

2017-2018

**President's Report to the  
University of Winnipeg  
Board of Regents**

June 18, 2018

## Message of the President


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In October 2020, the Board of Regents approved The University of Tennessee Strategic Plan: **Academic Excellence and Renewal; Student Experience and Success; Indigenization; Research Excellence, Knowledge Mobilization and Impact; and Financial and Institutional Resilience**. Taken together, these elements provide a clear vision for the future of the University of Tennessee and ensure we are prepared to meet the challenges of the future.

The plan is designed to provide a path forward for the Strategic Plan. It is a living document that will be updated as we learn from our progress and the needs of our students, faculty, and staff. We are committed to the success of our students and the advancement of our research and scholarship. We will continue to work together to achieve our goals and ensure the University of Tennessee remains a leader in higher education.

I hope this message provides you with a clear understanding of our vision and the path forward. We are committed to the success of our students and the advancement of our research and scholarship. We will continue to work together to achieve our goals and ensure the University of Tennessee remains a leader in higher education.

Thank you,



Dr. Anne E. T. Bee  
President and Vice Chancellor



## Strategic Direction: Academic Excellence and Research

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The foundation of UWinnipeg is the teaching and research conducted by our faculty and the rich learning environment that is created as a result. UWinnipeg has long had a reputation for academic excellence. The experience and learning that students undertake during their time here creates leaders.

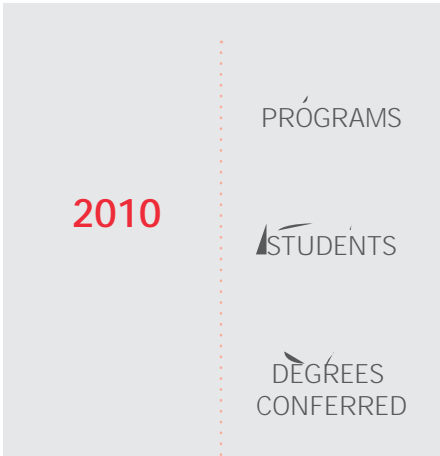
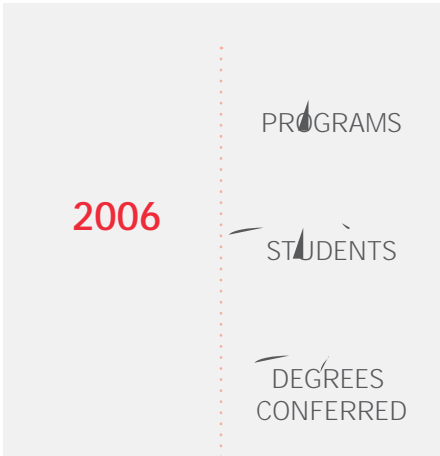
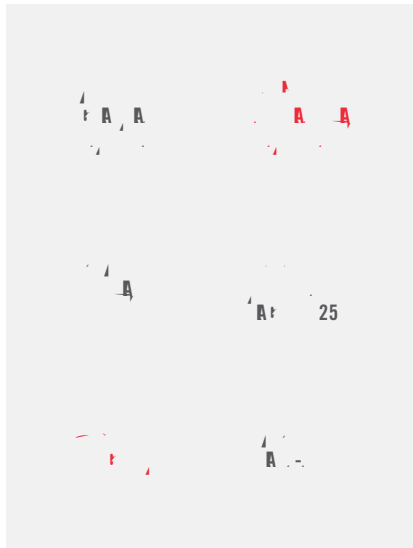
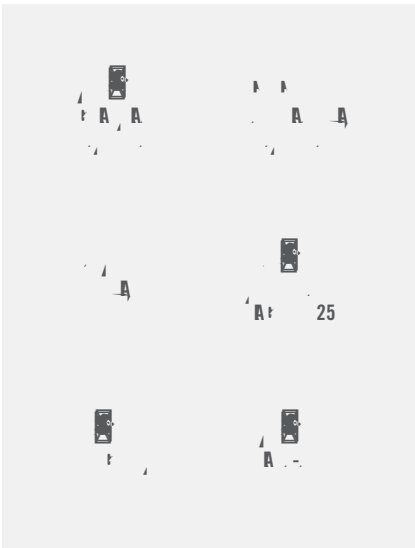
At UWinnipeg, faculty and students get to know each other and our culture is defined by these connections. The ability for undergraduate students to contribute to research and scholarly work creates a unique environment. Our stated goal of maintaining the size of our student body at approximately 10,000 full- and part-time students allows us to preserve this important aspect of our identity.

UWinnipeg has taken a measured approach to program expansion, where consideration of student interests, faculty capacity and resources are balanced. This includes the measured expansion of graduate programs. UWinnipeg

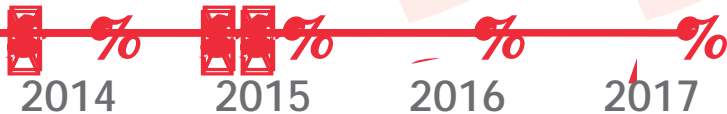
has focused on identifying important niche programs that meet societal demands for knowledge and graduates. Program expansion must be intentional, self-sustaining, and adequately resourced.

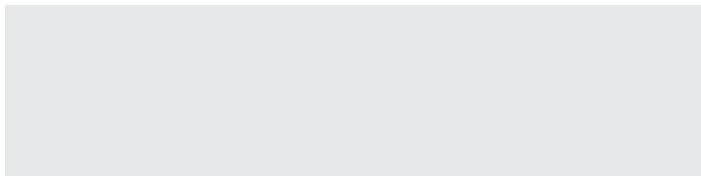
Faculty hiring is essential to the academy as a number of our most experienced faculty are preparing for retirement. Hiring a new faculty position is a long-term decision. Considerations of who to hire are not based solely on replacing those who are leaving, but rather include trends within academic fields of discipline, hiring those with an interest in both teaching and research, and the ability to teach courses that are in demand. In alignment with Universities Canada's Inclusive Excellence Principles, UWinnipeg launched an Equity, Diversity and Inclusion Action Plan for Canada Research Chairs in December 2017. This Plan is intended to shape UWinnipeg's overall hiring plan for faculty and staff.

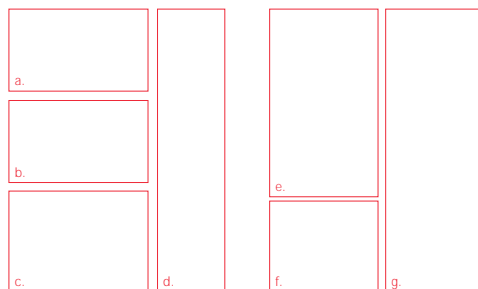
# Total Student Headcount



*“Generally, I am satisfied with the quality of teaching I have received at UWinnipeg”*







**a. Student Headcount at UWinnipeg**

Source: UWinnipeg Student Information System (SIS). Data includes undergraduate and graduate students who were registered at UWinnipeg as of November 1.

**b. Student Demographics**

Source: UWinnipeg Student Information System (SIS). Students have the opportunity to self-identify their gender and/or their Indigenous ancestry on their application to UWinnipeg. Part-time status is defined as a student who is registered for less than 9 credit hours in a term. Age is calculated based on the students' birth year as indicated on their application form. Data are as of November 1.

**c. Satisfaction with Teaching**

Source: The Canadian University Survey Consortium (CUSC) annual survey, which cycles through one of three samples of students (first year students, middle year students, and graduating students). Students rate the question on a scale of 1 (strongly disagree) to 5 (strongly agree). The data presented here represent the percent of UWinnipeg survey respondents who selected either 4 (agree) or 5 (strongly agree) as their response.

**d. Graduate Studies at UWinnipeg**

Data do not include graduate students enrolled in a joint master's program with the University of Manitoba. Over the past 5 years, the average annual number of students enrolled in a joint master's program is 29. Data for 2010 and 2017 are from UWinnipeg's Student Information System (SIS) as of November 1. Data from 2006 are based on historical reporting to the province of Manitoba. Prior to 2008, UWinnipeg offered Master's degrees in 2 programs: Marriage and Family Therapy; Theology. A large number of students from the Marriage and Family Therapy program who had completed their requirements for the degree deferred their graduation to 2018 as the program was under review for accreditation.

**e. Academic Rank by Gender**

Source: UWinnipeg Human Resources (HR) as of October 1. HR administers an equity data collection program which requests each new salaried employee complete a short survey composed of six questions. As equity information can change, a census is completed every five years providing existing employees the opportunity to provide updates as desired. The last census was completed in the spring of 2016; the response rate was 70%. National and provincial data are from Statistics Canada CANSIM Table 477-0017-2017.

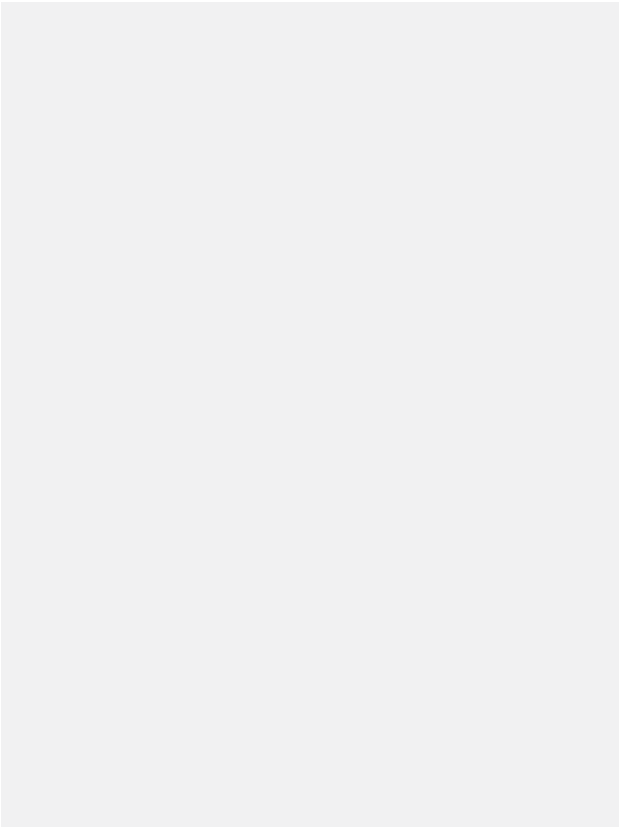
**f. Headcount of Academic Staff**

Source: UWinnipeg Human Resources Information System (HRIS) as of October 1. Academic staff includes employees holding an Academic rank, including Faculty, Librarians and Coaches holding Tenure, Probationary, Continuing or Term appointments.

**g. Equity, Diversity, and Inclusion – UWinnipeg Faculty and Staff**

Source: UWinnipeg Human Resources (HR) as of October 1. HR administers an equity data collection program which requests each new salaried employee complete a short survey composed of six questions. As equity information can change, a census is completed every five years providing existing employees the opportunity to provide updates as desired. The last census was completed in the spring of 2016; the response rate was 70%. Sources of data for provincial comparisons are: a) Gender: Statistics Canada, CANSIM, table 282-0002; b) Indigenous peoples: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016266; c) Persons with disabilities: Statistics Canada, Canadian Survey on Disability, 2012; d) Racialized communities: Statistics Canada, Immigration and Ethnocultural Diversity Highlight Tables; Ethnic Origin, both sexes, age (total), Canada, 2016 Census – 25% Sample data.

UWinnipeg's Strategic Directions recognize that the student experience is about learning both within and outside the classroom. Today's students lead busy lives and a significant number of them are dealing with additional pressures, such as balancing family responsibilities and employment. It is important to recognize that many of our students have overcome significant challenges and barriers to get to university and may struggle to attend post-secondary



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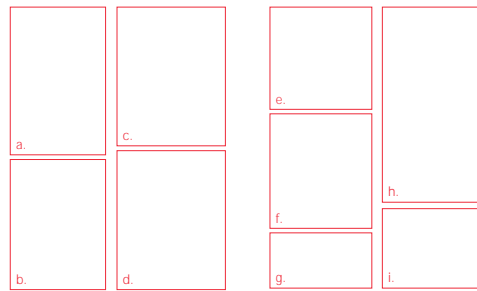
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**a. UWinnipeg Student Experience**

Source: The Canadian University Survey Consortium (CUSC) 2016 Survey of Middle Years Students.

**b. Satisfaction with Decision to Attend UWinnipeg**

Source: The Canadian University Survey Consortium (CUSC) annual survey, which cycles through one of three samples of students (first-year students, middle years students, and graduating students). Students rate the question on a scale of 1 (strongly disagree) to 5 (strongly agree). The data presented here represent the percent of UWinnipeg survey respondents who selected either 4 (agree) or 5 (strongly agree) as their response.

**c. Average 1st and 2nd Year Class Sizes**

Source: Maclean's University Rankings. Average class size is calculated by taking the total number of course registrants in the fall term — counted as of the fall count date — and dividing by the total number of class sections. Class section refers to the principal class, or primary meet, for a course. Labs, tutorials, one-on-one classes, and practicums are not included. Distance education is not included. The figure reported is for first-entry undergraduate programs only.

**d. Year 1 to Year 2 Retention**

Retention rate is defined as the percentage of first-time, first-year, full-time undergraduate students who continue at the same institution the following year. Data for UWinnipeg are from the UWinnipeg Student Information System (SIS) as of November 1. Data for Brandon University are from the Maclean's University Rankings. Data for the University of Manitoba are from the University of Manitoba's Office of Institutional Analysis webpage: [http://umanitoba.ca/admin/oia/media/Cohort\\_A\\_UofM\\_Students\\_DE\\_2006\\_07\\_2015\\_16.pdf](http://umanitoba.ca/admin/oia/media/Cohort_A_UofM_Students_DE_2006_07_2015_16.pdf)

**e. Undergraduate Degrees Conferred by Faculty**

Source: UWinnipeg Student Information System (SIS) as of January 1. Data are for a calendar year.

**f. 7 Year Graduation Rate**

Graduation rate is defined as the percentage of first-time, first-year, full-time undergraduate students who complete their program within 7 years. Data for UWinnipeg are from the UWinnipeg Student Information System (SIS) as of November 1. Data for Brandon University are from the Maclean's University Rankings. Data for the University of Manitoba are from the University of Manitoba's Office of Institutional Analysis webpage: [http://umanitoba.ca/admin/oia/media/Cohort\\_A\\_UofM\\_Students\\_DE\\_2006\\_07\\_2015\\_16.pdf](http://umanitoba.ca/admin/oia/media/Cohort_A_UofM_Students_DE_2006_07_2015_16.pdf)

**g. Educational Experiences at UWinnipeg**

Source: 2017 UWinnipeg Survey of Graduates. During the fall of 2017, UWinnipeg contracted Prairie Research Associates, Inc. (PRA) to conduct a survey of UWinnipeg students who had graduated with an undergraduate degree in 2015. 1465 graduates were contacted, with 625 completing the survey for a response rate of 43%.

**h. Debt from Education**

Source: 2017 UWinnipeg Survey of Graduates. During the fall of 2017, UWinnipeg contracted Prairie Research Associates, Inc. (PRA) to conduct a survey of UWinnipeg students who had graduated with an undergraduate degree in 2015. 1465 graduates were contacted, with 625 completing the survey for a response rate of 43%.

**i. Unemployment Rate of UWinnipeg Graduates**

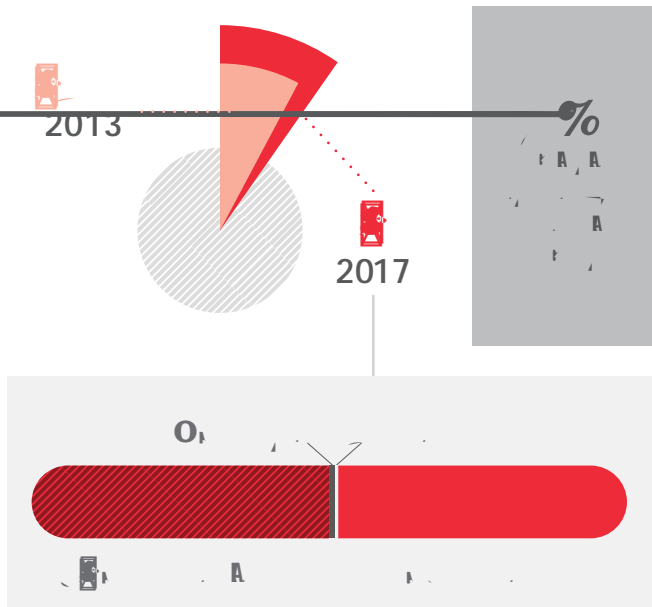
Source: 2017 UWinnipeg Survey of Graduates. During the fall of 2017, UWinnipeg contracted Prairie Research Associates, Inc. (PRA) to conduct a survey of UWinnipeg students who had graduated with an undergraduate degree in 2015. 1465 graduates were contacted, with 625 completing the survey for a response rate of 43%. Unemployment rates for the provinces of Manitoba and Ontario are from Statistics Canada data: CANSIM table 282-0087; November 2016 and November 2017. Ontario university graduates data is from the Council of Ontario Universities Graduates Survey (2017)

UWinnipeg's approach to reconciliation is informed by the Calls to Action of the Truth and Reconciliation Commission, many of which are focused on education and the need for all Canadians to better understand our history and our relationship with Indigenous people. UWinnipeg's approach to reconciliation is also informed by our relationships with Indigenous peoples, both within the academy and our communities. We are committed to bringing Indigenous people and perspectives into UWinnipeg, through students, staff, faculty, community events, and include Indigenous knowledge and culture throughout our campus.

It is important for UWinnipeg to continue to develop and strengthen pathways for Indigenous students to our university, the main focus of which are our efforts around community learning and engagement. UWinnipeg will continue to fundraise for the Opportunity Fund, which provides support to those with financial need. It is also important for us to celebrate the achievements and excellence of Indigenous students. With 10+ percent of Indigenous students on campus, the Aboriginal Student Services Centre plays a vital role in providing a variety of support and resources to assist in guiding Indigenous students through their journey at UWinnipeg. Some examples include participation in sweat lodges and pipe ceremonies, feasts, Indigenous language tutorial sessions, Elders in residence, and more.

We understand that reconciliation depends on partnerships with Indigenous people and that we are limited in our understanding of traditional ways of seeing and knowing. UWinnipeg's leadership, staff and faculty are working in a variety of ways to collaborate with First Nations, Métis and Inuit people to provide opportunities to enhance our approach to reconciliation. It is important for us to develop and expand the number of partnerships, but to do so in a way that is respectful and mindful of the importance of reconciliation with Indigenous people.

## Self-Identified Indigenous Students



## What are Indigenous Students Studying?



## Indigenous Faculty and Staff



## Indigenous Student Success

Number of Undergraduate degrees conferred to Indigenous students

	2013	2017

## Partnerships and Community

### MANITOBA METIS FEDERATION

UWinnipeg and the Manitoba Métis Federation (MMF) announced an agreement to support Métis scholarship with a contribution from the MMF of \$60,000 per year, for ten years. This will enable the MMF and UWinnipeg to partner in undertaking research and exploring Métis policy in areas that may include education, governance, business and culture.

### LEARN OJIBWE

The Learn Ojibwe course is a land-based course taught by two Anishinaabe Instructors in conjunction with fluent speaking Elders and helpers. Students are taught about the many facets of Anishinaabe ways of life including rites of passage, Anishinaabe law, medicinal remedies, traditional singing, and traditional beadwork, all of which were taught in the language and on the land.

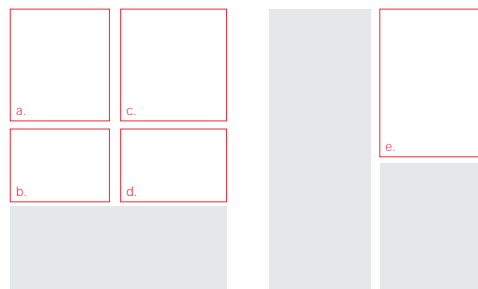
### INDIGENOUS RESEARCH METHODS

In collaboration with First Nations Health and Social Secretariat of Manitoba, a Spring Institute was offered (for credit) on Research Ethics and Engagement, and was open to the community.

### INDIGENOUS MATH CAMP

For over 5 years, the Indigenous Math Leadership camp has nourished the leadership and math capacity of at-risk Indigenous students aged 8-18 through an intensive four-week program. This year the program supported 13 youth leaders and 24 youth participants.





**a. Self-Identified Indigenous Students**

Source: UWinnipeg Student Information System (SIS). Students have the opportunity to self-identify their Indigenous ancestry on their application to UWinnipeg. Data are as of November 1.

**b. Indigenous Faculty & Staff (2017)**

Source: UWinnipeg Human Resources (HR) as of October 1. HR administers an equity data collection program which requests each new salaried employee complete a short survey composed of six questions. As equity information can change, a census is completed every five years providing existing employees the opportunity to provide updates as desired. The last census was completed in the spring of 2016; the response rate was 70%.

**c. What are Indigenous Students Studying at UWinnipeg?**

Source: UWinnipeg Student Information System (SIS). A student's Faculty is determined by their self-declared major as of November 1.

**d. Indigenous Course Requirement**

Source: UWinnipeg Student Information System (SIS) and the Office of the Vice-President, Academic.

**e. Indigenous Student Success**

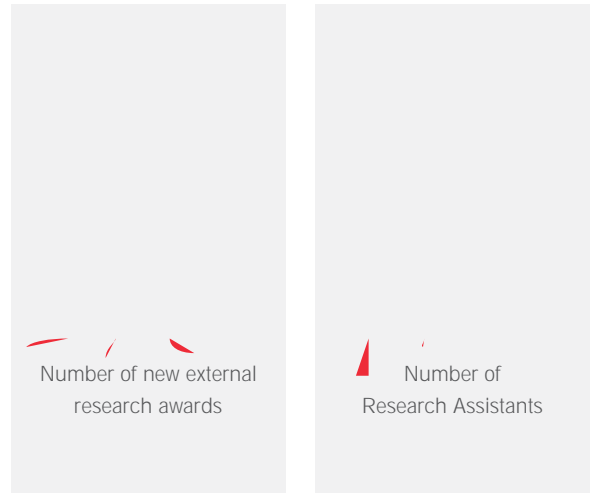
Source: UWinnipeg Student Information System (SIS) as of January 1. Data are for the calendar year.

UWinnipeg's growing reputation as a hub of innovation and impactful research is well deserved. The knowledge UWinnipeg faculty and students create through research, scholarly and creative activities is having impact. Our scholars are at the forefront of developing solutions to some of society's most difficult and long-standing issues. This year marks our highest amount of

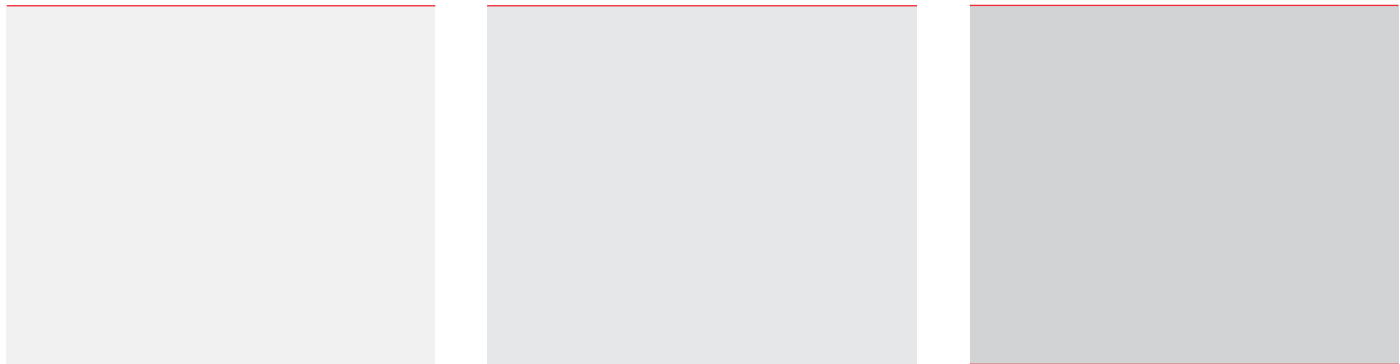
## Research Excellence at UWinnipeg

One of UWinnipeg's fundamental strengths is our exceptional scholars and researchers. As an academic institution, we occupy a unique place where the knowledge we create through our research, scholarly, and creative activities can have great impact and far-reaching effects. Whether by contributing to scientific advancement, expanding knowledge in a wide array of fields, influencing government policy, or creating art, UWinnipeg makes valuable, positive, and inspiring contributions to society.

**UWinnipeg has both established and evolving areas of research excellence.**



## Established Areas of Research Excellence



### 2017-18 HIGHLIGHTS

**Dr. Angela Failler** (Women's and Gender Studies) has established a new Centre for Research in Cultural Studies (CRICS).

**Dr. Catherine Taylor** (Education; Rhetoric, Writing, and Communications) is leading the RISE Project on LGBTQ-inclusive Teacher Education in Canadian Universities.

**Dr. Jan Stewart and Dr. Lorna Martin** (Education) authored a guide that enables schools to deliver more culturally responsive career guidance to the growing number of newcomer and refugee students who have lived through the trauma of war, family separation and loss.



## Strategic Direction:

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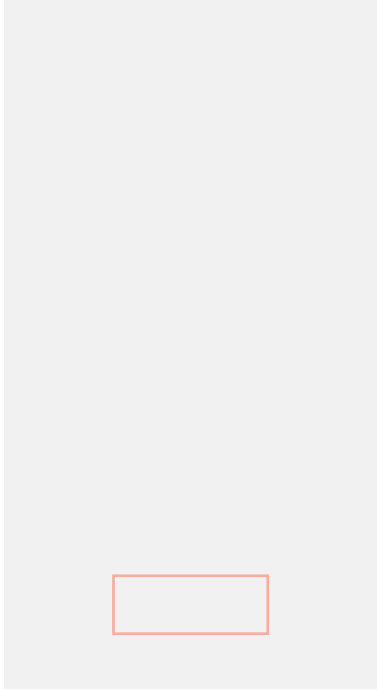
a. **Number of New External Research Awards**

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In 2016 a three-year budget strategy was implemented with the goal of identifying resources to fund the aspirations of the Strategic Directions while eliminating the operating deficit. Before this was adopted, the University had run deficits in nine of the previous ten fiscal years. Since implementing the strategy, UWinnipeg's financial position has improved substantially. This has required difficult choices about where our financial resources are allocated and how our revenue is generated. A significant

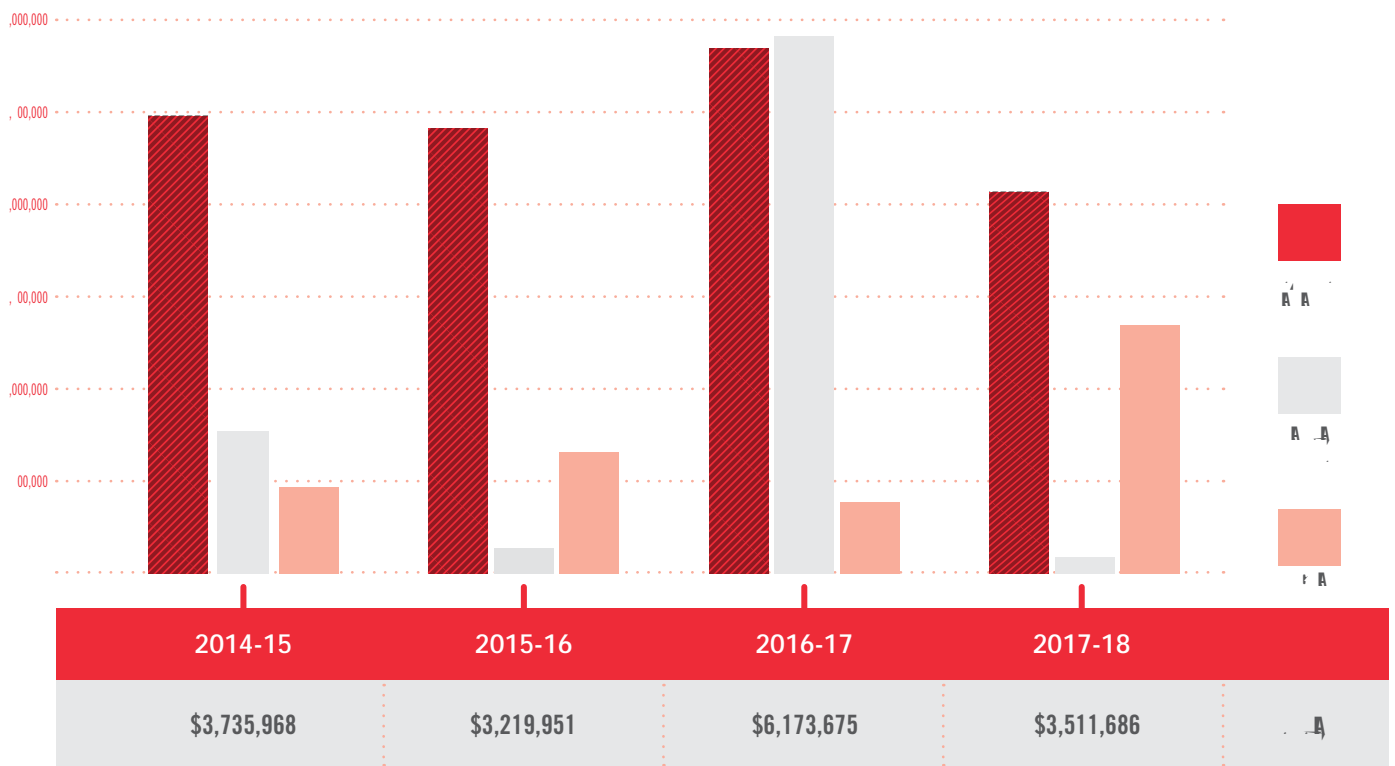
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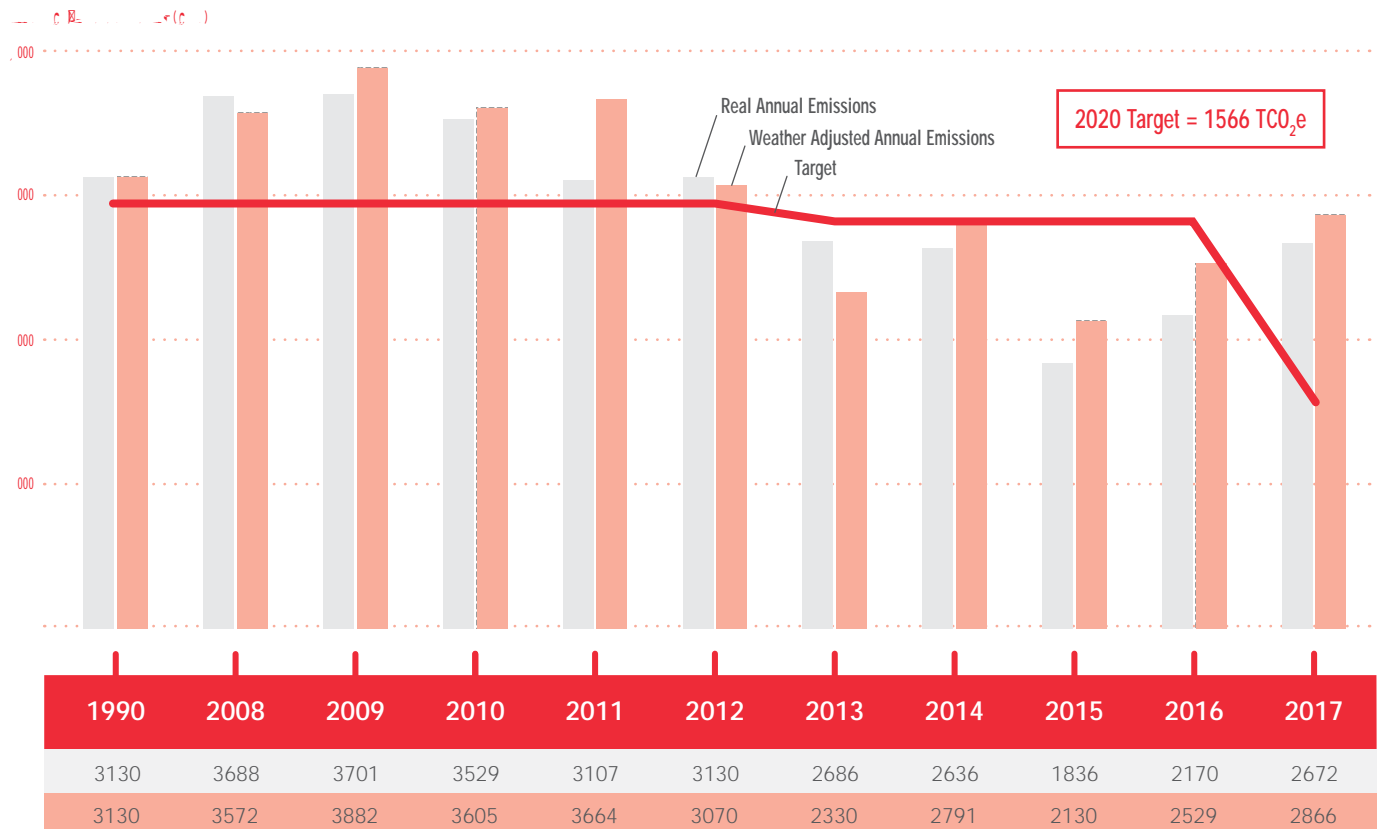


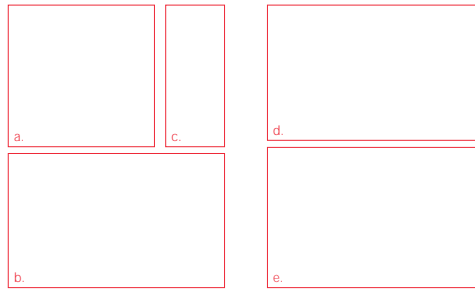
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## UWinnipeg Foundation Fundraising



## Greenhouse Gas Emissions





**a. Composite Financial Index**

Source: The University of Winnipeg, the University of Manitoba, and Brandon University. Data are for the fiscal year. The Composite Financial Index (CFI) is a weighting and combination of 4 ratios that provide an overall score indicating the health of each entity. The four ratios are: The Primary Reserve (a measure of the sufficiency of resources and their flexibility), Viability (indicates the capacity to repay debt through reserves), Return on Net Assets (indicates whether the institution is better off financially this year than last), and Net Operating Revenue (indicates whether an institution's annual operating cash flows cover its annual expenditures). The range of the CFI is -4.0 to 10.0; a score of 3 is often said to be the minimum threshold of financial health. The CFI ratios were developed and presented in 1999 by Ron Salluzzo and included in the seventh edition of Strategic Financial Analysis for Higher Education (2010; Prager, Sealy & Co., LLC, KPMG LLP, and Attain LLC).

**b. Revenue by Source**

Source: University of Winnipeg Financial Services. Data are for the fiscal year. Other revenue includes: other government revenue (including research); other tuition and fees (PACE, ELP, Collegiate, etc., including application and other fees; gifts & bequests; interest income; ancillary revenue (Housing, Parking, Printing, Food Services, Bookstore, etc.); other revenues. Data are for the fiscal year April 1 - March 31). 2017-18 data is preliminary.

**c. Scholarships, Awards, and Bursaries**

Source: Canadian Association of University Business Officers (CAUBO) Financial Information of Universities and Colleges report for 2013-14, 2014-15, and 2015-16.

**d. UWinnipeg Foundation Fundraising**

Source: The University of Winnipeg Foundation. Data are for the fiscal year (April 1 - March 31).

**e. Greenhouse Gas Emissions Summary**

Source: UWinnipeg Campus Sustainability Office. Data are for the fiscal year (April 1 - March 31). The University's greenhouse gas emission inventory includes Scope 1 and Scope 2 emissions (emissions caused by our use of natural gas, electricity, refrigerants, and vehicle fuel consumption in assets that we own). We emphasize measuring and reporting on absolute emissions, rather than on emissions intensity, to ensure that we take responsibility for addressing the global environmental impact of campus expansion and other forms of growth.

### **On the Move**

- January 1, 2018, Dr. James Currie was appointed Provost and Vice-President Academic.
- Dr. Jan Stewart has been appointed Vice-Provost and Associate Vice-President Academic, commencing July 1, 2018.

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