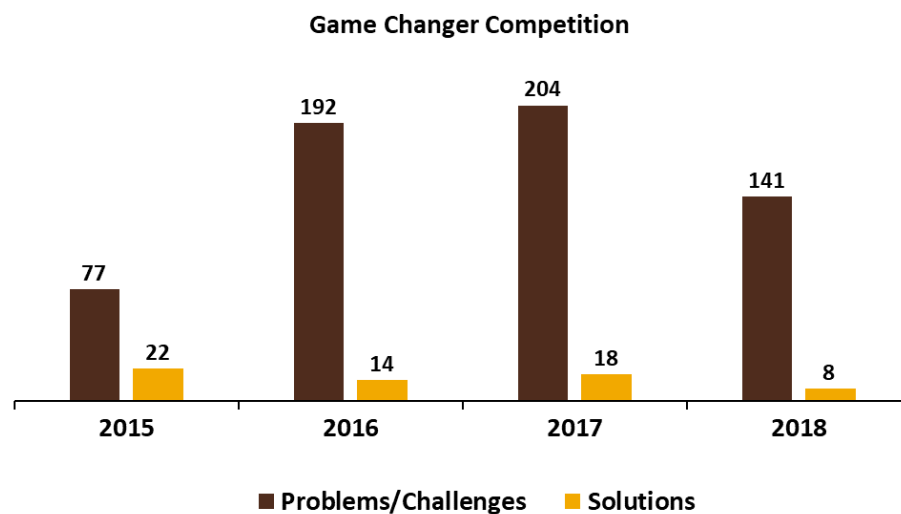


Figure 2-4 Game Changer Competition

PARTNERSHIPS & INNOVATION (FORMERLY TECHNOLOGY TRANSFER)

In 2019, the former Technology Transfer unit changed its name to Partnerships and Innovation, which is a more accurate reflection of their role to the community. This coincided with a move to the Smartpark Innovation Hub.

Partnerships & Innovation is charged with capturing value of research through commercialization of inventions created by UM researchers and with increasing partnerships between researchers and companies in the community who can benefit from their expertise.

AIMDay events are a structured process where industry challenges are presented to diverse groups of researchers to facilitate knowledge transfer from post-secondary institutions to industry. In other jurisdictions where they have been done, the number and scope of industry partnerships with research has increased significantly. An AIMDay event is planned for the fall of 2020.

UM normally receives 40 – 50 new invention disclosures annually. This is consistent with other universities based on the Association of University Technology Managers (AUTM) statistics that suggest one invention per \$3-4 million in research funding. Additionally, it is typical for about five to eight percent of inventions to be licensed to companies, which is also consistent with UM's numbers. There has been a proactive approach in the management of patent costs and due to increased attention to due diligence, somewhat fewer patents have been filed.

Figure 2-5 demonstrates the ways in which activities within Partnerships and Innovation are changing. While a similar number of inventions (represented by disclosures), patents and licenses continue to occur, activity has shifted to include more partnership activities (as represented by other agreements). During this same period, royalties received has remained relatively stable (Figure 2-6).

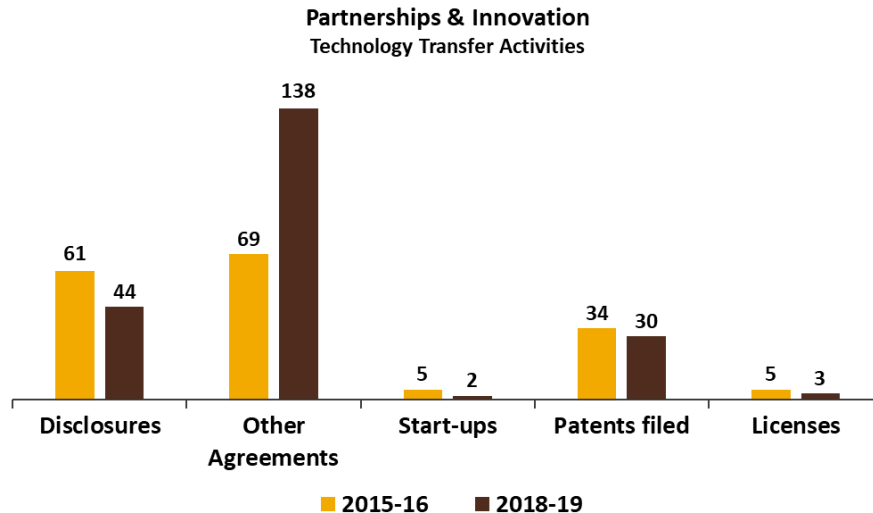


Figure 2-5 Technology Transfer Activities

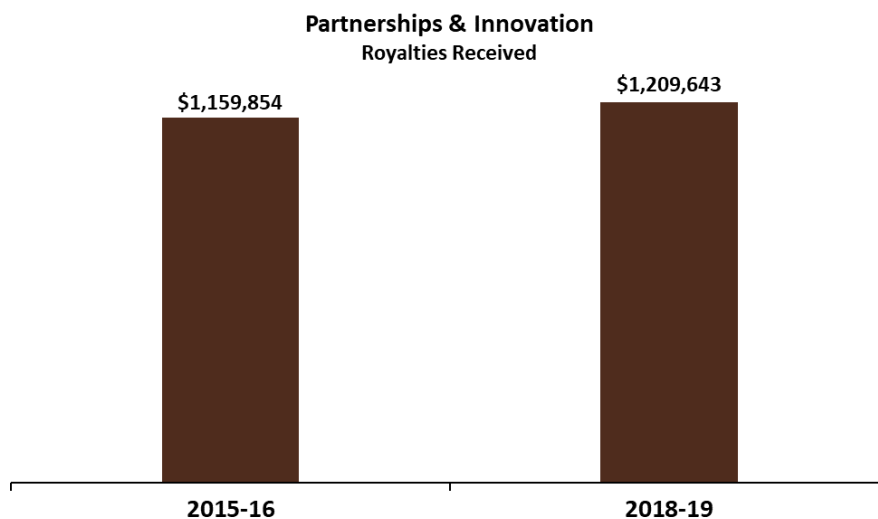


Figure 2-6 Royalties Received

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, UM 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 (UM with Winnipeg Regional Health Authority/ Shared Health 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:

University Research Grants Program

The University Research Grants program (URGP) supports the development of research at UM to enhance our national competitiveness in terms of tri-agency research funding. In 2019, funding was increased from \$7,500 to \$10,000 per project, to help support the increased costs of research and to allow for adequate student support. Priority is given to new faculty to help position them in competing successfully for external research support. Two annual competitions are held – one for new faculty (defined as less than three years from their start date at UM) and one for established faculty.

University International Programs & Projects Seed Fund

University International Programs and Projects Seed Fund (UIPPSF) supports faculty members in the development of new international initiatives that contribute towards UM's International Strategy objectives for academic and research enhancement.

University Indigenous Research Program

The University Indigenous Research Program (UIRP) fosters the inclusion of Indigenous perspectives in research and/or to seed community-based research in partnership with First Nations, Métis and Inuit communities, including community-based opportunities with global Indigenous communities. This program supports building partnerships and supporting communities, as well as sharing Indigenous knowledge and research.

University Collaborative Research Program

The University Collaborative Research Program (UCRP) supports the development of new interdisciplinary/multidisciplinary research collaborations between researchers from different disciplines, which will nurture the overall development of research at UM.

University Creative Works Grants Program

The University Creative Works Grants Program (CWGP) supports high quality creative works to enhance the overall quality of artistic production at UM. In 2019, the amount of eligible funding doubled per creative work project, from \$2,500 to \$5,000. Between 2015 and 2019, over \$100,000 was awarded through this program.

Small Research Equipment Funding Program)

Established in 2017, the Small Research Equipment Funding (SREF) program supports the purchase, repair or fabrication of research equipment. VPRI provides a maximum of \$25,000 to researchers who have specific, lower-cost equipment needs required to support their research program.

Tri-Agency Bridge Funding (CIHR, NSERC, SSHRC)

Provides funding for the further development of unsuccessful tri-agency program applications to ensure future success. VPRI matches faculty fund contributions 2:1, up to:

Canadian Institutes of Health Research (CIHR) – up to \$40,000 per application maximum from VPRI

Natural Sciences and Engineering Research Council of Canada (NSERC) – up to \$20,000 per application maximum from VPRI

Social Sciences and Humanities Research Council (SSHRC) – up to \$10,000 per application maximum from VPRI

Internal Grants Programs		2015-16	2018-19
University Collaborative Research Program (UCRP)	Applications	33	28
	Funded	18	14
University Indigenous Research Program (UIRP)	Applications	12	7
	Funded	8	5
University International Program & Project Seed Fund (UIPPSF)	Applications	11	4
	Funded	6	2
Small Research Equipment Funding Program (SREFP)	Applications	--	60
	Funded	--	11

Figure 2-7 Collaborative Internal Grants Programs

COLLABORATIVE RESEARCH

To increase the role of institutes, centres and groups in facilitating collaborative research, the Senate Committee on University Research has begun a process to clarify the procedures to establish and review research centres and institutes.

Since 2015, the following have been established:

Research Groups

Manitoba Chemosensory Biology Research Group established (2015-16)

Violence & Injury Prevention Research Group established (2015-16)

Program and Policy Evaluation Research Group (2017-18)

Food Systems Research Group (2017-18)

Research Centre/Institute

Institute for Global Public Health (2019-20)

Figures 2-8 and 2-9 show the percentage of UM publications with national and international collaborations, both of which have increased during the period of this report.

Percentage of UM Publications with National Collaboration

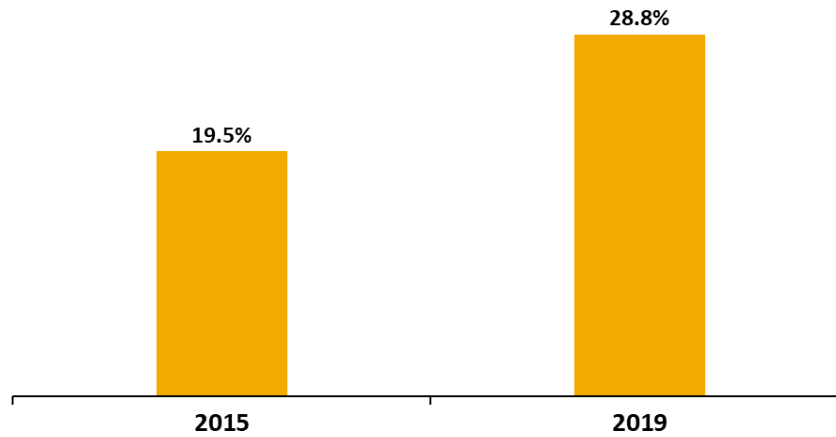


Figure 2-8 Percentage of UM Publications with National Collaborations

Source: Scopus

Percentage of UM Publications with International Collaboration

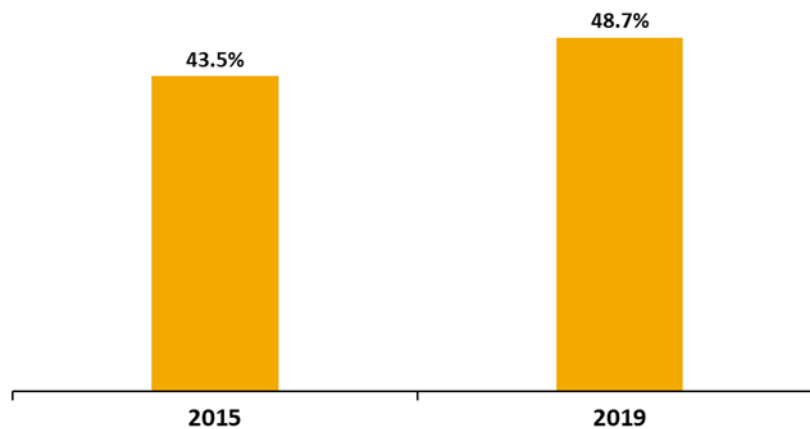


Figure 2-9 Percentage of UM Publications with International Collaborations

Source: Scopus

TENURE AND PROMOTION GUIDELINES

A committee led by the Vice-Provost (Academic Affairs) undertook a review of all faculty/school tenure and promotion guidelines to assess the extent to which developing partnerships and engaging in community-based and international research are recognized. Feedback from this process was provided to each faculty in 2017 to inform the revision of tenure and promotion guidelines.

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

To accomplish this goal, UM 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 offers professional development workshops for graduate students through the Faculty of Graduate Studies in collaboration with various academic and student support units on and off campus. These 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. Between 2015 and 2019, over 4,000 students attended more than 500 GradSteps workshops.

The following workshops were offered by VPRI units through GradSteps since 2015:

- Partnerships and Innovation (formerly Technology Transfer Office): Intellectual Property: Have you invented something?
- International Centre: Cross-cultural Understanding and Building Relationships
- Animal Care: Understanding and Navigating the Path of Research Using Animals
- Fort Garry Research Ethics Board: CORE'd out? A Guide to Fort Gary Research Ethics Board Submissions
- Bannatyne Research Ethics Board: Beyond Acronyms. The Bannatyne REBs on the Research Ethics Approval Process and Participant Protection

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

As part of this work, UM 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 (UIRP), 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 (see figure 2-7 for detail). From 2015 to 2019, 33 projects were funded at an average of \$25,000 per project. From 2015 to 2019, \$763,000 was awarded in this program.

UM became the host of the National Centre for Truth and Reconciliation (NCTR) in the summer of 2015, following passage of the National Centre for Truth and Reconciliation Act, which enshrines its mandate. As the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission of Canada, the NCTR ensures 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
- The history and legacy of the Residential School system are never forgotten

Since its establishment, NCTR has engaged in the following key activities:

- Received all records from the Truth and Reconciliation Commission of Canada
- Launched an archival website marking first time site-specific information on Residential Schools has been made available
- Community engagement work across Canada with Indigenous communities
- Launched a dedicated Survivor and Intergenerational Survivor archive access process
- Launched dedicated access processes for general users, media, researchers and film/documentary producers
- Hosted major conferences
- Initiated major public outreach
- Continued ongoing collection of objects
- Participated in major court efforts to protect and preserve records detailing Residential School history, with Survivors leading the charge
- Worked with tri-agencies to initiate national reconciliation research strategy
- Opened partner office at Dalhousie University
- Designed and delivered the National Student Memorial Register

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

- Rising Up: A Graduate Student Conference offered annually from 2016 to 2019. Indigenous students 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 UM has done in partnership with Assembly of Manitoba Chiefs, Manitoba Metis Federation and Manitoba Inuit Association.
- Continued work through the Create H₂O program, which addresses research, science and training gaps preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves.

e. Advance Indigenous research and scholarship.

UM has committed to increasing its research capacity on Treaty and First Nations, Métis and Inuit rights, including the right of self-determination. An important component of this commitment involved the recruitment of Indigenous Scholars who specialize in topics relevant to Indigenous experience. Indigenous Scholars have been recruited to join UM in the Faculties of Agricultural and Food Sciences, Arts, Education, Engineering, Architecture, Kinesiology and Recreation Management, Science, Health Sciences and School of Art.

UM Press is recognized as a leading publisher of books on Indigenous issues, with a total of 83 Indigenous issue titles available and 34 new Indigenous titles since 2015.

As discussed in more detail above, NCTR is an important focal point for First Nations, Inuit and Métis research at UM. As part of its work in providing support to researchers in this area, NCTR launched a ground-breaking archival website for use by Survivors, researchers and others.

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

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

Collaborative research begins within the institution and our UM Collaborative Research Program awards have fostered numerous intra-UM collaborations.

Over the period of this report, publications by UM Scholars, including faculty and research associates with a UM affiliation, increased consistently from 2015 to 2018, but experienced decline in 2019 (see Figure 2-10).

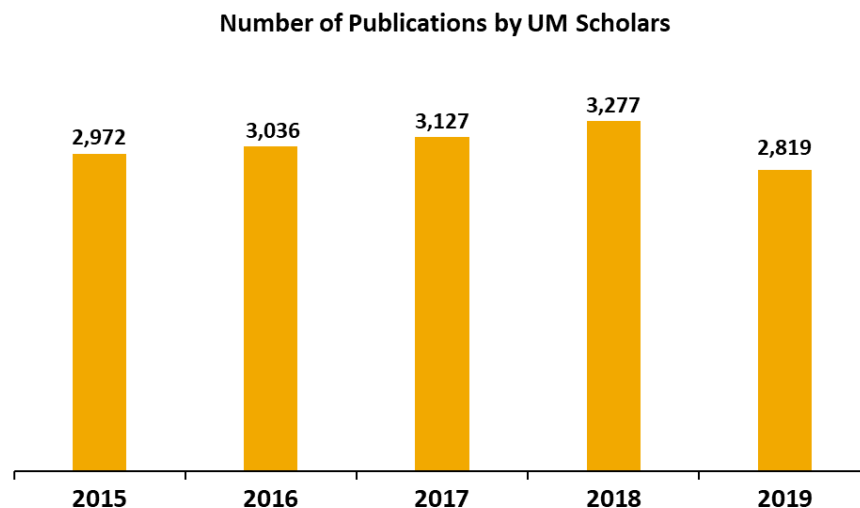


Figure 2-10 Number of Publications by UM Scholars

Source: Scopus

In September 2019, a Nature Publishing Group Masterclass workshop was held for over 100 UM researchers. This workshop was designed to increase researchers' chances of publishing in the Nature group of journals, which are recognized as having very high impact.

III. CREATING PATHWAYS *to Indigenous achievement*

The University of Manitoba acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Métis, and Inuit communities in all of our activities.

Manitoba's 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.

Taking Our Place was structured so that goals related to Indigenous achievement are threaded throughout all priorities. This approach reflects UM'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. This approach is reflected in the structure of this report.

Efforts to advance Indigenous achievement at UM are supported by, and undertaken in consultation with, Indigenous peoples. A number of UM-wide, as well as unit and project-based, advisories have provided guidance so that Indigenous perspectives, knowledge, cultures and traditions are incorporated into UM in a respectful way.

A key example of this consultation is a 2019 committee established to assess the existing mandate and support structures for Indigenous senior leadership and provide recommendations about role, mandate, appropriate reporting structures and necessary reports. A Vice-President (Indigenous) position was approved as a first step, who will work on implementation of these recommendations.

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.

CURRICULA

Course development occurs within faculties and more detailed information about faculty-specific initiatives is contained in the Appendix. Notably, for the first time in UM's history, four Indigenous language courses are being taught in the Department of Native Studies. While multiple levels of Ojibwe and Cree have been previously taught, in 2019, Dakota and Michif were also added to the course calendar. In addition, in December 2018, Senate approved two language concentrations for a Bachelor of Arts (General Major) in Native Studies: Anishinaabemowin (Ojibwe) and Cree.

This initiative is further supported, through an Indigenous Languages Elders-in-Residence Program, which facilitates connection between students and first-language speaking Elders.

COMMUNITY SERVICE LEARNING

Community Service Learning (CSL) programming offered through Student Affairs uses an experiential pedagogy that integrates community engaged work, social justice education and critical reflection. As part of this work, CSL provides an important component of UM's approach to fostering a greater understanding of Indigenous knowledge through:

- Providing training on identity, power and privilege and relationship with Indigenous lands and peoples in all of its community engagement training
- Developing a framework guide, assessment conversation, online training modules and Indigenous community engagement advising opportunities
- Advising on relationship-building and community engagement between Indigenous and newcomer communities in partnership with Immigration Partnership Winnipeg
- Developing immigrant orientation resources on Indigenous history, knowledges and experiences, such as treaty and land, in collaboration with partners such as Treaty Relations Commission of Manitoba and KAIROS Canada

Since 2015, CSL has partnered with nine Indigenous organizations, developed six Indigenous-focused student programs, facilitated their delivery over 25 times and engaged over 140 students in Indigenous-focused programs. These programs are enabled through a number of local partnerships:

- Ma Mawi Wi Chi Itata Centre, Circle of Life Thunderbird House, Two Spirited Peoples of Manitoba and Wahbung Abinoonjiaag Inc. partnered with CSL to deliver Alternative Reading Week (since 2015).
- R.B. Russell Vocational High School and Hugh John Macdonald School partnered with CSL on Careers that Fight Climate change programming (2016).

- R.B. Russell Vocational High School, Aboriginal Youth Opportunities and individual members of the Indigenous community partnered with CSL on Land and Water programming with attention to Métis perspectives (since 2017).
- Grow North, and Leaf Rapids Education Centre (Frontier School Division, Area 1) partnered with CSL on the Northern Community Engagement program with Leaf Rapids, a rural community with a predominately Cree population from O-Pipon-Na-Piwin Cree Nation, Nisichawayasihk Cree Nation and Granville Lake (Mathias Colomb Cree Nation) (since 2015).
- Skownan First Nation and Career Trek partnered with CSL on the Children Rising Mentorship program (2015 – 2018).

WORKSHOPS, LECTURES, EVENTS

In 2019, the Centre for the Advancement of Teaching and Learning partnered with the Department of Native Studies to pilot a summer institute to support faculty who wish to indigenize their existing courses or to work on creating an Indigenous content course that would potentially meet a future Indigenous content requirement. The pilot has since developed into the Indigenous Content Literacy Institute and is scheduled to run annually from 2020-2022.

The annual Indigenous Awareness Week launched in winter 2015 became Indigenous Awareness Month in 2018. Open to all students, faculty, staff and the public, more than 30 unique learning opportunities were held in faculties and units across campus during the month of March 2019. Due to an overwhelming response from campus members interested in hosting and attending Indigenous Awareness activities, opportunities are now offered throughout the year. These, as well as foundational activities that are led by Indigenous faculty, staff and students include:

- Métis Mondays – weekly learning opportunities highlighting Métis culture, history and resources
- Pow Wow Practice Group – free, family-friendly weekly sessions for anyone interested in learning different pow wow styles, along with song and drum teachings
- Jigging – free weekly Métis jigging lessons
- Fireside Chats – weekly talks by Elders and Cultural Knowledge Keepers
- Department of Native Studies Colloquium – open weekly seminars sharing Indigenous community and academic perspectives
- Indigenous Scholars Speaker Series – monthly talks highlighting the research and expertise of UM Indigenous Scholars
- Indigenous Student Talks – monthly sessions for Indigenous graduate students to present their research, receive feedback and build relationships/mentorship opportunities
- Unsettling Ideas Book Club – opportunity for students, staff, faculty and community to engage in discussions about anti-racism, decolonization and reconciliation
- Decolonizing Lens – monthly film and discussion series featuring Indigenous filmmakers
- Miyo We’citowin – student-led discussions on political events of significance to Indigenous communities.
- Indigenous Book Club – monthly book club conversations on Indigenous texts led by Faculty in the department of Natives Studies
- Indigenization sessions – bi-weekly drop-in question and discussion sessions hosted by the Department of Native Studies to support academics working to include more Indigenous content in courses and more community-engaged research with Indigenous communities

- Zongigabowin – weekly gathering for Indigenous men
- Full Moon ceremonies – monthly gathering for women
- Pipe Ceremonies – monthly ceremony led by Unkan (Grandfather)-in-Residence
- Medicine Talks – seasonal cultural teachings led by Unkan (Grandfather)-in-Residence
- Workshops offered through Learning and Organizational Development for staff including: Building Cultural Capacity; Guided Conversations Toward Reconciliation; Equity, Diversity & Inclusion 2.0; and the Power of Belonging
- Annual events – Indigenous Orientation, Indigenous Homecoming, Orange Shirt Day, Louis Riel Day, Elders and Traditional Peoples Gathering, Traditional Graduation Pow Wow, National Indigenous Peoples Day
- Workshops for academic administrators
- Indigenous leaders, scholars, and community members regularly featured as guest lecturers and panellists, presenting viewpoints on topics of importance such as Indigenous culture and history
- Additional events as described in the Appendix.

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

Through activities such as those described previously in this report, UM continues to develop a learning and work environment which is culturally rich, safe and supportive. To measure its success in attracting and retaining Indigenous students, faculty and staff, a number of indicators are relevant.

STUDENTS

Based on self-declaration, Indigenous students at UM are predominantly Métis and First Nations.

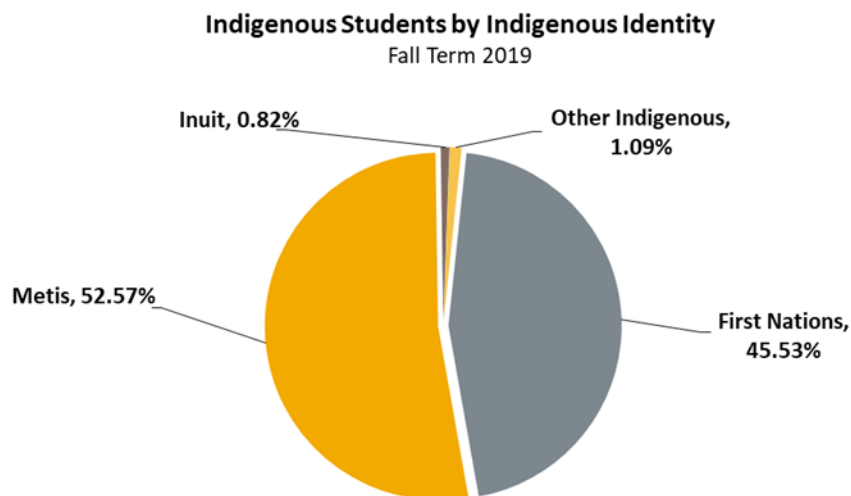


Figure 3-1 Indigenous Students by Indigenous Identity

There is variability in the participation of Indigenous students. For example, the Faculty of Social Work as well as Extended Education see the highest rates of participation by Indigenous students as a percentage of their total study bodies [Figure 3-2].

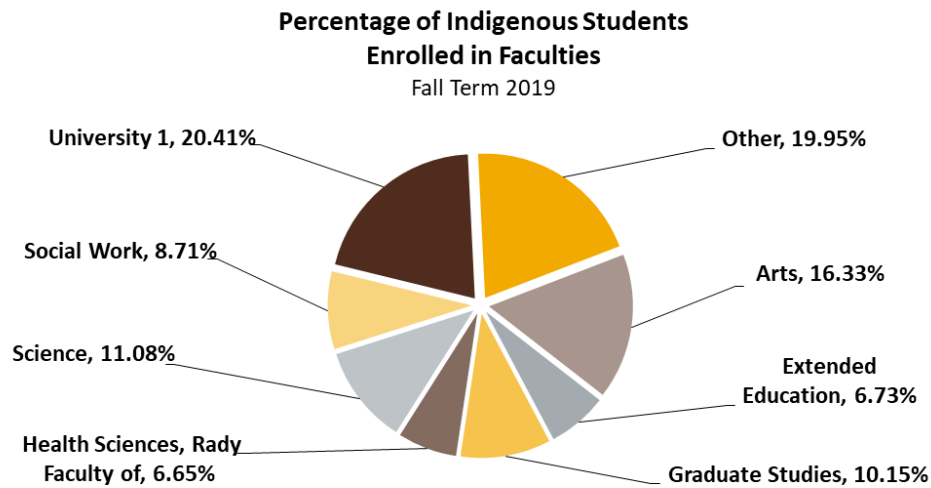


Figure 3-2 Percentage of Indigenous Students Enrolled in Faculties

When we look across UM, Indigenous student enrolment is most concentrated in U1, Arts, Science and Graduate Studies [Figure 3-3].

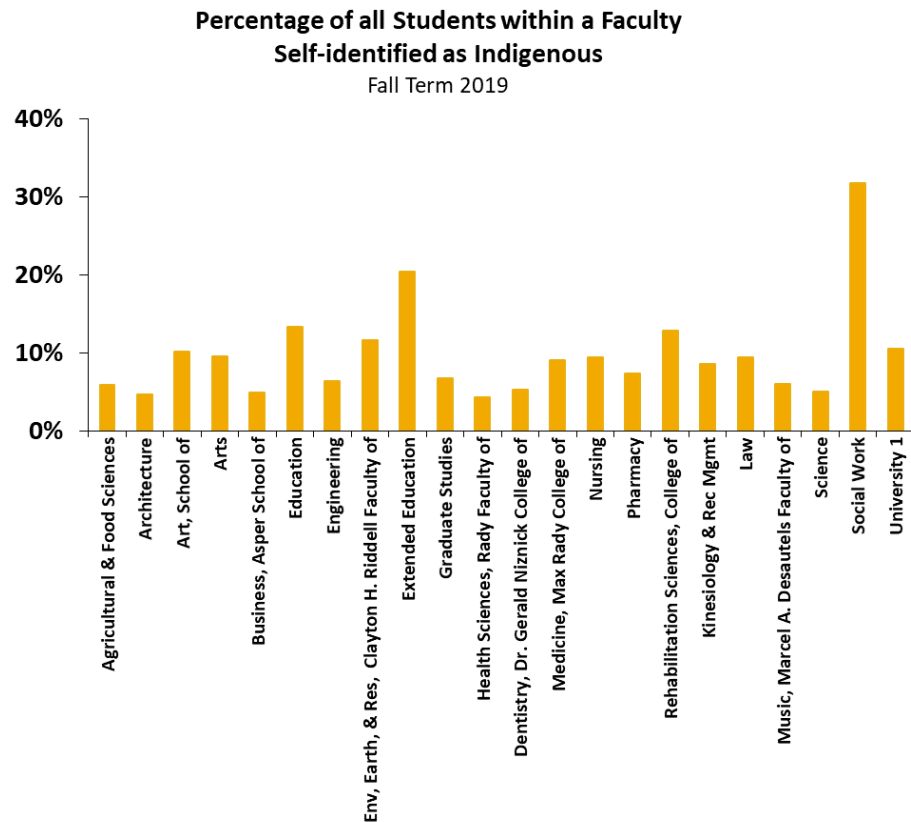


Figure 3-3 Percentage of Students Self-identified as Indigenous

An important measure of success is the completion of degrees. Since 2016, Degrees conferred has risen since 2015 with a peak in 2017.

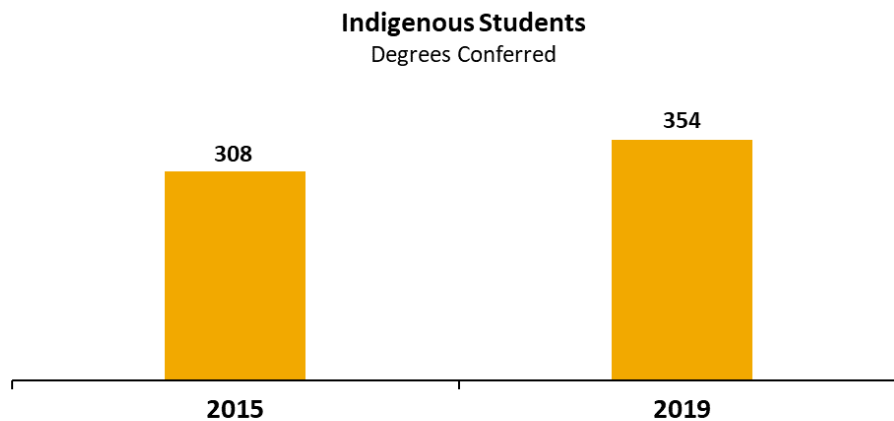


Figure 3-4 Indigenous Students, Degrees Conferred

Programming

A network of activities contributes to the creation of a culturally rich, safe and supportive learning environment for Indigenous students.

The Indigenous Student Centre team welcomes and supports Indigenous students through student advisors, Elders-in-Residence, tutoring, cultural teachings and ceremonies, career planning, the Indigenous Circle of Empowerment (Indigenous student leadership program) and Neechiwaken Peer Mentor program. Since 2015, a number of new supports have also been introduced:

- Supporting Aboriginal Graduate Enhancement (SAGE) programming was introduced in 2018 with a goal of creating emotional, physical, mental and spiritual connection between Indigenous students, their peers, their university and their communities. Open to all Indigenous graduate students, activities include weekly gatherings, writing retreats, cultural activities, ceremonies, Elders' teachings, Indigenous-focused research workshops, research presentations, social activities and family-friendly events.
- The Blankstein Momentum Program, introduced in 2018, supports up to 25 returning Indigenous students looking to improve their academic performance.
- The EmpoweringU – Financial Wellness Program provides workshops about how to apply for scholarships, bursaries and financial assistance as well as information about banking, budgeting and related topics.
- A Métis inclusion coordinator, who began in 2017, creates learning opportunities about Métis history, culture and knowledge(s), political and legal status, as well as information about specific resources for Métis students.
- The Qualico Bridge to Success Program, started in 2016, offers summer boot camps inviting all incoming Indigenous students an opportunity to familiarize themselves with UM. This program also supports Indigenous students transitioning to university through academic learning support, advising, peer mentoring and other special events.
- The bi-weekly Indigenous Student Newsletter, introduced in 2016, has 2,253 subscribers (90 per cent of self-declared Indigenous students). This resource includes information about supports, programs, financial aid and other opportunities available to Indigenous students.

Financial support

Financial Aid and Awards also has programs specifically for Indigenous students. Financial supports awarded to self-declared Indigenous students steadily increased during this period, with new supports in scholarships, bursaries, four new prizes and a new fellowship. In particular there has been an increase in bursaries and scholarships awarded since 2015 (Figures 3-5 and 3-6).

UM Bursaries Awarded to Indigenous Students

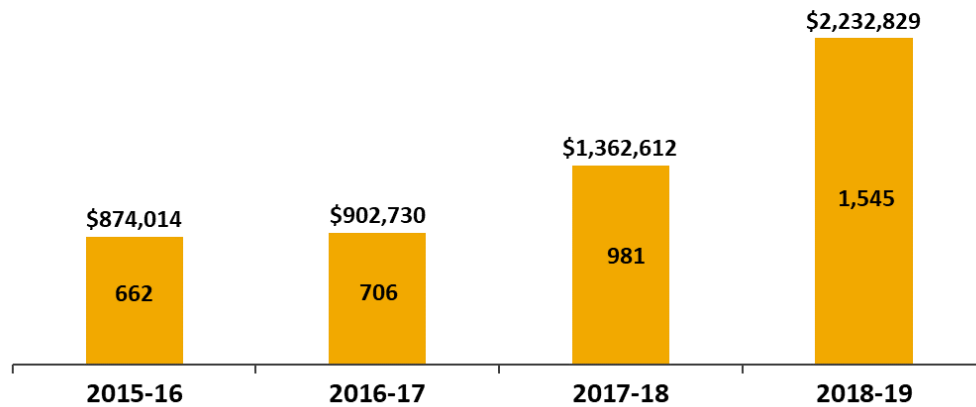


Figure 3-5 UM Bursaries Awarded to Indigenous Students

UM Scholarships Awarded to Indigenous Students

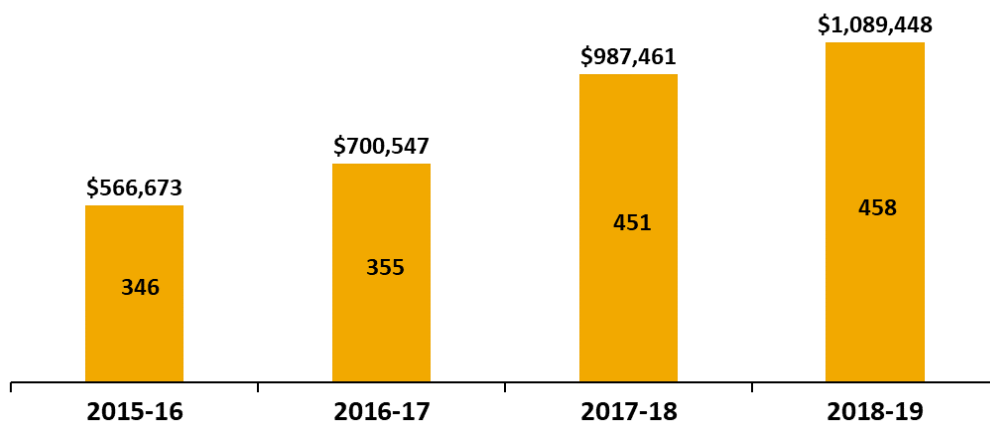


Figure 3-6 UM Scholarships Awarded to Indigenous Students

Ten per cent of Undergraduate Research Awards are dedicated to students who self-declare as Indigenous. These rewarding experiences give student an opportunity to be mentored full-time with a professor of their choice for 16 weeks between May and August, to gain valuable experience in their field of interest and include a monetary award.

STAFF AND FACULTY

As discussed throughout this report, a number of initiatives have been undertaken to promote a culturally rich working environment and further discussion continues in Priority 4. One important initiative has resulted from a collaboration between Human Resources and the National Centre for Truth and Reconciliation who co-created two videos to be used as an online tool for faculty and staff to gain an understanding of the intergenerational impacts of colonization, build relationships with one another and commit to truth and reconciliation with a sense of personal responsibility.

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

In order to encourage Indigenous youth to pursue post-secondary education, UM has committed to a number of initiatives including 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.

Engagement Activities

The Indigenous Student Recruitment and UCrew Team deliver presentations to Indigenous students in select Winnipeg high schools on applying to UM, provide campus tours and information about Indigenous programs and attend career fairs. In 2018/19 alone, this resulted in contact with over 5,400 Indigenous students and family members.

The Indigenous Student Recruitment Officers also participate in the planning, preparation and delivery of general recruitment events such as the Manitoba Metis Federation Annual General Assembly, Counsellors' Seminar, Evening of Excellence, Open House, Indigenous Leader of Tomorrow interview day, two on-campus Post-Secondary Club days, Rotary Career Symposium and Brandon Symposium. The team often designs Indigenous-specific presentations or activities for attendees.

Since 2016, several initiatives supported by the Indigenous Initiatives Fund identified the goal of increasing community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies. A number of these are described in the Appendix. Other examples include:

Indigenous Storytelling: An Alternative Path to Understanding and Reconciliation

Led by respected Dakota Grandfather Wanbdi Wakita, a Dakota Spiritual Leader and Sundance Chief, this initiative brought storytellers from Indigenous Nations to campus for a series of events in 2018-2019 with grade 11 and 12 Indigenous students.

Inuit Education Connections Program

This program identifies the supports necessary for Inuit students studying in Manitoba to succeed in their educational objectives, increase graduation rates for Inuit in post-secondary education and ultimately increase Inuit participation in the economy. It is the result of a partnership between UM, the Winnipeg School Division and the Manitoba Inuit Association.

Path2Math Academy

This 2018 pilot aimed to improve outcomes of Indigenous Students in math and science courses and increase representation of First Nations, Métis and Inuit students in science courses and programs at UM. The one-week, pre-fall semester program provided one-on-one interactions with math and science instructors, upper-year Indigenous undergraduate peer mentors and introduces students to Indigenous supports on campus. This program is now expected to be delivered annually to 2021.

Other new partnerships have resulted in additional pre-university programming and activities for Indigenous youth. These include:

The Shaw New Venture Camp in Entrepreneurship and Innovation

This camp for Winnipeg Indigenous high school students was held in summer 2019 where students worked with University instructors and business professionals to learn how to build and market an app. Eight students participated in the first year of this program.

Youth Leadership: Pathways to Post-Secondary Program in Extended Education

This program was developed and offered in partnership in 2019 with Community Education Development Association to provide inner-city high school students with the academic and leadership skills required to more successfully transition to post-secondary programs.

Pillar programs

In addition to these new initiatives, UM continues to collaborate with a number of partners on pre-university programming and activities for Indigenous youth. Pillar programs include:

Biomedical Youth Program

These science enrichment programs for grade school kids and youth from Indigenous, minority ethnic and inner-city communities nurture a sustained interest and curiosity toward health and biomedical sciences. Programming includes a bi-weekly science club for grade 5-12 students, an annual week-long summer science camp, a northern mobile science camp for students from grades 6-9 in First Nations communities and various science enrichment and mentoring opportunities.

Health Career Quest Camp

This program aims to assist northern high school, and particularly Indigenous, students, in pursuing health careers through an 11-day math, health and science camp that gives students an opportunity to stay in residence and take part in hands-on experiences in health career areas. The camp also offers academic assessment and remediation in math and sciences throughout Grade 12, life skills and recreational activities. Approximately 35% of participants have been admitted to UM's Access Program and others have applied to other universities.

Indspire Campus Visit

In 2017, more than 150 Indigenous students from Alberta, Saskatchewan, Manitoba, Ontario and the Northwest Territories visited UM as part of Indspire's Soaring: Indigenous Youth Empowerment Gathering. Five faculties (Arts, Asper School of Business, Education, Engineering and Kinesiology and Recreation Management) hosted workshops, introducing the students to a variety of academic opportunities and resources and supports available to them through the Indigenous Student Centre.

Manitoba First Nations Education Resource Centre's Annual First Nations Science Fair

This annual two-day event brings more than 500 First Nations students in grades 4-12 from across Manitoba to campus. In addition to having their projects evaluated by faculty, staff and students, Indigenous youth hear from UM leaders and students about post-secondary opportunities.

Post-Secondary Club

This leadership program delivers career, culture and community-focused programming for Indigenous students in grades 9-12 in five large urban high schools. On average 75 – 85 students participate in monthly meetings and 100 – 1,120 students attend on campus events where students are given a taste of life as a UM student.

Rec and Read

This program is designed by and for Indigenous youth and other young people from diverse populations to deliver weekly after-school physical activity, nutrition and education activities for early years students. The program also acts as an intercultural service-learning site for UM students. Currently offered at eight Winnipeg sites, since 2006, more than 2,997 high school, junior high and elementary students and 271 university students and community mentors have participated. In 2019, 46% of the participants were Indigenous.

Verna J. Kirkness Science and Engineering Program

This program offers Indigenous students in grade 11 the opportunity to spend a week interacting with faculty and researchers in their research labs. During their time on campus, the students are introduced to resources and supports that are available to them from how to apply, financial aid and awards, academic advising, Elders-in-Residence, cultural opportunities and more. Since 2016, over 170 students have participated with support from a committed volunteer base with additional faculty and researchers participating annually.

Women in Science and Engineering (WISE) and Kid-Netic Energy inspires youth to explore education and careers in the fields of engineering and science. They reach more than 30,000 students each year in Manitoba, delivering workshops and camps and running clubs in dozens of locations, including several First Nations communities.

Collaborations with K-12 system

Manitoba Collaborative Indigenous Education Blueprint

In 2015, UM signed this agreement to work in partnership with all provincial post-secondary institutions and the Manitoba School Boards Association to make excellence in Indigenous education a priority. The signatories, along with the Manitoba Federation of Independent Schools, the Manitoba First Nations Education Resource Centre, Louis Riel Institute, the Manitoba Inuit Association and the government of Manitoba have continued to work collectively to advance Indigenous education and reconciliation. Blueprint partners also evaluate and make recommendations on policies and practices across school divisions and post-secondary institutions for formal integration of Indigenous knowledges, teaching approaches and models and protocols to ensure a well-informed and respectful implementation.

Manitoba Aboriginal Languages Strategy

This strategy was created to revitalize, retain and promote the seven Aboriginal languages of Manitoba. UM is a partner representative, working with the four co-lead organizations and other partner representatives including grandparents from each of the Manitoba Aboriginal languages groups, representatives of leaders from the First Nations, Inuit and Métis education organizations, provincial school divisions and post-secondary institutions. Together this partnership explores joint work and resource sharing, identifies key issues and opportunities for ensuring Aboriginal language education, teacher training and the development of education programs and services in Aboriginal languages.

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

Research on issues of importance to Indigenous peoples takes place across the institution; the National Centre for Truth and Reconciliation (NCTR) plays a particularly important role in enhancing this capacity at UM and nationally.

Since its official launch in November 2015, NCTR has grown to include a diverse staff of Survivors, Intergenerational Survivors, 60s scoop Survivors, First Nations, Métis, non-Indigenous peoples and

newcomers. NCTR draws on the knowledge, expertise and ambition of individuals across the country through secondments, student internships and contractual relationships and takes guidance from Elders and Knowledge Keepers.

NCTR safeguards records from the Truth and Reconciliation Commission of Canada (TRC) through its archive of over four million records; 6,757 statements and over 1,000 physical or material objects gathered by the TRC. This archive marks the first time that school-specific information including profiles, photos, school histories and maps are available. NCTR is dedicated to preserving these records and providing appropriate access to Survivors and to others, such as journalists, community-based organizations, students and members of the public.

NCTR has partnered with countless groups and organizations on a variety of projects that have educated and engaged audiences across Canada. Project-based partnerships have been important to ensuring that the history of Residential Schools and colonization is shared with as many people, organizations and leaders in Canada as possible.

Throughout UM, Indigenous faculty cover a wide range of research and study and provide a diverse set of experiences and expertise to UM. Many Indigenous faculty produce and share knowledge(s) and research on matters that specifically impact Indigenous communities.

Additional information on this topic is featured in Priority 2 of this report.

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

The Community Service Learning program has developed multi-year relationships with three global Indigenous communities (Kichwa, Maya and Williche), including partnerships with two Indigenous organizations.

These relationships have resulted in the development of a guiding framework and resources for Indigenous community engagement, four faculty connections/partnerships, four Indigenous partner exchanges and 55 students participating in seven programs. In 2019-20, the program is expected to include participation of 80 students through seven exchanges.

Programs since 2015 have included:

- Amazon: Rainforest Experience (2017-2020) and Alternative Reading Week (2015-2017), partnering with AMUPAKIN, a Kichwa women's collective in Ecuador and Partnered with Fundación Ecuador Volunteer
- Belize: Indigenous Youth Movements (2017-20), partnering with Julian Cho Society, Laguna Ecotourism and CELA Belize and Alternative Reading Week (2015-2018)
- Chile: Art & Resistance (2018-2020), partnering with Escuela Rural Notuco, a rural school, and Colective Escénio Movimiento Insular, a local collective of dancers, performers, social activists and art lovers

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

UM relies on those whose contributions have transformed and continue to transform UM into a centre of excellence in Indigenous education and research. Since 2015, a number of new initiatives have celebrated these contributions.

Since 2015, two Indigenous alumni have been recognized by the UM with Distinguished Alumni Awards and eight Indigenous leaders have received honorary degrees.

In 2017, Indigenous Achievement established the Indigenous Awards of Excellence. Three students were recognized for their contributions to advancing Indigenous achievement and engagement at UM. In 2018, these awards expanded to honour six students, as well as two Indigenous faculty and two Indigenous support staff. To date, 21 students, six faculty and six support staff have been recognized. As of 2020, the student awards will include a cash prize and be recognized on students' co-curricular record.

In 2018, Indigenous Engagement launched an Indigenous Scholars Speaker Series to highlight the research and expertise of these scholars. Eighteen talks have been held since September 2018, with audiences ranging between 30 and 150 attendees. When possible, these were also streamed via Facebook with views ranging from 215 to 4,200. Additionally, Indigenous Engagement and the Department of Native Studies co-hosted two Teach-Ins for Reconciliation, where Indigenous scholars delivered full-days of lectures exploring colonialism, resistance, identity, relationships and economic development.

In 2018, UM Students' Union (UMSU) established the UMSU Award for Indigenous Community Leaders. Until at least 2030, up to 25 awards will be annually available to Indigenous undergraduate students, with each award valued at a minimum of \$1,000.

UM continues to host an annual Indigenous Homecoming event to celebrate the achievements of Indigenous alumni with an annual attendance of 75 to 100.

In 2019, the Traditional Graduation Pow Wow marked its 30th anniversary of honouring Indigenous graduates.

g. Weave Indigenous knowledges, cultures and traditions into the fabric of UM (people, programming, spaces).

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

PEOPLE

In support of this goal, and in order to ensure that all goals to advance Indigenous achievement are implemented and sustained, UM has committed to increase the number of Indigenous faculty and staff as a percentage of UM's employee population. This is addressed in Priority 4 of this report but a key initiative includes the establishment of the Indigenous Scholars Fund for 2016-17 and 2017-18 to advance the recruitment of Indigenous faculty members to UM, resulting in the recruitment of 12 new Indigenous Scholars.

Subsequently, as part of UM's Equity, Diversity and Inclusion Task Force, UM is evaluating the quality of our data to establish baselines on the number of faculty members from underrepresented groups

(including faculty and staff who self-identify as Indigenous). Self-declaration by Indigenous employees is also being encouraged through the UCount! initiative.

SPACES

Ensuring Indigenous knowledges, cultures and traditions are reflected in our physical campus is also important. To support this, an Indigenous Advisory Committee and Subcommittee was formed in 2015 to guide the drafting of Indigenous Planning and Design Principles for UM. This group composed of Indigenous leaders, Elders, designers and architects worked with the Campus Planning Office to craft the principles as a guide for physical development and spaces across UM's campuses and lands. The principles were formalized in 2016 and are supported by UM's Indigenous Advisory Circle.

To support implementation of these principles, a working group was established with representation from the Indigenous Student Centre, Elders-in-Residence and Indigenous Achievement to develop procedures for implementing the principles and applying them to campus development projects and physical spaces in partnership with the Campus Planning Office, Office of Sustainability, Architectural and Engineering Services and Operations and Maintenance. These processes continue to be refined based on ongoing engagement, with a commitment to reconciliation and to making Indigenous languages, knowledges and cultures more visible within our campus environments. Resulting initiatives include:

- Revision to UM's procurement process for consultant services
- An annual Land Blessing Feast, hosted by the Indigenous Student Centre and Elders-in-Residence, brings together units from the Associate Vice-President Administration's (AVP Admin) portfolio with Indigenous Elders and staff, to ask for blessings and to acknowledge the land and spaces to be affected by projects over the coming year
- Sharing of these principles with *Ordre des architectes du Quebec Esquisses* magazine, Vancouver Coastal Health, University of Lethbridge, McGill University and University of Victoria
- Use of the principles outside of physical development projects such as the Web Re-Design project, in academic courses and in the renewal of UM's Sustainability Strategy
- Hiring of Indigenous students in 2018 and 2019 to assist with planning and design projects managed by the AVP Admin portfolio
- Research project to analyze the physical and historical context of the present-day Fort Garry campus, providing insight into First Nations and Métis land use and occupation prior to campus establishment
- Creation of mobile land-based knowledge installations and accompanying website that feature imagery and traditional languages describing the historical use of campus lands, medicinal uses of native vegetation and important relationships with Mother Earth. The installation has been given the name Raven Medicine Cloud, representing winter as it is the season of the Raven, the spreading of seeds and the clearing of negative energy and sickness to make way for the process of healing.
- Creation of UMCycle Bike Kiosk in July 2019 with indigenous wayfinding and interpretive signage
- Installation of Indigenous artwork throughout campus, including murals, paintings, blankets and other art
- Prominent display of Indigenous suppliers' wares in campus stores
- Student residences have created a safe and welcoming environment in which smudging ceremonies can take place

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 well over 39,000 (Figure 4-1).

UM Population	2015	2019
Undergraduate Students	25,460	25,710
Graduate Students	3,800	3,851
PGMEs	669	729
Total Students (Fall Term)	29,929	30,290
Academic Staff	4,993	5,485
Support Staff	4,058	4,045
Total Staff (April 1)	9,051	9,530
Total Students & Staff	38,980	39,820

Figure 4-1 UM Population, Fall 2019

UM maintains its designation as one of Manitoba's Top Employers, with its 2019 award representing its seventh year on the list. UM is also recognized as one of Canada's Top 100 Equity Employers, with its 2019 designation marking its third consecutive year. A new recruitment strategy guides the attraction of new staff, including expanding the avenues of where positions are advertised, through social media tools and through increased attendance at job fairs.

- 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.***

UM 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.

A key initiative related to this work is the establishment of the President's Task Force on Equity, Diversity and Inclusion. This committee, comprised of representation from a cross-section of leadership, students, faculty and staff, was created in October 2019 to provide recommendations to the President and the Vice-Presidents on the process and actions required to identify and eliminate obstacles to inequities facing faculty, staff and students at UM, and to advance the principles of equity, diversity and inclusion.

STUDENT DIVERSITY

As noted in the Priority 1 section of this report, the Strategic Enrolment Management (SEM) Plan establishes goals to increase the numbers of Indigenous and international students enrolled at UM. See Priority 1 and 3 for additional information.

STAFF DIVERSITY

Figure 4-2 provides a picture of UM employment by equity group. While UM is ahead of the Canadian labour market availability in female employment, there is still work to be done to improve rates of employment in each equity group as we continue to be an inclusive and diverse workplace.

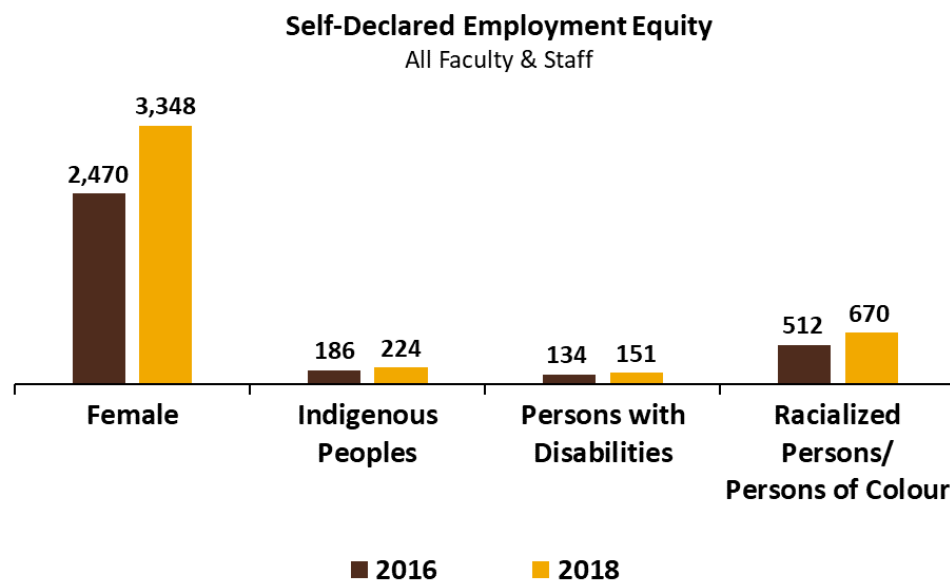


Figure 4-2 Self-Declared Employment Equity (All Faculty & Staff by Equity Group)

Female Faculty

Available data indicates that there was a small increase in the total number of female faculty (including tenured/probationary faculty, instructors and librarians) from 529 in 2015 to 543 in 2018.

When we look at full-time faculty exclusively, there has been a slight increase in the ratio of female faculty to total faculty between 2015 and 2018 (from 37.7% to 38.6% among tenured and probationary faculty and from 60.9% to 63.5% among full-time instructors). As of 2018, the percentage of female tenured/probationary faculty at the ranks of assistant, associate and professor was 50.4%, 42.4% and 26.7% respectively. Work continues to increase the number of female faculty at the rank of professor.

In 2018, the Joint Committee of Gender-Based Salary Differentials was formed. The committee is comprised of six representatives of which three are nominated by UMFA and three are nominated by UM. Following their review in January 2019, they released an independently-authored technical report which provided an overview of their findings and seven recommendations. The findings of this review will help guide continued efforts to enhance equity and inclusion and support the commitment to create an outstanding learning and working environment.

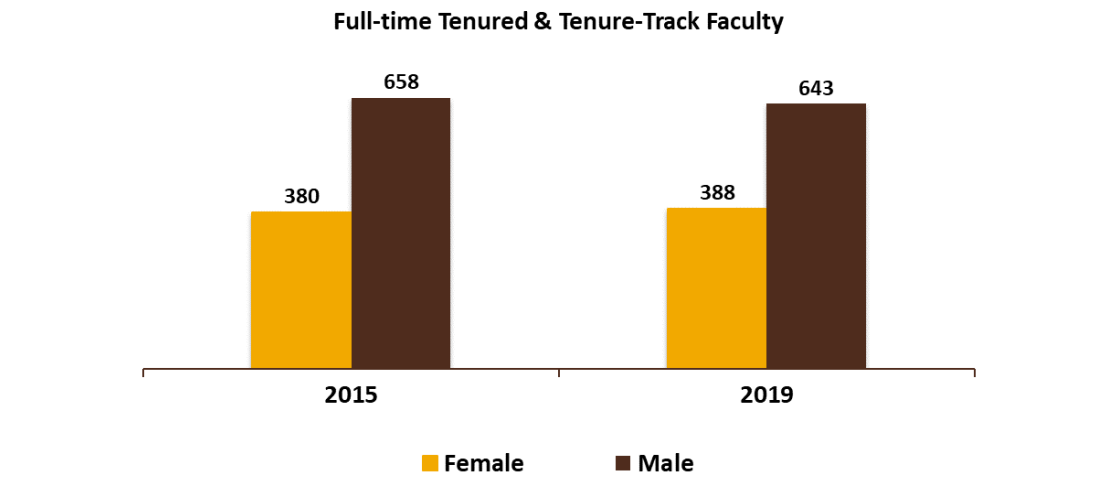


Figure 4-3 Full-time Tenured & Tenure-Track Faculty

Indigenous Peoples

Manitoba Indigenous Senior Leadership Review

In 2019, UM conducted a review to enhance the mandate for Indigenous Senior Leadership and support Indigenous engagement and achievement. The resulting [report](#) made five primary recommendations covering 29 actionable items. On October 2, 2019, President Barnard announced UM's acceptance of the report and recommendations.

One significant recommendation was to establish a position of Vice-President (Indigenous) to provide UM-wide leadership to advance the systemic and structural changes required for the achievement of equitable outcomes for First Nations, Métis and Inuit peoples within and external to the institution. On October 29, 2019, Dr. Catherine Cook was announced as the inaugural Vice-President (Indigenous) effective January 1, 2020.

Review of Current State Indigenous Recruitment

In 2017, a research project was undertaken to better understand recruitment and selection processes related to the attraction and hiring of Indigenous employees. This analysis of non-academic job competition results between 2011 and 2017 quantified the percentage of UM jobs with Indigenous candidates, how often those Indigenous applicants were selected for an interview and how often those same Indigenous applicants were chosen as the successful candidate for the job. It went on to analyze the reasons why an Indigenous applicant was or was not the successful candidate in a given posting, broken down by job classification and department/faculty.

One crucial finding of this project involved the recruitment of Indigenous applicants and their success rates. Approximately 60% of non-academic job postings during this period had not attracted an Indigenous applicant, but when Indigenous candidates applied, their chance of being hired was over 20%, a much higher rate than non-Indigenous applicants. It is clear that improving the rates of Indigenous applicants is key to increasing the representation of Indigenous staff.

In response to these findings, UM has worked to increase the number of Indigenous applicants through communicating with a broader network of Indigenous communities and employment organizations about career opportunities, increased participation in Indigenous career fairs and collaborating with academic units to better support Indigenous recruitment. An Indigenous human resources advisor role was also established in 2017 to provide support on Indigenous hiring initiatives.

Indigenous Summer Student Internship Program

In 2018, UM launched an Indigenous Summer Student Internship Program to increase awareness of the wide range of meaningful employment opportunities for Indigenous students following graduation. Up to fifteen Indigenous student interns work full-time over the summer months in a wide range of job opportunities aligned with their field of study.

The Indigenous Staff Mentorship Program

This program supports participants to have successful careers at UM through regular meetings and development activities that promote community and facilitate peer networking and exchange.

Indigenous Scholars

An Indigenous Scholars Fund was created to support the recruitment of Indigenous Scholars who specialize in topics relevant to Indigenous experience. As a result, a number of Indigenous Scholars have been recruited to join UM in the Faculties of Agricultural and Food Sciences, Arts, Education, Engineering, Architecture, Kinesiology and Recreation Management, Science, Health Sciences and School of Art.

Our Path to Reconciliation

This project was built on the 2011 UM Statement of Apology and Reconciliation to Indian Residential School Survivors. Human Resources partnered with the National Centre for Truth and Reconciliation to produce online interactive training videos on:

- Addressing anti-Indigenous racism on campus
- Promoting cultural competence
- Raising awareness

- Opening people up to other ways of knowing
- Building respect, empathy and understanding
- Fostering cultural safety
- Strengthening reconciliation

Ensuring Accessibility

Accessibility for Manitobans Act

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 UM's first Accessibility Plan, which was published in late 2016. The committee also developed online videos and in-person training materials on the AMA's customer service standard, one element of the Act.

There are four remaining standards still to be rolled out with the Employment Standard that came into effect on May 1, 2019. Sub-committees have been established and a review of the following is underway for completion by May 2021:

- Emergency response plans (completed)
- Recruitment processes
- Offers of employment
- Training
- Performance management
- Employee communications
- Return to work processes
- Accommodation plans

It is expected that implementation of the Employment Standard will in turn help to promote the hiring and support of employees with disabilities.

Related Training

Many training initiatives have also been launched to increase knowledge about equity, diversity and inclusion (EDI). These include:

- Implicit bias training for search and selection committees to encourage hiring within under-represented groups with a focus on women, racialized persons, persons with disabilities, Indigenous peoples and members of the LGBT2SQ+ community
- EDI modules in all leadership training programs
- EDI modules in all new employee onboarding sessions
- Building cultural capacity workshops
- Indigenous perspectives on leadership workshop

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

UM is committed to promoting a respectful work and learning environment. To support this goal, a number of initiatives were created to review practices relating to both the prevention and response to discrimination, harassment and sexual violence; promotion of safe, inclusive and equitable work and learning environments and increase of supports and resources.

RESPECTFUL WORK AND LEARNING ENVIRONMENT (RWLE)

As Manitoba's largest post-secondary institution, UM fosters a student and staff community that is complex and dynamic. In order to continually remain well-informed, to ensure that best practices are consistently applied, and to advance and improve the state of our community, four distinct reviews of UM's approach to prevention and response to discrimination, harassment and sexual violence were conducted to deepen the understanding of its community's needs. These form part of an ongoing cycle of consultation and review within UM.

Campus Climate Survey

In 2018, UM undertook a Campus Climate Survey on Sexual Violence to identify areas of greatest risk, determine gaps in service and collect information helpful for the development of a comprehensive sexual prevention, education and response strategy. The survey provided insight into students' attitudes and experiences regarding sexual violence, their knowledge and perception of resources, preferences for receiving information and supports and beliefs about the safety and values of UM in responding to sexual violence.

While the participation rate was too low to generalize the findings to all students, important and helpful information was collected. More than 80% of participants reported being happy and feeling safe at UM: more than two-thirds agreed that administrators would handle a crisis situation well. Female and gender minority participants were more likely than male participants to perceive a risk of sexual violence on campus.

Survey participants who reported having experienced sexual harassment were much more likely to feel that UM supports are inadequate and even more so when they experienced harassment by a faculty/staff member. When asked what services were needed at UM, there was strong overall endorsement for mandatory training for staff/faculty on responding to disclosures, awareness training on supports and reporting processes for students and establishment of a 'one-stop' sexual assault centre on campus.

A new survey was initiated in early 2020 to assess the experiences of faculty, staff and students in relation to EDI as part of the work of the President's Task Force on EDI. The results will inform the recommendations of that task force.

Policy Review

To comply with legislated obligations under the Advanced Education Administration Act, UM mandated the review of Respectful Work and Learning Environment (RWLE) and Sexual Assault Policies and Procedures every three years. In 2018, the RWLE and Sexual Assault Policy Review Committee undertook consultations requesting feedback on the policies and procedures from all members of UM's community, including current and graduating students, staff and faculty. Feedback was sought through a variety of mediums, including an online confidential feedback mechanism, in-person targeted consultation sessions,

community town hall meetings and written requests for feedback. In total, the committee received 124 unique online responses and consulted with over 260 stakeholder representatives and town hall community members.

Key themes were identified and are outlined in the RWLE and Sexual Assault Policies and Procedure Consultations Report. This feedback has been incorporated into the policy revisions.

Procedures Development

In 2018, the Office of Human Rights and Conflict Management conducted an internal review of its processes related to the RWLE and Sexual Assault Policies to ascertain gaps and best practices towards identifying a fair, timely and effective process for responding to discrimination, harassment and sexual violence. The result of this review was the development of comprehensive Standard Operating Procedures (SOP) to support existing procedures by providing additional guidance on roles and responsibilities, as well as more detailed processes, timelines, flowcharts, checklists, templates and other tools to assist in managing formal complaints. The SOP will be further revised to reflect and incorporate any changes to the policies or procedures as a result of the policy review.

Independent External Review

In 2018, UM commissioned an independent external review of its current practices relating to both the prevention and response to discrimination, harassment and sexual violence. The resulting report [*Responding to Sexual Violence, Harassment & Discrimination at The University of Manitoba: A Path Forward*](#), includes 43 recommendations to improve the current practices. On September 17, 2019 President Barnard announced UM's acceptance of the report and all of its recommendations, as well as the creation of an Implementation Committee tasked with overseeing the progress and implementation of the recommendations. The committee is chaired by the Vice-President (Administration) and includes all Vice-Presidents as active members. Several recommendations have already been implemented, with work continuing on this important initiative.

Other Initiatives

In tandem with the above, there have been other initiatives to promote safe, inclusive and equitable learning environments.

A Sexual Violence Steering Committee was established in 2017 to guide the planning, implementation and evaluation of assault and sexual violence prevention, education and response initiatives. One such initiative includes the online Sexual Violence Awareness Modules, available to all staff and students, which outline UM's community values, define key terms, review sexual violence policies and procedures and introduce UM's Sexual Violence Support and Education website. A series of new videos discuss power dynamics, conflicts of interest and common myths about sexual violence.

A Sexual Violence Awareness Campaign was launched in 2019 to take a strong stand against sexual violence, and to broadly share the programming and resources available to students, faculty and staff who have experienced sexual violence. The 'together we are stronger' campaign focused on collective responsibility. With the goals of reducing sexual violence and ensuring that all members of the university community know how to get and give support; the campaign featured newspaper ads; large and small scale signage; numerous digital media ads; and distributed 11,100 bracelets; 30,000 postcards and 30,000 buttons.

RWLE and Sexual Violence Education and Training

A number of new education sessions and initiatives introduced to train students, faculty and staff on the importance of a respectful learning and work environment. These include:

- New Student Orientation that includes training on consent and sexual violence
- Student Residences orientation presentations on ‘staying safe in residences’
- ‘Bringing in the bystander,’ an evidence-based sexual assault prevention training program for student leaders, residence staff and other groups by request
- Consent culture workshops offered to students and student leaders by UM Students’ Union
- Healthy U, a peer-based outreach program with community-based activities on healthy sexuality and prevention of sexual violence across campus
- New Faculty Orientation and New Academic Administrators Orientation sessions on the RWLE and Sexual Assault policies
- New Faculty Workshops and Academic Administrator Workshops on sexual harassment, sexual assault and responding to disclosures
- Enhanced education opportunities for students, faculty and staff, through the development of unit-level educational initiatives
- Additional by-request training sessions for community members including staff, faculty and students on topics such as sexual harassment, sexual assault, consent, discrimination, personal harassment, respectful workplaces and responding to disclosures
- Two-day Retreat for Senior Administrators (2017) focused on equity, diversity and inclusion with specific sessions on responding to allegations and disclosures of sexual harassment and assault and creating a climate free from harassment
- Office of Human Rights and Conflict Management continues to deliver targeted seminars to hundreds of community members per year to educate the campus community regarding their rights and responsibilities under the RWLE and Sexual Assault Policies.

Supports and Resources

UM continues to invest in supports and resources to create and nurture respectful work and learning environments and to respond quickly and effectively to incidents of discrimination, harassment or sexual violence.

The Sexual Violence Resource Centre began operations in early 2020, established to coordinate services through a single location and make it easier and more comfortable for individuals who have experienced sexual violence to receive support.

The Student Counseling Centre has expanded its range of services and continues to provide free, confidential crisis support and trauma counselling to students on both campuses, including urgent crisis counselling and emergency triage services. These services now also include access to a Sexual Assault

Counsellor from the Clinic Community Health Centre, operating out of the Sexual Violence Resource Centre.

The Office of Human Rights and Conflict Management has expanded to include a full-time Human Rights and Conflict Management Advisor at the Bannatyne Campus, ensuring students and staff have improved access to mediation, conflict coaching and the formal complaint mechanism under the RWLE and Sexual Assault Procedure.

WORK-LIFE BALANCE

UM is committed to improving workload distribution to ensure staff are able to maintain an appropriate work-life balance consistent with their career objectives. To this end, a variety of leave options have been introduced that benefit employees who require flexibility in their work schedule. Since 2015, new options include the Vacation Purchase Plan, the Voluntary Days Off program and improvements to maternity leave provisions for all staff. Other initiatives to improve work-life balance include:

Success Through Wellness

The Campus Mental Health Strategy, Success Through Wellness, focuses equally on students, staff and faculty, examining all aspects of UM and identifying ways in which the community can be committed, caring, healthy, responsive, supportive and resourceful. Seeking help is promoted as a strategy for academic and career success and faculty, staff and students are educated about how to identify, respond to and refer a person with mental health problems to appropriate resources. Consultations are now underway for Success Through Wellness 2.0 to guide UM's mental health priorities for 2020-2025.

Live Well at Work Campaign

This campaign combines a variety of online resources, in person training opportunities and a week-long wellness fair for all staff on both campuses and includes events geared to maintaining mental health, wellness and work-life balance.

Performance Feedback

UM wishes to ensure all faculty, staff and students receive regular feedback to support individual growth, development and success. 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. Human Resources identifies units that are not regularly conducting performance reviews and encourages them to give feedback more often. A new performance review form was developed to enable managers to spend less time on completing the form and more time on performance conversations with their employees.

Employee Wellness Workshops

A number of workshops were offered to staff by Learning and Organizational Development focused on employee wellness and dealing with workplace stressors. These included monthly podcasts on self-awareness, building resiliency and collaboration.

SERVICES

BookStores

The BookStore has expanded the selection of affordable course material options such as used textbooks, custom course packs, digital and rental textbooks. Custom course packs are being produced almost exclusively by UMSU's digital copy centre and sold in the BookStore.

Dining Services

Dining Services has implemented food symbols and calorie indicators on standard menu items to make healthy food choices easier to identify. They have also increased the availability of fresh, sustainable and healthy options on campus.

A 2015 renovation of CAMPO in UMSU University Centre focused on fresh food preparation, healthy options, local vendor opportunities, increased speed of service, better lighting and expanded seating. Soft seating and additional dining area seating were also installed on the main floor.

Food Services were enhanced at the Bannatyne Campus in 2019 through a full-service kitchen expansion in Brodie Centre to provide hot meals and catering options for staff and students.

Other Dining Services improvements since 2015 include the addition of service at various locations including the Fort Garry BookStore and enhancing service at the Active Living Centre, EITC, Armes, Fletcher Argue, Elizabeth Dafoe Library, University College and sports canteens.

Student Residences implemented a Resident Dining Advisory Committee to review Dining Services offerings and meal plan options. Regular surveys and meetings are designed to improve student satisfaction.

Parking

Licence plate recognition technology was introduced in phases from 2016 to 2018 so that physical permits are no longer required, enabling increased carpooling. A self-service portal now allows users to add or change licence plates and submit waiting list requests through their virtual permit anytime.

A pay by app solution was implemented in 2016, allowing casual parking customers to pay for parking from their smartphone, tablet or by calling in. This expedites the payment process and allows customers to pay from the comfort of their vehicle, UM Shuttle bus or once inside a building, which is especially convenient on days with inclement weather.

Carpool stalls were added between 2015 and 2018 and electric vehicle charging stations were implemented in 2018. These offer customers preferred parking spots for choosing a more sustainable method of transportation than a single occupant or gas-powered vehicle. Bike lockers were added in 2017 to provide alternate secure locations in a variety of areas across campus.

Residences

Living Learning Communities are small clusters of residences where students with similar academic or personal interests live near each other and where programming and community structure are designed to

meet the unique needs of the students. Since 2015, communities of Health Living, Graduate Students and Engineering have been added.

Community kitchens were created in Mary Speechly Hall, Arthur V. Mauro and University College residences to address the need for student cooking facilities, particularly for summer and holiday breaks, when access to food services is limited or unavailable.

Replacement cycles for beds, room and lounge furniture was accelerated in Student Residences.

Financial Services and Student Residences partnered on a centralized payment system so that both academic and residence fees are reflected on the Aurora student account, giving students access to their complete financial picture at one location.

Student Residences collaborate with the First Year Centre, Academic Learning Centre, Career Services and the International College of Manitoba to connect resident students with academic supports and resources.

Children's Centre

The new UM Campus Children's Centre opened in January 2019, creating 54 new childcare spaces at the Fort Garry Campus for a total of 138 spaces for staff and students' children, fostering a more enriching and supportive environment.

Pharmacy

The University Centre located Pharmacy offers complimentary screening for blood pressure, cholesterol and diabetes. They also purchase healthy snacks, nutritional supplements and meal replacements and focus on sustainable products for their retail offerings.

An expanded scope of practice now means that pharmacists provide injection and minor ailment prescription services.

Art Collection

The Art Collections staff and committee (ACC) support the ongoing acquisition, tracking, documentation, security, conservation, storage, relocation, research and installation of over 1,600 artworks. Of that total, 350 paintings, drawings and sculptures have been added to the Art Collections database since 2015.

Displayed in virtually every UM building, unit and campus these artworks enliven learning and work spaces, contribute to research and teaching, build relationships with valued donors and compellingly demonstrate UM's ongoing commitments and current priorities, including the care and display of over 250 artworks by Indigenous artists.

ACC also offered consulting support to a number of units undertaking mural projects by Indigenous artists. Of particular note is a mural by internationally recognized Michif (Métis) artist Christi Belcourt, whose inspiring artwork, Thunderbird Uprising, was painted on a wall in the Isbister Building in 2019.

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

The President's Student Leadership program ran its first cohort starting in June 2019. This program provides students from diverse backgrounds and experience with a broad perspective on leadership, including ethical implications, problem solving, the role of leaders in social change and the challenges of leading in critical sectors of the economy and society. It is designed for participants from a variety of fields and disciplines and features hands-on workshops, opportunities for peer collaboration and contact with renowned leaders from social services to the arts, Indigenous leadership, the justice system, healthcare, information technology (IT) and construction and trades.

UM 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 is now placed on developing leadership skills through the new UM Leadership Learning Program (UMLLP) and programs offered through the Provost's Office specifically for academic administrators. In 2017, a Leadership Community of Practice was created to encourage UMLLP alumni to connect and engage in learning and dialogue across units and roles.

A UM Management Fundamentals Program was launched in September 2018 for managers, supervisors and those who wish to advance their career into management and supervisory roles. A Peer Coaching Program was also launched at this same time to allow for peer to peer coaching for new leaders and encourage cross unit teamwork.

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

UM is committed to renewing information technology infrastructure to better support teaching, learning and research programs for students, staff and faculty. Infrastructure continues to be modernized as demands for faster, more reliable and more robust information technology infrastructure increase.

IT Infrastructure

A six-year local area network upgrade plan is well underway and scheduled to be completed in 2022. This is expected to result in a baseline network capacity of 100 MB/sec. Additional capacity of up to 1 GB/sec has been added to the Science complex at the Fort Garry campus to ensure researchers are able to work with large data and image files as needed. In general, the resiliency of the entire network has been improved by providing the Bannatyne campus with a dedicated internet connection and firewall which the Fort Garry campus can utilize if required. More than 2,200 wireless access points provide support in all buildings and tunnels on both campuses.

Cloud based solutions are used for administrative, student and research functions where appropriate. A pilot of Microsoft 365 with faculty and staff is underway with potential to provide a common collaboration and communication infrastructure. In early 2020 4,000 licenses were deployed.

In order to support researchers, the operation and maintenance of a GREX computing platform began in April 2018. More than 100 users from the Faculties of Agricultural and Food Sciences, Engineering, Science and others have benefited from its high-speed compute, storage and network capabilities. In addition, high speed internet is now provided to Churchill, Manitoba through a partnership with CANAIRIE (Canada's National Research and Education Network), as the first leg towards completing a high-speed internet connection to the future Churchill Marine Observatory.

The legacy telephone system's life has been extended by transitioning all Bannatyne users to the Fort Garry telephone exchange and using decommissioned Bannatyne technology as spare parts, providing time to plan the continued migration to newer technical platforms for communication and collaboration.

The IST Service Desk continues to be the primary point of contact for UM's community technology needs with a 25% increase in annual utilization from 2015 to 2019.

IT Security

Ensuring security of IT remains a priority. Mobile encryption has been implemented to improve security on mobile devices in particular and the rollout of a multi-factor authentication program has begun.

A new identity and access management solution which improves security through annual password changes has also been implemented along with improved self-service capacity to ensure ease of use.

- 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.***

STAFF COMPOSITION

An important element of any work environment relates to who is employed. Figure 4.3 provides the composition of employees at UM as of 2018.

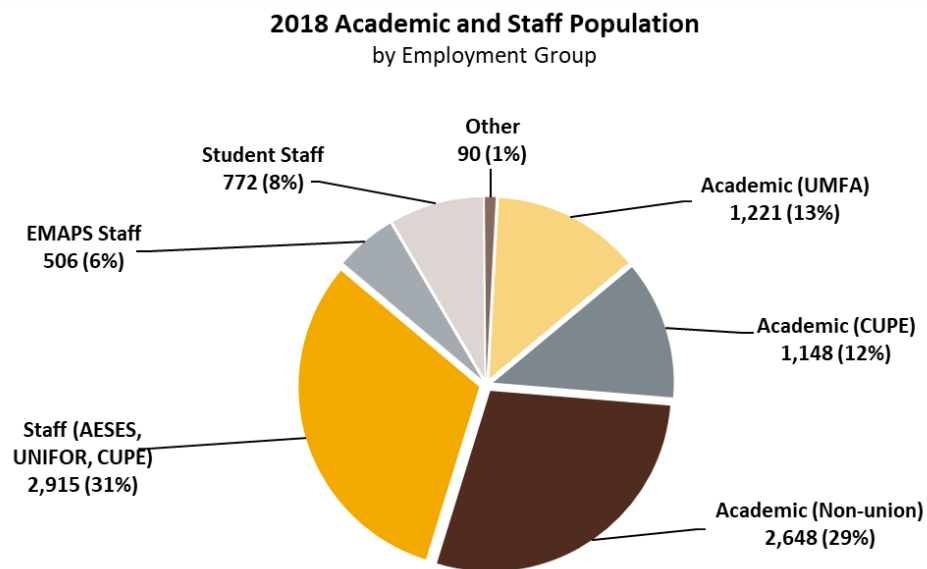


Figure 4-4 2018 Academic and Staff Population by Employment Group

The academic mission is at UM's core but the academic community cannot function effectively without appropriate supports. UM aims to ensure that its academic community is well supported and an appropriate ratio of support staff to academic staff is retained. Ensuring an appropriate number of administrative staff are in place to buttress the academic work of the institution requires ongoing monitoring. In addition, UM must ensure that it continually renews its academic staff and allows for an evolution of the types and expertise of academics to adjust to a changing world. Voluntary programs have been created to help encourage turnover and change in faculties. A one-time program, known as the Voluntary Early Retirement Program (VERP) was run in 2016-17, followed by a longer-term program, known as Retirement Allowance Program (RAP), which commenced in 2017-18.

CAMPUS PLANNING

Visionary (re)Generation refers as a whole to the process of planning, designing and reimagining the Fort Garry campus. Completed in 2016, the Visionary (re)Generation Master Plan is a long-range plan that will guide development over the next 30 years.

The plan is a tool for planners and designers that contains detailed policy, maps and diagrams used to evaluate future capital projects on campus and ensure development supports the type of campus environment that is vibrant, pedestrian-friendly and mixed-use. It is also a public resource for the entire Fort Garry campus community. As such, its direction was informed by a comprehensive public engagement process. It is used by students, staff, faculty and neighbouring community members to familiarize themselves with general UM design and planning directions.

A campus plan implementation process was established in 2016 and has become an important part of all campus projects. This includes earlier front-end planning analysis for new projects with ongoing collaboration between the Campus Planning Office and project managers in Architectural and Engineering Services. Recent examples include:

- The Stanley Pauley Engineering Building, a new 46,000 square-foot facility opened in 2019, provides additional student-support space and laboratories. The building design responds to the plan's vision by creating an active and transparent street presence along Dafoe Road and promotes density and walkability through its siting within the campus core.
- The Smartpark Innovation HUB, a new 75,000 square-foot building located in UM's Smartpark Research and Technology Park, opened in summer 2019, to house space for partnership and collaboration between UM, government and industry, furthering Smartpark's vibrancy. The facility is the first of its kind for Smartpark and embodies the plan's vision for the area - an urban form prioritizing walkability, community space and social interaction.

SPACE MANAGEMENT

UM recognizes that managing space efficiently is fundamental to the effective function of our activities. Because space is limited, space is managed strategically through improving space utilization and space optimization to ensure appropriate space allocation among all units. Improved space utilization reduces energy use, as well as long-term maintenance and operating costs.

To support these objectives, a Space Management Committee was established in 2015 to approve changes in space allocation and space use. Space use is monitored to identify surplus or poorly utilized facilities, resulting in 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.

To inform this work, in 2018 a space inventory was completed of all 20,880 interior spaces owned and leased by UM to provide detailed room data that could support space planning, design and construction, as well as operations and maintenance activities. Space data is also used as an input into UM's budget model.

Since 2018, space optimization initiatives have reclaimed 4,770 ft² for reallocation and accommodated an additional 1,930 ft² of new activity in existing space. In total, 6,700 ft² of new space requests have been resolved without any new construction for a capital savings of \$4M, in addition to ongoing operations/maintenance savings. This process improved space quality, functionality and efficiency for seven units.

MAJOR CAPITAL PLANNING

In 2019, a major capital planning process was established which set out how proposals for major capital renewal or plans will be considered. To join the ongoing work of the Space Management Committee, a Major Capital Projects Committee was established to provide advice to the executive on prioritization of major capital projects. Membership of the committee includes representation from faculty, deans, research, external relations, administrative units and is led through the Office of the Provost.

SPACE RENEWAL

Teaching and Learning Spaces

UM made significant strategic investments in the renewal of classrooms and laboratory spaces between 2015 and 2019, during which 131 spaces were renewed (Figure 4-6). These figures do not include projects solely focused on AV upgrades and ranged in scope from modest renovations to major redevelopment.

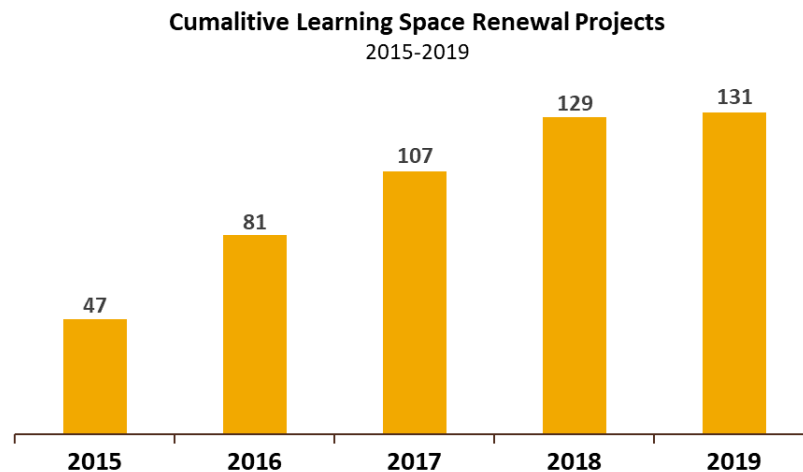


Figure 4-5 Cumulative Learning Space Renewal Projects.

It is expected that classroom renewal will continue to be a priority to ensure appropriate learning spaces for students. In 2017, an ad hoc Learning Space Committee began with representatives of the Office of the Provost, Registrar's Office, IST, Architectural and Engineering Services, the Centre for the

Advancement of Teaching and Learning and the Campus Planning Office. In 2019, this committee was formalized to prioritize the learning spaces to be renewed over the coming years and guide the development of classroom development standards.

The majority of classrooms in use today were built for a previous preference for traditional, stand-and-deliver, sit-and-listen instructional delivery. However, with advancements in technology, pedagogy and a better understanding of how we learn, the landscape of teaching and learning is evolving. Members of the committee will work together to guide UM in continuing to responsibly upgrade our learning spaces based on pedagogical innovations.

In addition to formal learning environments, attention is also given to informal learning spaces. A survey of existing informal learning spaces was completed in late 2019 that identifies opportunities for the development of new informal learning spaces.

Public Spaces

There has been significant investment by UM since 2015 to enhance public spaces on campus. Key examples include:

- Saunderson Street and Dysart Road area improvements will be phased in over approximately five years including road renewal (completed in 2019), tree planting, native prairie revegetation (in progress), a multi-use path (in progress), seating, signage and wayfinding and alignment with the Visionary (re)Generation Master Plan's vision of this as a 'green corridor.'
- The eastern transportation corridor is becoming a 'working landscape' as part of the long-term plan for the campus. This gateway to the river bottom forest and future learning landscape of the Point Lands will transform over time, providing education and engagement for numerous faculties as well as a new recreation destination for pedestrians and cyclists alike.
- A new Faculty of Science Courtyard was opened in fall 2019 between the Parker Building, Armes Building and Machray Hall as a greenspace for collaboration, inspiration and quiet contemplation of students, faculty and staff.
- A Robson Hall West Portico Refurbishment provides a new seating area on the west side of Robson Hall with additional landscape improvements are included through use of native plantings. While initially spurred by a maintenance concern, this significant reconstruction project provided an opportunity to re-envision the use of the space and incorporate more seating and social gathering/outdoor study opportunities for students, faculty and staff.
- Following the introduction of two-way transit service on Dafoe Road, pedestrian and vehicle activity was analyzed to ensure it remained pedestrian and transit-friendly. A plan for enhanced crosswalks and other pedestrian infrastructure was developed in 2019 for construction in 2020.

TRANSPORTATION PLANNING

UM collaborates with multiple stakeholders in partnership with the City of Winnipeg to determine long-term plans and goals related to transit, cycling and pedestrian activity.

Transit infrastructure at the Fort Garry campus has recently seen significant enhancement with the implementation of new routing and two-way bus service along Dafoe Road as part of the City's Bus Rapid Transit project. Following on the 2017 completion of a portion of the Southwest Rapid Transitway within the Southwood Lands, University Station was completed in 2018.

Active transportation is a priority for UM, with an ultimate goal of realizing a more pedestrian and cycling-friendly environment at both the Fort Garry and Bannatyne campuses. An inaugural Pedestrian and Cycling Strategy was launched in 2018. As work continues on implementation, focus has turned to integrating the routing and facility recommendations into the campus environment enabled by other development. Recent active transportation amenities and projects include:

- Construction of a new UM Cycle bicycle repair facility constructed at a key entrance point to the Fort Garry campus, along the Sidney Smith corridor
- Dedicated pedestrian and cycling infrastructure, separated from vehicular traffic completed in 2017 along the Sidney Smith corridor at the north entrance of campus from the Southwood Lands, strengthening the Active Transportation network into campus and linking to the Great Trail network
- Installation of bike lockers in 2017 at the Fort Garry and Bannatyne campuses, providing more secure bicycle storage options
- Relocation of the Bannatyne campus bike cage to an area with enhanced visibility and lighting in 2019 to improve security

IMPROVING MAINTENANCE

Hydro

Hydro reservicing is the highest maintenance priority, in order that a stable and supported electrical distribution network exists on campus. Work is progressing with Manitoba Hydro to convert the campus from 4,160 V to 24,000 V with initial installation taking place over the next one to two years and the new service being in place in many areas in the next five years. The overall conversion to the new electrical distribution system at the building level will then be sequenced and planned over the next 10 to 20 years, as required and feasible.

Capital Renewal Process

In alignment with the Major Capital Planning process outlined above, in 2019 a Capital Renewal and Maintenance Committee was established to prioritize capital maintenance initiatives and serve as stewards of the real property portfolio of all campuses and research facilities, including all buildings, utilities, roads, sidewalks and sewer systems. The committee aligns repair and replacement planning with that of the overarching UM Strategic Plan, in the context of other capital projects and the Campus Master Plan(s).

Maintenance

It is challenging to balance preventative with corrective maintenance at UM. The focus in the past five years has been to increase the level of preventative maintenance in relation to the demand for corrective maintenance. While corrective maintenance has remained generally consistent, with aging infrastructure, preventative activities have notably increased. This effort ensures that the life of infrastructure is extended through increased attention to maintenance activities.

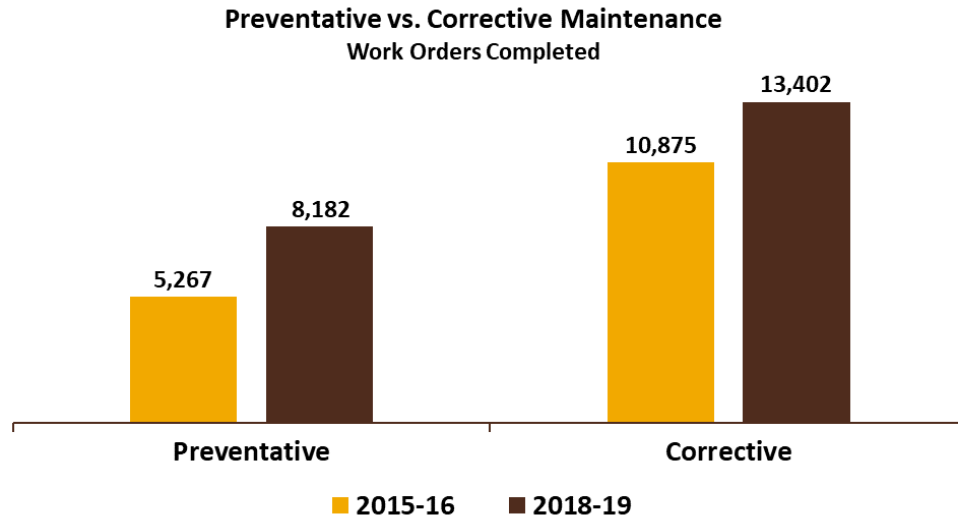


Figure 4-6 Preventative vs. Corrective Maintenance Work Orders Completed

Service Levels

Physical Plant has made changes to the Customer Service Desk processes and improved tracking methods of work orders through the use of an online service request system.

Planning has been completed for a new Operations and Maintenance work order system to improve service response, tracking and reporting across campus. Implementation is expected to be complete in 2020.

LANDSCAPE PLANNING

Landscape Master Plans are underway for the Fort Garry and Bannatyne campuses to guide development initiatives and provide a general direction for preserving and enhancing campus landscapes. Recent landscape planning has focused on developing baseline data that will inform the Fort Garry Master Plan while also providing operating and maintenance resources. Related initiatives include:

Tree Inventory

A completed tree inventory for the Fort Garry campus has been completed: this data will enable urban forestry management decisions to be informed by overall canopy health and patterns in tree mortality. It will also assist in the preparation of future management plans to ensure the urban forest remains a healthy and integral part of the campus environment by highlighting opportunities for conservation and enhancement. Plans for a Forest Management Strategy are underway.

Exterior Space Inventory Project

An exterior space inventory project, currently in progress, will establish a centralized database of the campus landscape identifying and categorizing exterior spaces and equipment at the Fort Garry and Bannatyne campuses. The inventory will support planning and maintenance of the exterior campus environment.

Native Revegetation Strategy

A native revegetation strategy for the Fort Garry campus is underway as part of campus infrastructure upgrades including road renewal and riverbank stabilization. Reforestation and native revegetation include the planting of hundreds of trees and shrubs, live willow cuttings, bio-bag, and seeding of native grasses and shrubs.

Native revegetation sites at Fort Garry campus include the Russell Building south lawn and planting beds south of the new Stanley Pauley Engineering Building and a new courtyard between the Parker Building, Armes Building and Machray Hall.

Native prairie plantings, when planned and implemented properly, require significantly less ongoing maintenance and are considered a more sustainable alternative to conventional plantings. The revegetation will complement adjacent natural areas on campus and contribute to local native biodiversity. Healthy riparian forests are by their nature resilient to environmental fluctuations and disturbance such as flooding.

Riverbank Stabilization

A Riverbank Stabilization Study is underway of the nearly 4 km of riverbank frontage on UM lands. Led by a multi-disciplinary team of engineers, landscape architects, ecologists and biologists, the study will provide a greater understanding of the riverbank condition, threats, risks and opportunities. The project team will prepare recommendations towards a 15-year implementation strategy for protecting the riverbank corridor and infrastructure against ongoing shoreline erosion.

Two infrastructure projects related to riverbank stabilization at the Fort Garry campus are underway to address erosion at the north side of campus near the Wallace building and the south side of campus near Drake Centre. Native revegetation and reforestation will be a component of these projects, as will the extension of a multi-use path in order to connect all areas of the campus perimeter.

A partnership between UM and a local company that works with reclaimed wood will ensure that all suitable trees are salvaged and prepared for reuse. Possible reuse projects include indoor and outdoor furnishings such as benches and tables, sculpture, wall finishes, general use lumber, etc. Smaller trees from the site will be donated to faculties such as the School of Art for use in the ceramics studio's wood-fired kiln, while unsuitable trees suffering from decay, brush and stumps will be chipped and used for mulch in planting areas on campus.

Wildlife Management

A Goose Education and Awareness Committee was established to propose and implement a wildlife management plan for UM. This collaboration between operations and maintenance staff with faculty, including bird and avian experts, is aimed at ensuring effective cohabitation with wildlife on campus. A Wildlife Management Plan was completed in February 2020.

INDIGENOUS DESIGN AND PLANNING PRINCIPLES

UM 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 the Indigenous Advisory Committee and Subcommittee, and supported by the Indigenous Advisory Circle, were established to guide planning and design on UM 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 various components of campus planning and design are 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 affects the other and are viewed holistically.

The following projects address the principles in various ways, from engagement and relationship building, to design and construction:

- A team of Indigenous artists were engaged for *Cyclical Motion: Indigenous Art & Placemaking*, to create a mural on the UMCycle Bike Kiosk and a series of artworks and signage elements at various locations within the Fort Garry campus on the themes of transportation, movement, connections to land and water, Indigenous student experiences, language reclamation and reconciliation and Indigenous advocacy and activism.
- A ground blessing and water ceremony was led by Elders-in-Residence with daycare children and staff and other university staff to launch the Campus Daycare addition in June 2017. A ground blessing also preceded the construction of the Stanley Pauley Engineering Building in May 2017. In 2017 and 2018, campus Elders hosted traditional feast and blessing ceremonies during the fall equinox to acknowledge upcoming projects.
- A restorative outdoor gathering space was established on the south side of campus along Freedman Crescent featuring 13 reclaimed boulders used as resting areas and as seating for Elders during ceremonies.
- Indigenous Design and Planning Principles also informed the development of a new Indigenous Classroom and Gathering Space in the Faculty of Education.
- In spring of 2020 the cultural history document, *The Cultural Landscape of the Fort Garry Campus: Landform, Use, and Occupancy Prior to 1900*, was completed. This project is the culmination of extensive archival research and engagement within the university community, focused on illustrating the pre-colonial history of the lands in which the Fort Garry campus is situated. This report is a tool to help inform the planning and design of the Fort Garry campus by emphasizing the Indigenous and environmental histories of the land on which the campus sits, making them visible and significant components of the campus environment and recognizing them as a crucial part of campus’ culture, heritage and identity.

RESOURCE SUSTAINABILITY

Maintaining and planning for resource sustainability is essential to creating a work and learning environment that meets the future needs of UM.

STARS Performance

UM uses a performance management framework developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) called the Sustainability Tracking and Rating System (STARS) to measure its sustainability performance. STARS is a transparent, self-reporting framework used by colleges and universities in North America to enable meaningful comparisons over time and across institutions. The system uses a common set of measurements and creative incentives for continual improvement in sustainability. UM achieved a Gold STARS rating in October 2018, with a goal of reaching a Platinum STARS rating within the duration of UM Sustainability Strategy 2019-2023.

In fall 2019, UM ranked in the top 10 for the AASHE STARS Sustainable Campus Index in the categories of Coordination and Planning and Research.

United Nations Sustainable Development Goals

In 2018, UM created a United Nations Sustainable Development Goal (SDG) report, which identified current work underway and advanced conversation about the 2030 Agenda for Sustainable Development. UM has also been named the United Nations Academic Impact Hub for SDG 6, clean water and sanitation. Seventeen institutions from around the world have been designated as SDG Hubs for three-year renewable terms. The only Canadian institution on the list, UM was selected as the SDG Hub for Goal 6 on the basis of our research, innovation and scholarship in the field.

To build on this work, the new Sustainability Strategy 2019-2023 was passed by the Board of Governors in June 2019, which incorporates the United Nations SDGs into goals and commitments to make UM more sustainable. Implementation of the new strategy would put us on track to achieve an AASHE Platinum STARS rating.

UM also hosted a session for Manitoba youth to learn about the SDGs and develop skills to implement projects on their campus. Over 260 youth attended with more than 180 students from UM.

Specific Sustainability Initiatives

An Education for Sustainability Working Group was created to further integrate sustainability into teaching and learning across all faculties.

The Bannatyne campus received a Fair Trade Campus designation, the first campus to achieve this in Manitoba.

An organics collection program was developed for all UM food service locations to collect preconsumer waste at Fort Garry and Bannatyne campuses. In addition, collection occurs at 32 communal department spaces across campus. Between July 2019 and March 2020, 18.1 tonnes of organics were collected.

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

UM has committed to improving opportunities for student, staff and faculty participation in university governance.

UM has significantly expanded its educational offerings on governance through presentations to faculty, school councils and groups of support staff; targeted workshops for new faculty and through the academic administrators workshop series. Senate Orientations have been broadened to include all Senate Committee members. Specific workshops have been developed and offered on developing curriculum and program proposals and on effective appeal hearings. In addition to the specific content of these sessions, they situate the specific activities within the greater context of university governance, have engaged many members of the community and provide an opportunity for learning and networking.

An online Senate Committee interest form allows faculty to self-identify their interest in serving on Senate Committees. The call for nominations and expressions for interest is more broadly disseminated and these initiatives have led to a significant increase in interest to serve on Senate Committees and added new and more diverse membership.

Online access to Senate and Board meeting materials continues to be enhanced: 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. In partnership with IST, a governance portal has been implemented, which provides a single-point access for members of Board and Senate Committees for meeting and background materials.

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

Dialogue and collaboration are central to the functioning of UM. New and enhanced opportunities have been created for faculty, staff and students to discuss a range of important issues and initiatives and other tables for collaboration continue this essential work. Key examples include:

Student Experience Committee

University of Manitoba/UMSU Meetings

Accessibility for Manitobans Act (AMA) Steering Committee

Champions for Mental Health Group

Copyright Advisory Committee

Substance Awareness Advisory Committee

Campus Wide Occupational and Environmental Safety and Health (OESH) Committee

Campus Wide Integrated Marketing and Communications Committee

Human Resource Information System (HRIS) Renewal Project

University Human Resources Group

Collective Bargaining Activities

Campus Wide Food Services Committee

Dining Services Subcommittee

Business Continuity Committee

Parking Advisory Committee

Parking Appeals Committee

Many of the above are ongoing discussions that we expect to continue beyond this strategic plan. There have, however, been initiatives that have had significant attention since 2015 for which dialogue and consultation were central. Specific initiatives include:

BUDGET MODEL DEVELOPMENT

Planning for the future is informed by availability of resources and budgeting is one important part of planning. UM has implemented a more decentralized approach to budgeting, developed based on extensive consultations and recommendations from the Budget Model Redesign Initiative, a campus-wide, comprehensive and consultative process to review and redesign UM's budget model. In 2016, the Budget Model Redesign Steering Committee, chaired by the Provost and Vice-President (Academic), examined the approach to resource allocation and developed a set of recommendations for a new resource management, allocation and planning process, including a new technology-based budget and planning solution to streamline and improve the financial planning and management of resources.

The new budget model is based on the following principles:

- Aligning resource management, planning and allocation with UM's mission and strategic priorities
- Enhancing collaboration between and within academic and support units
- Incenting creativity, innovation and the pursuit of revenue opportunities to position UM for a strong, sustainable future
- Promoting fiscal understanding, responsibility and accountability throughout UM
- Being straightforward and transparent

INDIGENOUS SENIOR LEADERSHIP

In 2019, a committee chaired by Dr. Catherine Cook, Vice-Dean Indigenous, Rady Faculty of Health Sciences, assessed the existing mandate and support structures for Indigenous senior leadership and provided recommendations on the role, mandate, appropriate reporting structures and units and necessary supports. The committee, which also included an Elder, Indigenous faculty, staff, students and senior academic leadership, concluded its work and presented its report, University of Manitoba Indigenous Senior Leadership: Report and Recommendations to the Provost and Vice-President (Academic).

IT GOVERNANCE

A campus wide IT Governance process was enhanced since 2015 to create an environment where planning, investment and priority setting is transparent, controlled and coordinated to ensure IT

investment remains aligned to the strategic direction of UM. The process includes subcommittees aligned by strategic stakeholder groups—teaching and learning, research, administration and information technology—who vet proposals to ensure potential projects further key initiatives. These vetted proposals are then reviewed for cross-campus alignment and benefit by the University Information Technology Advisory Council (UITAC)—chaired by the Vice- President (Administration)—and comprised of representatives from key stakeholder groups including undergraduate and graduate students, academic leadership, research and administrative leadership.

NEXT GENERATION WEBSITE EXPERIENCE AND NEW UM BRAND

As part of the Next Generation Website Experience project, an extensive stakeholder consultation process was undertaken to ensure wide ranging perspectives and needs are incorporated into the redesign of umanitoba.ca. The project is jointly led by External Relations and IST, along with an 18-member project board representative of the broader UM community. The initial phase of the website launched in August 2019 was the result of a highly collaborative effort involving units across campuses contributing to the creation of the top-level pages of the website. These collaborations will continue throughout the planned migration cycles required to address all website content.

Extensive consultation with UM community also helped inform the direction of the new brand, resulting in a successful launch in June 2019. The implementation of the brand across UM involved significant change and will require extensive collaboration and commitment to effectively represent UM in a new and innovative way. Collaboration continues throughout the implementation phase with faculties and units across campus.

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

Just as dialogue and collaboration are central to the functioning of UM, so too is the interaction between faculties and the rest of the campus community. With *Taking Our Place* as a central guiding plan, faculties and administrative units are encouraged to plan for their unique circumstances. Encouraging awareness of each other's challenges and opportunities and plans for the future is an important element of this work. A number of initiatives have built on this cross-unit awareness and planning:

FINANCE WORKING GROUP

A Finance Working Group has been established to support stronger financial stewardship, management and planning at UM by collaborating in addressing financial issues across faculties and administrative units, improving partnerships, enhancing communication and serving as an advisory group. The Finance Working Group consists of senior finance representatives from UM faculty and administrative functions and is co-chaired by the Comptroller (permanent) and one senior faculty finance representative (rotating two-year term). A notable outcome of this group's work includes improved monthly financial reporting with the creation of a set of high-level executive financial reports intended to support Deans and Directors in monitoring their unit's financial condition, for decision-making and for financial planning purposes.

COMMUNITIES OF PRACTICE

A number of Communities of Practice have been established to build community and foster collaboration. Examples include a Leadership Community of Practice, comprised of alumni of the UM Leaders Learning

Program, and the UM Plan Community of Practice, involving users of the recently implemented financial planning and budgeting software. In many units, operations have continued to evolve to incorporate increased inputs and participation from faculties and units. This includes establishing ad hoc or project working groups with representation from across campuses and encouraging more frequent engagement through a range of tools and opportunities such as social media, conferences, committees, focus groups, forums and other events.

SUMMER TERM TRANSITION PROJECT

In response to feedback from faculties, the delivery of Summer Term was transitioned from Extended Education to academic faculties. To facilitate this transition, the Office of the Provost led a working group composed with representatives from the Registrar's Office, Human Resources and Extended Education who worked with faculty schedulers, advisors and other faculty representatives. Summer 2019 marked the first year of the new delivery model.

A Summer Term Academic Schedule Review Committee was also formed to examine scheduling practices over the current Summer Term (May to August), which has a complex schedule comprised of a variety of unstandardized class lengths which causes challenges for students who wish to take courses in more than one faculty. Representatives from across campuses, including seven faculties, students and central units consulted with UM community through surveys and in person forums. They have developed a new schedule to be proposed to Senate in 2020 for introduction in summer 2021.

TRAVEL BOOKING AND EXPENSE PRACTICE REVIEW

A project to review and improve travel booking and expense claim practices across the institution was undertaken and sponsored by the Provost. Through engagement of stakeholders from all areas of UM and extensive gathering of data, the project developed several recommendations, which have been implemented including discontinuing paper receipt collection, broadening options for booking airfare and allowable categories of airfare, creating more categories of meal per diems reflective of international costs and streamlining processes.

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.***

UM uses a number of key methods to maintain connections within the university community and with key stakeholders. These include:

UM TODAY THE MAGAZINE

UM Today The Magazine was launched in 2015 and is delivered twice a year to more than 130,000 alumni and friends around the world. This essential storytelling vehicle features UM students, researchers, faculty and staff, donors and alumni who are making an impact locally and globally. The publication has been recognized by the Canadian Council for the Advancement of Education with several awards including a bronze award in 2016 and silver award in 2020 for best print magazine as well as gold and silver awards for best feature writing in 2017 and 2018. In 2018, the advancement profession's premier organization recognized the magazine's feature writing with both gold and bronze awards at the international Council for Advancement and Support of Education (CASE), competing against universities from around the world.

UM TODAY

UM Today News, UM's online news site, highlights the achievements of students, staff, faculty, researchers and alumni, generating over 130 stories per month. Readership has increased year-over-year since 2015, with readers spending 28% more time each session since 2016.

SOCIAL MEDIA

Eight social media channels (UM Facebook, UM Twitter, UM Instagram, UM LinkedIn, UM Student Instagram, UM Indigenous Instagram, Alumni Facebook, Alumni Twitter) produced over 6,000 posts and generated approximately 1 million engagements from our community of more than 260,000 followers. These social channels drive over 20% of traffic to our UM Today platform. The number of followers to UM social media channels is increasing year-over-year, seen in Figure 5-1.

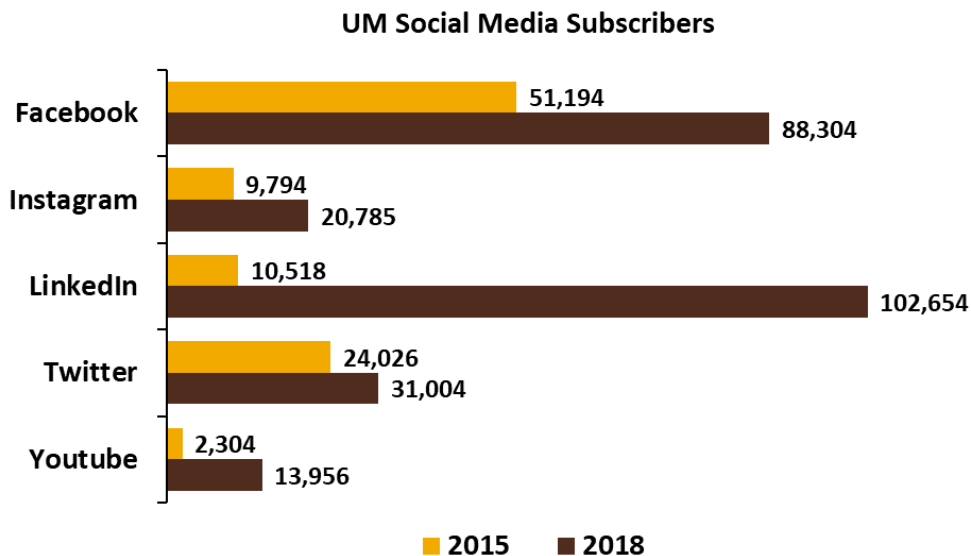


Figure 5-1 UM Social Media Subscribers

b. Foster a dynamic relationship between alumni and the university.

Alumni are an essential part of UM community. Ninety-three per cent of UM alumni live in Canada. Within the 133,766 alumni living in Canada in 2019, 69% reside in Manitoba, with 53% of those living in Winnipeg. UM alumni number 145,000 globally and are located in 140 countries.

UM Alumni	2019	
Winnipeg	48,918	33.8%
Manitoba (excluding Winnipeg)	43,380	30.0%
Canada (excluding Manitoba)	41,467	28.7%
United States	6,214	4.3%
China	1,446	1%
Malaysia	452	0.3%
Australia	305	0.2%
England	276	0.2%
Singapore	160	0.1%
Trinidad and Tobago	129	0.1%
India	112	0.1%
Other countries	1,680	1.2%
Total Alumni	144,540	100.0%

Figure 5-2 UM Alumni

DISTINGUISHED ALUMNI AWARDS

In 2014, UM launched a refreshed format for the Distinguished Alumni Awards Celebration of Excellence to celebrate exceptional alumni achievements in the following categories: Professional Achievement, Service to the University of Manitoba*, Community Service, Outstanding Young Alumni and Lifetime Achievement.

UM strives to celebrate distinguished alumni throughout the years: however, 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 our award recipients. Since 2015, UM honoured and celebrated 27 outstanding alumni with prestigious Distinguished Alumni Awards, joined by more than 1,600 event guests.

*Note, in 2020, the Alumni Association Board of Directors adopted to remove the Service to the University of Manitoba award as it was seen as duplicating other internal awards that honour alumni who make outstanding contributions to the institution.

UM HOMECOMING

Each year, UM invites alumni to return to campus to celebrate Homecoming week through over 25 events with faculties, sports teams and other alumni groups. Since 2015, UM has hosted over 200 class reunions, assisting groups to mark their milestone reunion year in a meaningful way and has welcomed more than 4,000 alumni and community members back to campus for this special alumni celebration.

VISIONARY CONVERSATIONS

Since 2015, President Barnard's signature event has engaged the UM community in a dialogue on matters of national and global significance, informed by UM faculty, researchers and alumni who are experts in their fields. Through the program, 75 researchers and alumni experts have presented at 17 different Visionary Conversations events to over 4,500 attendees. These public discussion sessions have addressed many critical issues including: "The power of one: what's my responsibility as a global citizen?,"

“What does a decolonized Canada look like?” and “How can our community come together to combat the impacts of drug addiction?.”

SENIORS’ ALUMNI PROGRAM

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 fall and spring series have sold out. Based on alumni feedback, in 2018, a 4-week February mini session was also added and in November 2019, a 3-week session on the topic of the Winnipeg General Strike of 1919 was offered. A total of 71 lectures were offered between 2015 and 2019, with topics such as “The Science, Business and Politics of Climate Change,” “From Truth to Reconciliation” and “Alzheimer’s Disease Early Diagnosis & Treatment Strategies.”

STUDENT MENTORSHIP

UM actively engages alumni and industry partners 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 Café, the Health Sciences Career Roundtable, the Arts Roundtable, the Faculty of Science Roundtable, the Graduate Students Roundtable and UM Graduate Student Association-Alumni Relations reception.

In 2019, the Alumni Relations and Career Services units launched UM’s first online career-mentoring platform, UM Café, in the Faculties of Engineering, Asper School of Business and Kinesiology and Recreation Management, with the goal of onboarding alumni in all faculties into 2020. Powered by the Ten Thousand Coffees platform, UM Café introduces students, alumni and industry partners to share knowledge and advice over an in-person or virtual coffee. Joining UM Café provides alumni the potential to share industry-specific knowledge, proven advice and build relationships that will shape the career and education aspirations of UM students. UM Café was launched campus-wide in June 2020.

The Career Mentor program, offered through Career Services from September to April, helps students explore occupational options by connecting with industry professionals. Mentors provide advice and share experiences and knowledge to help students formulate their career plans.

UMQUEER

UM also supports the UMQueer Committee, comprised of student, faculty and staff from both the Bannatyne and Fort Garry campuses. This committee works to advance 2SLGBTQ community initiatives such as Steinbach’s inaugural Pride March in July 2016, the Portage La Prairie Pride March and Winnipeg Pride initiatives with a variety of events across both campuses. Since 2016, UM has proudly sponsored the Winnipeg Pride Festival and marched with over 200 members of UM community.

In April 2019, UM hosted a Visionary Conversations panel discussion titled “Healthcare as a Human Right: How do we break down barriers for Queer Manitobans?” with the UMQueer Committee.

ALUMNI EVENTS AROUND THE WORLD

UM community extends across the globe with alumni, former faculty and staff members, research partners and friends in over 140 different countries. Between April 2015 and November 2019, UM held 35 events in 19 different centres outside of Winnipeg to engage UM in the lives of our stakeholders, highlighting the work of our students and researchers and supporting our national and international student recruitment efforts.

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

MEDIA RELEASES

UM issues an average of nearly 130 media releases each year that result in stories appearing in a variety of publications across the world. In 2019, UM was referenced in the media over 40,000 times including almost 30,000 times in print and on-line and over 11,000 times in radio and television.

The work of UM researchers was referenced in a number of high-profile publications including the New York Times, Washington Post, the Globe and Mail and National Geographic.

CONVERSATION CANADA

Conversation Canada, an independent source of news and views from the academic and research community, provides UM researchers and graduate students a venue to showcase their work and have it seen by news organizations and readers across the globe. During this period there has been a steady increase in UM articles from 12 in 2017-18, to 26 in 2018-19 and 30 in the first half of 2019-20. This has resulted in a total readership of almost 1 million globally.

GOVERNMENT VISITS

Engagement with government occurs on multiple levels for UM. Welcoming government representatives to the university is an important part of this engagement. UM regularly hosts meetings with the province and federal government and welcomes dignitaries such as the Prime Minister, the Governor General, the Lieutenant Governor of Manitoba, federal ministers, provincial ministers and the mayor of the City of Winnipeg.

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

In addition to the initiatives discussed under Priority 3, such as the Manitoba Collaborative Indigenous Education Blueprint and the Indigenous Scholars Speaker Series, UM has conducted significant outreach to Indigenous communities through a number of communications initiatives.

One key initiative was the November 2017 launch of the @umindigenous Instagram account which encourages students, staff, faculty, alumni and others to connect with the vibrant Indigenous community on UM campuses through the sharing of images that reflect First Nations, Métis and Inuit perspectives, traditions and cultures. This initiative won a 2019 CCAE Prix d'Excellence award in the category of Best

Indigenous Relations Initiative. Followers of this account have grown from its establishment in 2017 to over 1,200 in fall 2019.

In January 2017, a bi-weekly Indigenous Student e-newsletter was launched to provide information on upcoming events, programs, resources, awards and jobs that are specific to First Nations, Métis and Inuit students. Indigenous students have the opportunity to sign up to receive the newsletter when they self-declare as part of the application process to UM. Staff and faculty are also welcome to sign up for the newsletter to stay apprised of opportunities for Indigenous students. As of Fall 2019, there were over 2,200 subscribers.

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 UM is guided by the six main principles of the Visionary (re)Generation Master Plan for the Fort Garry campus, with an aim to position the campus as:

- 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 UM'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 involved 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:

- Eight large-scale events, open houses and community engagement fairs
- Fifteen community conversations held with specific stakeholder groups
- Six 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
- 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.

In 2018, the Board of Directors for UM Properties GP Inc. was appointed to lead the development of the Southwood Lands into a vibrant, mixed-use, transit-oriented neighbourhood. They will ensure Southwood Lands development aligns with the principles developed through community consultation and articulated in UM's Visionary (re)Generation Master Plan. Community engagement will continue to guide planning decisions as the Southwood Local Area Plan is finalized.

f. Ensure UM 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.

UM hosts tours of our campuses' recreation, research, arts and music spaces for government representatives and community organizations in order to convey the importance of UM's role in the community. Many events are hosted at UM for community organizations and groups throughout the year.

One important way in which UM acts as a resource is by the offering of the Mini U Program, through which children have the opportunity to improve their skills through various sport-focused programs, arts program, special interest areas such as robotics and architecture and engage in leadership development. In addition to the high concentration of activity during the summer, from September through June, Mini U's offerings include swimming programs, school programs and programs for homeschool children. Since 2015, registrations for the Mini U Summer Program registration have grown by 37.4% (see Figure 5-3).

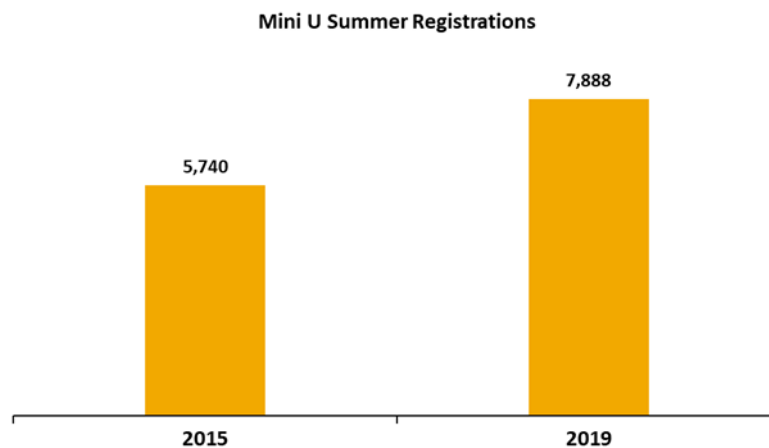


Figure 5-3 Mini U Summer Registrations

UM also offers community access to some of Manitoba's best sport and recreation facilities, including the Active Living Centre, which opened in 2015. Facility membership, recreation program options and sports leagues are offered to community members throughout the year.

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." 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.

UM'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 UM

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.

In 2016, the John J. Conklin Theatre-opened in Taché Hall as home to the Black Hole Theatre as well as other productions. Since its opening in 2016, this active theatre has presented over 180 performances featuring hundreds of artists to audiences of over 10,000 people. Each year, the Desautels Faculty of Music also hosts dozens of public performances.

g. Build a culture of advancement and philanthropy across UM community.

NATIONAL PHILANTHROPY DAY

Each year UM conducts activities in recognition of National Philanthropy Day, an international day to commemorate, recognize and pay tribute to the impact that philanthropy has made on our university community and our world.

This annual celebration provides a unique opportunity for UM to highlight the student awards and programs, space enhancements and research projects that have been supported by donors and to thank them for their generosity.

Past activities include nominating and celebrating donors for recognition through Manitoba Philanthropy Awards by the Association of Fundraising Professionals and communicating gratitude to the entire community of alumni, donors, faculty, staff and students on National Philanthropy Day through phone calls and at booths on campus.

STUDENT GIVING

Since 2015, the student giving program has raised \$24,885,334, with opportunities for all faculties, colleges and schools to participate.

Beginning in 2018, each participating student council has been encouraged to adjust their contributions to be made over three-year terms with an increase of 10% per student upon renewal. Depending on renewal cycles, this program generates between \$2 million to \$4 million annually. The impact of these contributions is evident through a broad range of initiatives that enhance UM student experience, such as professional development and experiential learning opportunities, accessibility improvements around campus, technology and lab upgrades, as well as over \$500,000 towards the completion of the new Stanley Pauley Engineering Building.

Most participating student groups are now providing online voting options and we have expanded the promotion of student giving to include online tools such as email and social media over and above the traditional classroom presentations, ensuring maximum engagement.

In addition to our regular student giving program, UM students also made significant contributions to the Front and Centre campaign through the University of Manitoba Students' Union (UMSU) and the University of Manitoba Graduate Students Association (UMGSA), donating \$20,779,999 and \$306,000 respectively. These gifts supported priorities such as construction and renovation of student space at the university, creating an addition to the childcare facility on campus, scholarships and bursaries and undergraduate research grants.

FACULTY, STAFF & RETIREES CAMPAIGN

Since 2015, over \$5.9 million has been raised from faculty, staff and retirees. Of this total, over \$2.9 million has been designated to student support in the form of scholarships and bursaries, \$1.2 million allocated to improving infrastructure across campus and more than \$650,000 committed to the advancement of graduate studies and research at UM.

The University of Manitoba Retirees' Association also promotes philanthropy to its membership and has established several student awards funded by gifts from its members.

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

UMANITOBA.CA

In fall 2017, work began on reimagining UM's website with the goal of delivering an outstanding digital experience. Throughout 2017-18, over 400 stakeholders including students, faculty, staff and alumni were engaged in focus groups and workshops to explore potential features and inform direction for the new site. Over 1,000 participated in online surveys and user testing throughout the development of the website. In summer 2019, the first phase of the redesigned website was successfully launched, reflecting the first expression of UM's new brand. The balance of content migrations is occurring throughout 2020.

BRAND

UM launched the first phase of a new brand in summer 2019. Beginning in late 2017, the branding initiative provided an opportunity to evolve our brand story, refresh the visual expression and update UM's twenty-year-old logo. Through significant consultation with our community, a new brand framework was developed that embraces Indigenous perspectives, shedding outdated, colonial symbols and introducing a new visual expression and storytelling approach. A 25-member Brand Advisory Council was established to provide perspectives from a diverse range of internal and external stakeholder groups including faculty, staff, students and alumni. Over 20 stakeholder sessions were held throughout the year on UM campuses, in Winnipeg, in rural Manitoba and in both Calgary and Toronto. More than 7,000 people informed the project through various touchpoints. The logo received an overwhelmingly positive response - both online and through direct feedback from our community.



FRONT AND CENTRE CAMPAIGN

On April 2, 2020, the UM's Front and Centre campaign came to a resounding, record-breaking, conclusion: 62,075 donors from 48 countries came together to raise \$626,260,908.66, surpassing the campaign's initial \$500 million goal and making it the largest philanthropic endeavour in Manitoba's history.

These gifts will have a tangible and immediate effect: 702 new scholarships, bursaries and prizes to support our students; 21 research chairs and professorships established and enhanced to inspire our teaching and learning; 37 buildings upgraded to create an outstanding educational environment and over 331 estate gifts pledged for UM's future.

The campaign also made its mark on the footprint of our campuses, helping build seven new spaces that serve as places to learn, research and engage with our community, such as the Active Living Centre, the Stanley Pauley Engineering Building, Taché Arts Complex (Desautels Concert Hall & Rehearsal Building), Campus Children's Centre, Churchill Marine Observatory and Dairy Farmers of Manitoba Discovery and Learning Centre.

Beyond the financial impact, the Front and Centre campaign also fostered a strong culture of philanthropy across the university community, with 20.07% of alumni (or 25,806) participating in the campaign, along with 30,000 students from UMSU and GSA. Of all donors, 13,732 gave to UM for the first time through the campaign. These relationships, built with passion and commitment to higher education, have created a strong foundation for future philanthropy and engagement between the university and our community.

CONCLUSION

UM has made meaningful progress since 2015 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 inform the development of future strategic plans.

Getting to this point involved an entire campus community. What has been learned through implementation of *Taking Our Place* will fuel our priorities for the future.

Appendix: Faculties/Schools/Libraries Initiatives

FACULTY OF AGRICULTURAL AND FOOD SCIENCES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Renewed curriculum to equip students to be locally and globally engaged citizens, including increased flexible learning opportunities for students, co-op work experiences and experiential learning opportunities
- Enhanced connections with industry and confidence in graduates preparation through curriculum renewal process: degree and diploma graduates now eligible for Professional Agrologist and Technical Agrologist designations
- Introduced dedicated design courses in each year of Biosystems Engineering program
- Incorporated Indigenous farming systems (3-sister cropping system) into relevant courses
- Developed New Dairy Club to allow students to gain experience with dairy food product development and distribution

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Created Agronomist in Residence program
- Developed Agronomy team that includes new Senior Industrial Research Chair
- Invested in core plant breeding programs
- Enhanced national and international research recognition, including through papers in top-ranked international journals such as *Science*, *Nature Geosciences* and *Proceedings of the National Academy of Sciences*
- Funds secured by our researchers in the five-year period 2014-18 increased to \$18.6 million per year from \$17.0 million per year in the 2009-13 period
- Introduced new equipment in Grain Storage Research Laboratory as a result of successful large CFI grant
- Biosystems Engineering researchers secured a CFI grant on sustainable northern food production to enable research into integrated systems that use sources of renewable energy for the growth of fresh produce in northern communities

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Recruited an Indigenous Scholar, leading to new connections and new partnerships that develop extension and education/research programs for enhancing agricultural capacity in remote and northern communities
- Launched a new course in Indigenous issues in food systems, to enable students to understand how historical and contemporary relationships between Indigenous peoples, the land and settlers has resulted in many current issues in agriculture, health and nutrition
- Improved co-operative and experiential education opportunities as well as leadership training and professional development available to Indigenous students
- Opened up educational and research spaces to increase student awareness of possible careers in the agri-food industry

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Targeted hiring of additional faculty members in areas of teaching and research excellence
- Made concerted effort to increase the diversity of student, staff, faculty and leadership
- Supported the career development of colleagues through mentorship support and the nomination of academic and support staff for internal and external awards
- Improved work environment through initiatives such as Indigenous medicinal plants display in Plant Science atrium
- Consulted on development of faculty strategic plan with strong participation from faculty and staff
Encouraged strong faculty and staff participation in professional development sessions

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Department of Entomology provides insect advice to the general public and agricultural producers through a “Bugline” and instructional videos
- Conducted field tours of Glenlea Research Station, on-farm research and survey research
- Assisted with installation of Indigenous medicinal garden at Headingley Jail with student-produced sweetgrass plants
- Developed community engagement series, ‘Food as Medicine’ in partnership with Aboriginal Youth Opportunities and the National Aboriginal Diabetes Association

FACULTY OF ARCHITECTURE

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Introduced a Cooperative Education/Integrated Work Program Option available to students in the Bachelor of Environmental Design and all Masters programs: First student work placements in 2018, with a total of 20 student work placements in 2019
- Introduced revised Preliminary Year for Environmental Design program and admission requirements for entry to Bachelor of Environmental Design program: Enrolment in introductory Environmental Design courses increased 77% since 2015. In 2019, summer offerings of introductory courses for first time.
- Offered online versions of two Bachelor of Environmental Design courses for first time in 2018/19 academic year
- Completed \$1.3 million refurbishment and renovation of all studio spaces in Architecture2 building during 2018, with resulting significant improvement in student learning environment
- Piloted new cross-faculty architecture-engineering experiential design courses
- Increased full-time faculty complement from 33 to 39 faculty members including an Indigenous Scholar and targeted hiring of two instructors jointly between Environmental Design program and departments to reduce reliance on sessionals in the first and second years of the Environmental Design program and improve consistency of course/studio presentation to students
- Introduced a Studio/Course Enhancement Fund

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Redesigned program requirements and revised regulations for the PhD program in Design and Planning: Result is that after many years of zero enrolment in PhD program, there are six PhD students enrolled in 2019
- Established a Centre for Architectural Structures and Technology (CAST) Coordinator position to re-activate CAST as a central facility to support research, scholarly work and the teaching programs of the faculty
- Introduced a CAST Researcher-in-Residence program
- Increased faculty participation in the Undergraduate Research Awards program from one or two awards annually in 2015, to ten awards in 2020

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Established an Indigenous Scholar position in the Department of Architecture with a joint appointment in the Price Faculty of Engineering
- Introduced a full day Indigenous Cultural Awareness workshop for all second-year Environmental Design students
- Introduced joint Architecture/Engineering design-build course in collaboration with Shoal Lake 40 First Nation

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Held two faculty retreats and two 'Special' Faculty Council meetings to collectively define major issues and directions forward, all contributing to improved sense of inclusiveness within the faculty
- Revised composition and terms of reference of Environmental Design Advisory Committee with this committee leading changes to first-and second-year Bachelor of Environmental Design program

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Initiated regular meetings with executive of Manitoba Architects Association to ensure clear communication between faculty and external architecture community

SCHOOL OF ART

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Restructured undergraduate program for easier progression through program and introduced introductory content in digital essentials and a senior level design studio
- Improved spaces through move to new Taché complex
- Upgraded Mac lab: Facilities have been improved by upgrading the systems. Creative Cloud software is also now available in the Mac Lab allowing students to access this valuable software
- Updated ventilation in Taché space containing the “vacuum former,” a piece of equipment

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Upgraded Gallery HVAC system to sustain the Category A-status to acquire additional artwork for research
- Renovated Art Barn studio space for students
- Procured research equipment to increase capabilities for undergraduate and graduate students and faculty
- Hired education coordinator to bridge School of Art to various external communities, providing outreach and creating engagement

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Hired two Indigenous Scholars: Lori Blondeau and Katherine Boyer
- Hosted two Artists-in-Residence: Sebastin Aubin and Justine Bear
- Featured Indigenous artists in School of Art Gallery programs: Riva Stone, Robert Houle
- Maintained partnership with Urban Shaman Gallery

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Supported employee development through Support Staff Learning Exchange trip, professional development opportunities, show attendance, conference attendance and software certification
- Increased diversity of faculty members

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Piloted dual credit introductory studio course with high schools in 2019
- Created programs for K-12 students such as studio visits, Artist of the Day and field trips to the gallery
- Presented faculty shows to coincide with Orientation Day in September so that students get a chance to meet the faculty members and faculty members talk about their work

FACULTY OF ARTS

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Advanced flexible learning through hiring of Flexible Learning Lead and has been undertaking a process of updating old courses and exploring new methods of learning
- Created a fund to develop innovative teaching and conducted experiments in team teaching and in cross listing
- Advanced experiential learning opportunities through introduction of a co-operative education model and hiring of a director to help find employers and develop option for students: The co-op model started with Psychology and is expanding to other departments

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Increased research funding through creation of a dedicated fund to support researchers in a variety of ways, notably to incentivize the development of externally funded research networks and to fund mid-career researchers looking to revitalize their research programs
- Created two Faculty of Arts Professorships in Humanities and in Social Sciences

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Undertook major initiative to require all Arts students to successfully complete a course with significant Indigenous content
- Prioritized hiring in the Department of Native Studies, including a new department head, a Métis historian, an expert in the history of Residential Schools and a specialist in Indigenous languages
- Offered a summer school for members of UM community to enhance their ability to incorporate Indigenous perspectives into their courses

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Focused on unlocking the potential of the new budget model to ensure benefits are passed on to students to improve the quality of their education

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Actively developed events for alumni to ensure engaged and ongoing relationship
- Showcased faculty expertise through expanded mandate for the Institute for the Humanities, increased participation in outreach endeavours such as Conversation Canada and early steps to pool social science resources in a Centre for Social Science Research and Policy that will connect with external communities

I.H. ASPER SCHOOL OF BUSINESS

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Continued high employment rate for graduating students, with 83% for MBA, 94% for BComm (Hons) and 99% for BComm (co-op) students: 93% of PhD graduates (2013 – 2018) placed into academic roles
- Invested over \$3.5 million in new spaces to support active and team-based learning
- Successfully recruited students to the interdisciplinary PhD program, combining strengths between two or more departments to provide students an opportunity to study in an emerging interdisciplinary area
- Hired an instructor related to Bloomberg Lab, to provide training in data access, data support services, enhance experiential learning and demonstrate applications in different disciplines
- Established Indigenous Awareness Infusion Committee who identified key areas for development, including developing curriculum resources to infuse indigenous content into either stand-alone courses or specific modules for core courses
- Introduced a new required core course for all Asper students on business and social perspectives for entrepreneurs, to build entrepreneurial competency and increase students' employability
- Established a new Institute for Leadership Development to elevate the quality of leadership teaching and the breadth of programming across UM and the province
- Collaborated with Ryerson University to establish Women Entrepreneurship Knowledge Hub to promote women's economic equality through evidence-based knowledge creation

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Introduced research stipend to faculty members with published research in prestigious journals
- Established Internal Research Grant program to provide additional support to faculty
- Appointment to Richard Morantz & Sheree Walder Morantz Professorship in Business Ethics
- Appointment to Warren Chair in Actuarial Studies and Research
- Converted the Norman Frohlich fellowship into the Norman Frohlich Professorship in Business Sustainability

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Showcased Indigenous art to create a more welcoming environment
- Created new, more prominent, home for Indigenous business education partners
- Presented annual showcase of Indigenous entrepreneurs at the VIBE awards, with proceeds going to support Indigenous student scholarships, bursaries and academic resources
- Increased recruitment through introduction of new Indigenous ancestry entry category, offering scholarships and greater advertising through Indigenous-focused media and organizations
- Introduced enhanced financial support to attract potential Indigenous students interested in pursuing a MSc or PhD

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Initiated faculty and staff engagement project
- Encouraged and supported staff in their participation in professional development opportunities
- Held semi-annual town hall meetings for leadership with all graduate programs
- Introduced Leadership Intensive Program through Asper's Executive Education group for selected students, support staff, faculty members and community leaders
- Presented annual Reg Litz Teaching Day focused on new and innovative teaching supports, open to all research graduate program students and faculty and annual Hickson Research Day promoting collaborative research

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Engaged alumni network through events held in Winnipeg, Toronto, Calgary, Edmonton, Vancouver and Hong Kong
- Facilitated student placement in co-op roles with assistance from alumni, introduced faculty to potential partner firms for financial-sector field trips and assisted individual students in finding career-entry jobs
- Engaged Associates as guest classroom speakers, as hosts of faculty and students at events throughout the year and as speakers, sponsors and supporters at student and faculty functions
- Played an active role in the broader community, through faculty members' involvement in leadership and governance and involving community in Indigenous VIBE awards, the IDEA awards for entrepreneurship, high school camps and competitions and programs like Fields on Wheels

FACULTY OF EDUCATION

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Recruited new faculty in both departments that bring a mix of scholarly expertise and teaching experience in both K-12 and higher education. In the past five years, over 15 faculty members have been hired to support undergraduate, post-baccalaureate and graduate students in their learning.
- Approximately 350 graduate students studying with highly engaged faculty members at the Master's and doctoral levels across eight graduate specializations
- Created a Post-Baccalaureate concentration in Teaching English as an Additional Language (TEAL) that will help support teachers working with students who do not speak English as their first language

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Increased internal support for faculty research, scholarship and creative activities through the Faculty Strategic Research Fund. In the past three years, \$77,900 was awarded to faculty members to support research, scholarly work and scholarly events
- Significantly greater success in research funding secured by faculty members, e.g., approximately \$1.8 million in external grants was awarded to faculty members serving as principal investigators (PIs) compared with only \$161,000 in the previous three years; and over \$4.2 million in external grants was awarded to education faculty members serving as either PIs or co-PIs, compared with \$280,000 in the previous three years
- Awarding of the faculty's first Tier-2 Canada Research Chair in Indigenous Education: The recipient was recently named a member of the Royal Society of Canada's College of New Scholars, Artists and Scientists, also a first for the faculty

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Created an Indigenous Community Space, the first space dedicated to Indigenous teaching and learning and related cultural activities on the Fort Garry campus other than Migizii Agamik
- Hired three Indigenous scholars who are helping to integrate Indigenous perspectives across the curriculum and across programs and increasing our appreciation of Indigenous knowledges
- Continued collaboration with the Manitoba First Nations Education Resource Centre to deliver post-baccalaureate and graduate-level programming in areas such as Language & Literacy and Inclusive Education. Sixty-seven First Nations teachers graduated with their Post-Baccalaureate Diploma in Education with a focus in Inclusive Education in the fall of 2018 and 21 are currently taking post-baccalaureate courses with the faculty.

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Focused on safe and respectful work and learning environment issues including support of our in-faculty working group, Prevention Against Violence in Education (P.A.V.E.): Initiatives include distribution of night safety postcards; annual visits from Security Services; encouragement of all faculty and staff to complete on-line modules on sexual violence and disclosure workshops for faculty, staff and students
- Established a graduate advising credit system to acknowledge the high number of graduate students in the faculty and provided credit to faculty members for seeing those students through to graduation
- Developed plans for the creation of the Anna and Inga Storgaard Learning Commons to provide students with a welcoming environment for informal collaborative learning and innovation

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Established the Practicum and Partnerships Office (previously known as the School Experiences Office) to act as a hub for partnership development across all programs who interact with approximately 107 schools and 17 clinic and agency partners: Plans are underway to expand those partnerships to more non-classroom settings
- Increased promotion of major events like Homecoming and our Distinguished Lecture series through social media, the UM website and digital signage, resulting in higher attendance
- Continued support of the CanU program, an outreach program providing disadvantaged students with formative, on-campus experiences with UM mentors. Since 2015, donors have contributed almost \$16,000 to the CanU program and the faculty contributes \$10,000 annually from its Endowment Fund to help with operational costs.
- Continued support for the Campus Life program, an outreach program that enables intellectually challenged young people to audit university courses. In the past five years, 14 students have been able to participate in the program with the support of 16 Campus Life tutors and six to eight student volunteers each year.

PRICE FACULTY OF ENGINEERING

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Increased co-op/industrial internship student work placements from 327 in 2015 to more than 500 in both 2018 and 2019; nearly one-third of BSc (Engineering) graduates in 2019 have the co-op designation
- Added six student design competition teams since 2015 for a total of 16 design competition teams that involve more than 500 students and established the Price Innovation and Prototyping Centre to support these design teams
- Upgraded laboratories through new facilities and/or equipment and upgraded E2-229 to support experiential learning
- Piloted new cross-faculty architecture-engineering experiential design courses
- Established new faculty positions in common core course for improved continuity and curriculum change engagement
- Evolved curriculum for inclusion of Indigenous knowledge, perspectives, design principles in key courses in design, engineering economics and technology and society
- Analyzed program outcomes for all five BSc Engineering programs for twelve graduate attributes to guide curriculum evaluation and improvements

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Established six new research laboratories in Stanley Pauley Engineering Building and established or expanded four additional research laboratories in existing engineering facilities
- Established new research chairs:
 - NSERC/Magellan Aerospace Industrial Research Chair in Satellite Engineering
 - Canada Research Chair in Electromagnetic Sensors and Sensing Systems
 - Canada Research Chair in Electromagnetic Characterization and Design
 - Canada Research Chair in Advanced Materials Characterization
 - Research Chair in Municipal Infrastructure
- Renewed research chairs for an additional term:
 - NSERC Industrial Research Chair in Power Systems Simulation
 - Canada Research Chair in Efficient Utilization of Electric Power
- Renewed NSERC Chair in Design Engineering with focus on sustainable design that includes Indigenous knowledge, perspectives and design principles
- Increased Faculty support to 24 Undergraduate Research Awards

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Established four major endowed bursaries for ENGAP students through Front and Centre Campaign
- Appointed Indigenous Scholar jointly with Faculty of Architecture
- Appointed Elder-in-Residence for faculty
- Focused on Indigenous Perspectives at Faculty Retreats in 2015 and 2019 and presented Indigenous initiatives workshop series in 2018/19 with several guest speakers
- Introduced joint Architecture/Engineering design-build course in collaboration with Shoal Lake 40 First Nation

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- For the first time in the faculty's history, hired women as an Associate Dean and a Department Head
- Emphasized improving the workplace environment at Faculty retreats through focus on: enhancing student advising/counselling; success through wellness; unconscious bias and relationship guides and sexual violence
- Increased the participation of women in engineering programs from 19.2% in 2015 to 22.5% in 2018
- Increased the number of Indigenous students in undergraduate engineering programs by 25% since 2015
- Implemented implicit bias training for all faculty hiring committees
- Implemented Equity, Diversity, Inclusion Workshop Series

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Faculty support for Committee for Increasing Participation of Women in Engineering mentorship program
- Grew participation of youth in WISE Kid-Netic Energy outreach programs from 32,000 in 2015 to over 50,000 in 2019
- Engaged with over 800 donors to exceed fundraising target of \$11.9 million for Stanley Pauley Engineering Building
- Established scholarships and bursaries that support hundreds of students, through Front and Centre campaign

CLAYTON H. RIDDELL FACULTY OF ENVIRONMENT, EARTH, AND RESOURCES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Addressed course sustainability by deleting over 45 credit hours of courses and adding ~24 hours in new courses to support new directions in the disciplines
- Increased Indigenous student participation by 3 – 5% and international undergraduate students by ~20%. A significant proportion (>28%) of total student population are graduate students
- Provided innovative endowment funding options for students including the Caldwell endowed TA-ships in Geological Science (4 teaching assistantships of \$2,500 per year)
- Grew enrolment in cooperative education option (to ~60 students), linked in part to undergraduate research
- Provided students with access to cutting edge research and facilities (increased NSERC and USRA from 5 to 12 awards)
- Recognized excellence through Riddell Faculty teaching awards at Faculty Spring Convocation Lunch and encouraged faculty participation in the Teaching and Learning Certificate Program
- Delivered a field course in Belize in partnership with Julian Cho Society in Belize, an Indigenous organization of the Maya Leaders Alliance/Toledo Alcaldes Association
- Offered field trip in natural resources graduate course in partnership with Wabaseemoong Independent Nations to attend wild rice harvest camp and learn about flooding impacts

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Canada Excellence Research Chair (second award)
- Canada 150 chair
- New Tier 1 CRC in Arctic Environmental Chemistry
- Renewed Tier 1 CRC in Arctic System Science
- New Tier 2 CRC Arctic Marine Microbial Ecosystem Services
- Churchill Marine Observatory (CFI funding \$40M)

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Increased scholarships from three to five using income from Aboriginal Issues Press
- Added two Indigenous and undergraduate entry awards from the Riddell Fund
- Verna Kirkness participation across the disciplines in faculty with 4 projects; Community outreach to schools in northern communities (Norway House, Fisher River)
- Hosted the 2019 Ki Ta Ski Naw International Conference, with presenters coming from South and Central America, India, the United States, as well as many hydro-impacted regions of Canada

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Developed common spaces including graduate student area in Wallace, office and meeting space in Sinnott. Furnished ground floor of Wallace Building to support students waiting for lectures. Installed touch screen monitors with classroom and facilities information
- Supported staff career development through conference attendance and professional development opportunities
- Supported students' sustainability initiatives such as composting and window decal projects to protect migrating birds
- Faculty leadership and participation in research groups such as the Critical Environments Research Group; CEOS appointments with the Faculty of Engineering

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Led the development of Expedition Churchill outreach program. Participated in the design of the Assiniboine Park Zoo polar bear and climate change exhibits
- Worked with the Nunavut government to map carving stone: laboratory analysis was integrated with standard measures of artisanal quality in order to classify the various carving stone deposits in terms of geochemical compositions, isotopic signatures and microstructural features, these parameters are necessary to determine the characteristics that constitute the best quality carving stone
- Worked with the Arctic Elder Society (AES) to develop 'IK-MAP' a network-based data management tool for year-round monitoring and visualization of sea ice conditions and ecosystems in the Hudson Bay coastal domain: For their role in the partnership, AES won the Google impact challenge and are working on an updated platform

EXTENDED EDUCATION

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Continued to offer the Women in Academic Leadership course to aspiring academic leaders from across the country
- Continued to offer fully subscribed one-year intensive programs with integrated work placement options including the Certificate in Management and Administration and the Certificate in Human Resource Management
- Continued with course development in Artificial Intelligence for both managers and practitioners
- Continued to provide essential academic support for hundreds of General Studies students at UM

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Some staff exploring the essential work that “alt-academics” do at Canadian universities
- One academic conducting research into “Universities of the 3rd Age” and implications for UM
- A second academic exploring current trends in executive programming across Canada
- A third academic was a successful co-applicant on a 2019 Indigenous Initiatives Fund grant for \$33,000 and a 2018 Teaching and Learning Enhancement Fund grant for \$12,000
- Finally, two other academics are wrapping up a three-year funded quantitative study on the factors affecting the post-secondary attainment of Indigenous students

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Partnered with Community Education Development Association on a one-year social impact pilot program designed to develop leadership opportunities for Indigenous youth in the inner city
- Continue to offer a successful Access program that provides academic and social support for around 180 self-declared Indigenous students, low-income earners and newcomer students
- Hired an Elder in Residence for students in the Access program
- Included ‘The Blanket Exercise’ in most courses

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Held a professional development day that focused on collaborative teamwork and wellness activities
- Saw a high degree of participation in the External Review process
- Renewed efforts to minimize ‘bottlenecks’ in decision making
- Securing a new student information and registration system that will improve the student experience from recruitment to graduation and beyond

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Sponsored the Chartered Professionals in Human Resources Manitoba conference
- Regularly attended Winnipeg Chamber of Commerce luncheons to foster business connections
- Renewed long-standing partnership with the Manitoba Municipal Administration Association
- Have continued to reach out to other academic units such as the Faculty of Science, the Faculty of Agricultural and Food Sciences and the Asper School of Business to develop mutually beneficial partnerships

FACULTY OF GRADUATE STUDIES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Delivered GradSteps, a series of workshops that continuously evolve to meet the needs of graduate students. These workshops provide opportunities for students to expand their skills tool box and prepare them to transition into the workplace.
- Initiated delivery of FacultySteps, a program for faculty who mentor graduate students as advisors or on advisory committees to enhance the advisor-graduate student relationship and achieve research/scholarly excellence
- Revamped the required Academic Integrity tutorial (GRAD 7500) in collaboration with the Centre for the Advancement of Teaching and Learning to provide a much more interactive experience that promotes the highest level of academic and scholarly conduct

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Developed the Collaborative PhD program to provide an opportunity for outstanding graduate students to receive training at both UM and a collaborating university outside of Canada. Students spend a period in residence and complete portions of their program of study, and fulfill all requirements of each university. The alternative Individual Interdisciplinary Studies program typically spans faculties and has currently attracted multidisciplinary research by 3 Master's and 15 PhD students.
- Provided an average of \$3.8 million dollars annually since 2014 in UM Graduate Fellowships so students can focus on their research
- Provided an average of \$4.3 million dollars annually since 2014 in Graduate Enhancement of Tri-Agency Stipends (GETS) to recognize outstanding achievement by matching dollar for dollar graduate students' stipends from a faculty member's tri-agency grant
- Recognized graduate student achievement through the Distinguished Dissertation Award, the Dean of Graduate Studies Student Achievement Prize and the Governor General's Gold Medal

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Implemented two merit-based awards for Indigenous students who are Master's and Doctoral candidates so that they can prioritize their course and research activities. The Master's award was initiated in 2017 and the number of awards was increased in 2018-2019 from nine to 22. Since 2016, an average of 9 Doctoral Scholarships have been awarded each year.

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Held Faculty of Graduate Studies Orientation events to facilitate student transition from undergraduate to graduate studies and introduce GradSteps and GradGoals
- Collaborated with critical stakeholders such as the University of Manitoba Graduate Students and Health Sciences Graduate Student Associations to focus on graduate student experience

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Held the Three Minute Thesis (3MT) competition annually, joining over 900 universities in 85 countries worldwide. This friendly but intense communication competition has challengers showcase their research in only 3 minutes, providing a platform for them to share their knowledge, and inform the campus and greater community about the research being done at UM.
- Hosted an Annual Faculty of Graduate Studies Awards Gala to celebrate excellence in graduate studies, mentorship and administration

RADY FACULTY OF HEALTH SCIENCES (RFHS)

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Developed and implemented promotion and tenure guidelines with proper recognition of teaching and scholarship. In 2019, RFHS Teaching and Related Activities Guidelines were approved.
- Provided two-year program of interprofessional learning activities for all RFHS students since 2016 through the Office of Interprofessional Collaboration
- Instigated practice placements in rural and northern Indigenous communities for interprofessional groups of students
- Grew Clinical Learning Simulation Program (“CLSP”), providing simulation-based education resources, coordination and support for undergraduate, postgraduate, continuing professional development and assessment programs

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Developed and implemented Rady Faculty of Health Sciences Guidelines for Research, Scholarly Work and Creative Activities across all Colleges
- Developed and implemented a Rady Faculty of Health Sciences Complex Data Strategy in support of the Integrative Research in Health and Well-Being – launched with the recruitment of four Tier-2 CRC in data science/health economics
- Sustained \$100,000,000 in research funding in 2018 and 2019

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Honoured Traditional knowledge systems/practices through Medicine Garden Project (Ta Minogin Kii Mashkiki Minaan)
- Provided safe learning environments and professionalism through recruitment of an Anti-Racism Practice Lead, who will lead the development of an anti-racism strategy, policy and procedures as well as faculty development
- Engaged with urban Indigenous people to develop a report on urban Indigenous health research pathways for incorporation into Framework for Indigenous Health Research Engagement
- Partnered with Manitoba Inuit Association on Inuit Connections Program too provide culture-based programming and mentorship from Inuit university students to urban Inuit secondary school students
- Increased submissions of Indigenous health research proposals with an accompanying increase in success rate from 30% to 60% between 2013 and 2018 with average funding jumping from \$0.5M/year to \$1.7M/year
- Expanded physician program into five new First Nation communities in Manitoba and Rehabilitation Sciences into the Department of Education throughout Nunavut
- The Prairie Indigenous Knowledge Exchange Network includes 51 active mentors, 200 connected students, 32 funded Indigenous graduate students and 23 undergraduate Indigenous students’ research internships

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Supported Ongomiizwin to improve coordination of education, research and clinical activities in Indigenous health
- Created a Director of Equity, Diversity and Inclusion and an Anti-Racism Practice Lead position
- Created Martha Donovan Awards in partnership with The Winnipeg Foundation to promote women in leadership positions
- Began implementation of Learner Mistreatment and Speak Up Reporting
- Increased security staffing, safe walk/safe ride programs, secure study and lounge space and provided personal alarms to all faculty, staff and students. Also restricted after hours access to campus
- Expanded clinical simulation supports to new programs and introduced interprofessional education, software for clinical scheduling in order to bring learners together in clinical settings
- Enhanced integration with the health system through Shared Health/UM Joint Council and its subcommittees

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Established RFHS Office of Community Engagement in 2018 and completed a Social Accountability Scan that identifies all initiatives (curriculum; research; etc.) that incorporate social accountability within RFHS educational experiences
- Established RFHS Social Accountability Committee in 2018 with six community members, faculty and students to collect community input into RFHS social accountability priorities and initiatives
- Continued participation in pipeline programs for secondary students including Can U Reach after school program, the Biomedical Youth Program, Inner-city Basketball programs, Discovery days, peer mentorship, Ongomiizwin education pre-admission prep, rural interest group and attendance at career fairs

FACULTY OF KINESIOLOGY AND RECREATION MANAGEMENT

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Analyzed application, admission and enrolment trends for the Bachelor of Kinesiology (BKIn) undergraduate degree and determined this degree had capacity and demand to increase the overall admissions as well as the percentage of students who are admitted directly from high school: Of all the non-professional programs at UM, the BKIn program has the second highest five-year graduation after the Asper School of Business
- Conducted a curriculum review in 2016, that highlighted the need to formally incorporate traditional Indigenous land-based education into the Bachelor of Physical and Health Education and the Bachelor of Recreation Management and Community Development curricula. In 2018, recruited two Indigenous Scholars whose research expertise emphasizes Indigenous perspectives in recreation, physical education and land-based education. In 2019, these two colleagues along with another faculty member hosted a two-day symposium that brought together members of several Indigenous communities in Manitoba. The symposium generated ideas and practices that will inform ongoing development of Indigenous curriculum.

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Created a position that provides executive leadership in Indigenous engagement for the entire faculty in 2018. Dr. Heather McRae assumed the role of Director of Indigenous Engagement in the fall of 2018. This position is part of the Dean's six-person executive team that oversees all operations related to academics, research, sport, recreation and facilities. Dr. McRae brings a wealth of knowledge and experiences to the position, including a PhD with expertise in community engaged research and considerable experience building and supporting partnerships between the faculty and Indigenous communities in Manitoba.
- Created an Indigenous Engagement Circle (IEC), a standing committee of Faculty Council and led by the Director of Indigenous Engagement. The IEC advises the faculty on policies, practices and programming that will support the safe and full participation of First Nations, Métis and Inuit peoples within faculty activities and spaces and also informs decisions regarding financial resources, human resources, infrastructure and partnership requirements necessary to advance the goals and objectives of Indigenous Achievement within UM and the faculty Strategic Plan. IEC also provides direction to Recreation Services and Bison Sports.

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Invested in enhancing the working, learning and research environment in the faculty through renovations to all faculty and staff offices, to a large student study space (co-funded by the faculty and the student council) and two undergraduate teaching labs
- Shepherded the opening of the Active Living Centre in 2015, which has positively impacted the quality of life for all students and staff on campus. A business approach is taken to the sales and service associated with the sport and recreation units to facilitate the planning and budgeting for long-term facility maintenance and upgrading.
- Renovated sport and recreation spaces used by the entire university such as the Jim Daly Fieldhouse and the Wayne Fleming Arena, both located in the Max Bell Complex, the latter of which was enabled by a new business partnership with the Winnipeg Ice, a new junior hockey team in the city
- Enhanced lighting and audio-visual technology in Investor's Group Athletic Complex have improved the experience of the UM Convocation Ceremonies

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Actively engaged with the community to increase access to quality recreation and physical activity opportunities, including in undergraduate fieldwork opportunities. In the fall of the 2019, the Dean initiated a task force to audit the faculty's current outreach activities such as program subsidies and facilities access subsidies with a goal to implement a subsidy program that improves access and reduces barriers to participation.
- Introduced a certificate program called Sport Physical Activity and Recreation in the Community (SPARC), designed to build capacity in Indigenous communities and enhance the skills of community leaders to deliver effective sport and recreation programs in their respective communities. The foundational principles of SPARC derive from the social justice research of Dr. Joannie Halas. Through a partnership formed between Dr. Halas, Dr. Heather McRae (Director of Indigenous Engagement) and the Manitoba First Nations Education Resource Centre, an inaugural cohort of 15 Indigenous leaders for northern and remote communities successfully completed the SPARC Certificate in the spring of 2019.

FACULTY OF LAW

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Launched a new Master of Human Rights program with the Faculties of Social Work, Arts and Education: First intake of students was September 2019 with 22 students
- Created externships in Family Law, Business Law and Criminal Law
- Enhanced bilingual legal training, with new approved funding from Justice Canada
- Began development of joint JD (Law) degree with Asper's MBA
- Developed new graduate-level courses with specialists' knowledge

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Hosted international research conferences in 2017, 2018 and 2019 in the area of International Nuclear Non-Proliferation and Disarmament Law. A related book series has been published and the intellectual contributions to Nuclear Law think-tank (ISLAND) have been enhanced.
- Professors Jochelson and Ireland held a conference on Criminal Justice and Evidentiary Thresholds in Canada. They have also published a book "Privacy in Peril"
- Enhanced research culture, including the establishment of three research units/clusters, for example, in Nuclear Law
- Matched funds for small research initiatives
- Provided research grant writing SEED funding

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Committed to working collectively to meaningfully implement Call to Action #28, with particular attention to its implications for our curriculum and the learning environment at Robson Hall
- Co-organized the Isaac Pitblado Lectures (for the Manitoba Law Society) with the Honourable Madam Justice Lore Mirwaldt. Reimagining Justice: Trust, Truths and Transformation(s) (2nd November 2018)
- Co-Organized the Indigenous Law Program "Tebwetib Ajimowin - To Tell the Truth" (September 27, 2018) (along with the Manitoba Law Society and the Manitoba Bar Association)
- Appointed part-time/sessional lecturers who would contribute to areas of Indigenous content relevant to core Law courses and introduce Indigenous component and concepts to these core courses studied by all our JD students, effectively making Indigenous content compulsory to all Law students
- Established a seminar series on Gladue sentencing guidelines, intended for students, lawyers and judges: These guidelines are also introduced in the Legal Methods course and a unit is under development for our Legal Profession and Professional Responsibility course
- Hosted Kawaskimhon (Indigenous) Moot

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Started Business Law Clinics at Thompson Dorfman Sweatman, Taylor McCaffrey and North Forge (Innovation Drive)
- Began externships at the Legal Help Centre (Portage Place)
- Started delivery of a UM course presented at Oxford University on International Business Law
- Continued Judge Shadowing Program
- Renovated Moot Court
- Supported conference participation

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Established the Director of Professional Practice to provide links to the legal community and Legal Aid Clinics and provide experiential learning opportunities with practice-based knowledge exchange
- Encouraged Indigenous participation in faculty events
- Engaged with law professionals and judges
- Partnered with business and non-governmental organizations
- Held homecoming events every year

DESAUTELS FACULTY OF MUSIC

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Organized Indigenous Intersections week in 2018 and 2019 to expose students and faculty to Indigenous perspectives
- Partnered with professional performing arts organizations such as the Winnipeg Symphony Orchestra, Manitoba Chamber Orchestra, the Manitoba Opera, the Asper Jazz series and the Winnipeg Jazz Orchestra to provide students with direct engagement opportunities
- Offered visiting performers with the opportunity to engage with our students in open Masterclass instructional settings

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Derrick Gardner is the Babs Asper Professor of Jazz
- Tracy Dahl received the Order of Canada in 2018
- Laura Loewen and Gordon Fitzell have both been named members of College Royal Society of Canada
- Increased research funding through a marked increase in Music faculty receiving SSHRC, Canada Council and Manitoba Arts Council awards. There has also been a notable update in internal research awards, providing music students with collaborative summer research opportunities
- Faculty performed throughout every area of Canada, as well as many venues in the United States, Mexico, South America and Russia

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Faculty members worked with celebrated Indigenous composers such as alumnus Andrew Belfour, through commissioning and performing their respective compositions in a variety of professional settings
- Established a sub-committee to examine ways of Indigenizing various areas of music curriculum.
- UM Symphony Orchestra conductor Naomi Woo (appointed through a joint relationship with the Winnipeg Symphony Orchestra) oversees Sistema music programs in inner-city Indigenous schools.
- In 2020, Drs. Laura Loewen and Jody Stark received a UM Indigenous Initiatives Grant in the amount of \$30,000, the focus of which is to explore ways to indigenous music curriculum

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Addressed diversity through hiring with eight of the faculty's most recent academic staff hires being women
- Undertook a significant number of RWLE initiatives for faculty and students
- Invested operating funds to hire an imbedded counsellor

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Worked consistently to maintain alumni relationships including through seeking performances opportunities with alumni, engaging with music educator alumni throughout the province via regular school visits and energetically working to bring as many alumni to concerts as possible.
- Attracted large significant gifts that follow on the benefactor, Marcel Desautels' naming gift of \$20 million. These gifts included funds for a new graduate scholarship and for an upcoming concert hall.
- Maintained deep relationships with community through outreach including with K-12 music teachers, various professional organizations, church musicians and a variety of semi-professional and amateur musicians throughout Manitoba, and beyond.

FACULTY OF SCIENCE

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Created the Faculty of Science Pedagogy Development Grants, awarded annually
- Implemented real time streaming of and online access to lectures (ECHO360)
- Held two Summer Mobile Science Education Workshops (HHMI)
- Established the Faculty interest group, PALS (Pedagogy And Learning Science) to promote and implement pedagogy development within the faculty
- Extended the Science Co-op Program to all science majors, now on track to be the largest co-op program at UM
- Began development of Interdisciplinary undergraduate programs in Data Science and Integrated Science

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Created Entrepreneurship Training and Cross University/Smart Park Working Group, including Asper and NorthForge to stimulate applications of discoveries
- Created Interdisciplinary New Concept Science Research Grants and developed dedicated streams with Health Sciences, Agriculture, Rehabilitation and Engineering
- Created and launched the Nexus Data Science Initiative
- Continued to invest wherever and whenever possible in research infrastructure, including seven research lab renovations and a call for large transformative research infrastructure proposals
- Hired a Business Development Officer and full time Research Facilitator for Science to grow Industry and Government connections and increase research funding
- Initiated planning for a new Masters of Business Analytics program in collaboration with Asper School of Business

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Hired two Indigenous Scholars and plan to hire four more
- Brought in established scientist, Dr. Roger Dube, AISES Scholar (American Indian Science and Engineering Society), winner of their most prestigious award, and Mohawk, to mentor new Indigenous Scholars and guide development of a dedicated program for Indigenous undergraduates in Science
- Formed the Indigenous Initiatives Committee
- Initiated the development of interdisciplinary classes in Indigenous and Western Science and Science Policy
- Established multiple successful research collaborations with Indigenous communities featured nationally

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Appointed Dr. Samar Safi-Harb to Lead EDI initiatives in the faculty
- Updated all job descriptions for support staff and took steps to facilitate staff development
- Reorganized administrative staff across all departments in the Faculty to promote communication and efficiency
- Focused on equitable hiring resulting in 12 of 28 (43%) of faculty positions being filled by females over the last three years, compared to 7 of 22 (32%) in the previous three years
- Created the Faculty of Science faculty awards to recognize and reward mentoring, teaching, research, outreach
- Created Interdisciplinary, Pedagogical, EDI and Entrepreneurship Featured Speaker Series, as well as the Honoured Alumni Awards, to facilitate exchange of knowledge and collaboration

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Initiated annual meet-and-greet sessions of Dean, Department Heads and key researchers with industry at the Canadian Museum for Human Rights
- Growth of Science Rendezvous as signature event from several hundred in 2014 to ~6000 in 2019, including VIP tours, and attendance by the Minister of Education in 2019
- Created the Science External Advisory Board comprised of 18 alumni, industry and government leaders, with subcommittees devoted to alumni and fundraising, branding and communications, education and innovation
- Created Alumni Mentoring of Undergraduates program through which ~50 undergraduate students are matched with alumni in industry
- Organized celebrations for the 50th Anniversary of the Faculty of Science, which creates an opportunity to reach out to community and alumni

FACULTY OF SOCIAL WORK

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Revised admission criteria to PhD program and grew applications to the program
- Continued curriculum review of Bachelor of Social Work (BSW) program with intent to move towards indigenization of the program
- Enhanced recruitment process for Northern Social Work delivery site
- Supported learner needs by adjusting start times, providing academic supports and ensuring a range of assessment opportunities are provided
- Ensured Indigenous content is incorporated into teaching and course curriculum including the medicine wheel and seven teachings, traditional medicines, smudging, storytelling and visits from Elders
- Updated computers and internet classroom space
- Updated course content regularly
- Maintained solid relationships with Bands and other sponsors in order to ensure ongoing support
- Promoted experiential learning through field practicums, hosting community events, partnering with community organizations and attendance at sweats
- Featured Indigenous writers and speakers in course content
- Expanded available field sites for student placements by 14 to a total of 96

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Faculty areas of expertise include housing and homelessness in northern and rural communities, Domestic Violence and universal basic income

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Implemented the Master of Social Work based in Indigenous Knowledges Program in 2016, designed to address the need for social workers to explore Indigenous forms of caring that are applicable to the unique circumstances of Indigenous clients and communities located in rural and rural areas
- Strengthened Northern Social Work partnerships with Indigenous organizations through the creation of cohorts, guest speakers, First Nations community visits and attending Indigenous events
- Continued to reduce barriers to higher education for Indigenous students through the Inner City Social Work delivery site which also welcomes members of the immigrant/ refugee communities in addition to Caucasian low income, single parents
- Recruited Indigenous faculty (PhD), instructors (MSWs) and support staff (BSWs) to provide mentorship to Indigenous students and hired Elders and Traditional Knowledge Keepers who contribute to the holistic approach taken by the program by integrating spiritual and cultural knowledges within the context of the helping profession
- Consulted with community regarding admission practices
- Began development of three training videos focused on demonstrating Indigenous ways of viewing families, individuals, communities and group values as part of a project to create interactive Canadian Indigenous knowledge curriculum to enhance student learning for BSW students
- Established an international Indigenous social work conference

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Created a respectful and inclusive working environment through empowering and supporting faculty, staff, students and community and ensuring an environment of learning where it is safe to explore and express one's understanding of the world around them
- Encouraged employees to seek professional development opportunities and attend workshops, conferences and events and volunteer in community

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Professor S. Frankel provides leadership and consultation with the Campaign 2000 and as part of this role is involved in preparing the annual "Child Poverty Report Card" at the national level and for the province of Manitoba. He also works with the steering group for Basic Income Manitoba
- J. Mulvale provides leadership and consultation with the Ontario Basic Income Network and the Basic Income Canada Network

LIBRARIES

INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- Launched Learning at the Library webpages in Fall 2019 to provide a starting place for students to learn information literacy skills for use in researching and writing papers and assignments: The first month saw 1,118 visits to this page
- Enhanced Ask Us online help services for students to include proactive chat and an FAQ. In the first year of operations, 3,527 proactive chat reference sessions were held.
- Encouraged collaboration between archivists and instructors over the past five years which has resulted in 95 classes using archival collections in classroom teaching

DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

- Provided enhanced services and tools to support researchers, including Dataverse to meet requirements for sharing research data and DMP Assistant for data management planning
- Hired a GIS and Data Visualization Librarian in 2019: A GeoSpatial Data Hub under development
- Provided bibliometric information and other supports for grant applications, accreditation reviews, etc.
- Provided advice, support and information on publishing in ethical open access journals and repositories

CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- Launched Indigenous Cultural Competency Training for all Libraries staff, a twelve-week blended learning series including online content, weekly teachings in a sacred space on campus culminating in an experience on the land at Turtle Lodge. To date, 95 staff members have taken part in the training, including the 24 currently enrolled
- Partnered with Migizii Agamik to offer Lunch with a Librarian sessions on site where students could talk with librarians about specific assignments and learn strategies for approaching research. Fifty students have been helped through this program.
- Participated in an international project to examine library support for Indigenous scholars: Recommendations from the report are being integrated into Libraries planning
- Continued work on decolonizing access to Libraries' materials by addressing the structural biases in the way we provide subject access to our collections: 32,365 records have been changed in the Libraries catalogue

BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- Increased accessibility to library resources by obtaining electronic back-files for existing print journals and provided resources in alternative formats whenever required. To date, back files have been ordered for 11,409 journals.
- Extended opening hours in all libraries through a new service model. Compared to 2015, libraries in 2019 were open a total of 34 additional hours per week (a 4.5% increase) during the fall term and a total of 20 additional hours per week (a 40% increase) during fall term exam.
- Improved communications within the Libraries and to our community through the hiring of a lead for all Libraries communications
- Increased learning opportunities for Libraries staff with "UML Presents" series, the Indigenous Cultural Competency Training and increased group access to professional development webinars and online conferences
- Developed guidelines and processes for preserving born-digital and digitized collections of significance to UM, Manitoba and the world

FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- Created *Our World: Manitoba Research Gateway* which provides resources for research, teaching and lifelong learning for all Manitobans: The collection includes The Times Digital Archive, The Economist Historical Archive, Smithsonian Collections Online, Picture Post Historical Archive, Indigenous Peoples: North America and more. Within the first year of its launch in 2018, this site had 32,903 visits.