



REGISTRATION CONDITIONS

June 2015 Update: "What We're Not" **to** "What We're Not"



The intent of
this document

Annette Trimbee in August of 2014. Shortly after, the Board of Regents, with Dr. Trimbee, began the process of developing key strategic directions for UWinnipeg.

This document is a mid-reflecting what we've heard to date with regards to our academic programs, our values, our strengths, and our areas for improvement. It is not a consensus document, but a summary of the themes that have emerged and some of the important issues that have been raised. On many topics, more dialogue is needed and will be had. The intent of this document is to ensure that we have an accurate reference point from which to develop strategic priorities and action items.

strategic decisions made in our recent past, and the subsequent outcomes. In the last 10 years, we have expanded academically, adding three new faculties: Business and Economics, the Gupta Faculty of Kinesiology and Applied Health, and Graduate Studies (offers 12 Master's programs). We have created new academic programs in emerging fields such as human rights, Indigenous knowledge, and disability studies. Our faculty members are attracting significantly more research dollars to campus. In the past 15 years, enrolment increased by

55 per cent and a growing percentage of our student body self-identifies as Indigenous (approximately 10 per cent) or visible minority (approximately 20 per cent). Our diversity is one of our key strengths.

UWinnipeg defined a new way of thinking about post-secondary education to address gaps in learning, through the creation of Community Learning initiatives and the Opportunity Fund, which provides financial supports for traditionally underrepresented students, including Indigenous students, affected youth, new immigrants, children from low-income homes, and students with disabilities. Community Learning initiatives are only possible because of our funding partnerships with private and public donors who recognize and embrace our vision of accessibility. In addition, we run the largest inner city summer camp – more than 1,000 Adventure Kids attend each year. The goal of all of these offerings – the Wii Chiiwaakanak Centre, the Adventure Kids, and our inner city sports programs – is to reach neighbourhood children, nurture their desire to learn, graduate and dream big, and to encourage them to believe they belong at The University of Winnipeg.



We are located on Treaty One Land, in the heart of the urban Indigenous population in Canada and this provides an incredible sense of talent and accessibility. Our Board of Parents approved an Indigenous Advisory Circle to help guide our decisions and the Truth and Reconciliation

report provides a new impetus and a road map directly relevant to educational institutions in Manitoba. We are part of this dialogue and call to action.

The University of Winnipeg has transformed itself and become a shining light in Winnipeg's downtown renewal. Historically misperceived as the small liberal arts college; a campus ringed by barriers, and once perceived as a key driver in neighbourhood economic development, having attracted \$217 million in new investments, we have expanded our campus to meet the demand for our unique offerings. Our development arm, the U of W Living Community Development Corporation (UWCDC), has an excellent reputation for its innovative work and commitment to the four-pillared concept of sustainability, and we are in a prime position to play a key role in more community-related downtown development.

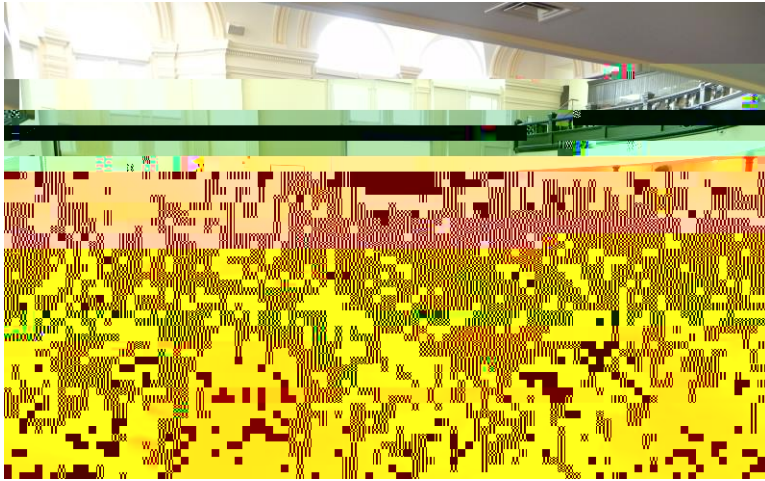


Another important accomplishment: We have exceeded our Kyoto commitments to reduce campus greenhouse gas emissions to six per cent below 1990 levels, equivalent to the performance of the most sustainable buildings in the world. We are sustainability leaders with eco-friendly initiatives that include wind-powered elevators (which include a new wind-powered local lift system in the new building), electric shuttles, and construction of LEED Silver buildings. We

collectively tackle climate change. Our efforts must be that a

Against this backdrop exist some realities we must grapple with. The National Endowment has estimated. The essential government grant and low student tuition fees fall short of

sustainable. We are assured that the Manitoba government recognizes our historical funding imbalance must be addressed but it is unclear how we can best address this. We need to be flexible, collaborative, and open to change. Our financing remains a work in progress—and that is the premise we value our students place on dedicated faculty who believe that developing relationships with students is the best way to facilitate academic excellence. University of Winnipeg is a place where students and professors get to know one another. That sense of community makes this university unique in Canada and the world.



Annette Trimbee began work on a plan to develop a set of strategic directions for UWinnipeg. The Board, in cooperation with the Board of Academic Affairs, developed a set of questions to guide discussions with faculty, staff, students, and the community.

Eleven Strategic Directions workshops were held between March 23rd and April 15th, 2015. Each workshop was held during a two-hour period and was facilitated by Keith Sinclair from Harris Consulting. After introductory comments, participants broke into small groups and engaged in group discussion on one or two topics identified in the discussion guide. Each group reported back on the highlights of their conversations. Participants rearranged themselves into different groups of five to seven for a second group discussion, with a final report back session. President Trimbee and at least one member from the Board of Regents attended all of the workshops.

Summary of the workshops:

- A total of 11 workshops were initially scheduled; three were added based on demand from faculty and staff.

A total of 216 faculty, staff, students, and other individuals participated in workshops. Many people participated in multiple workshops.

STUDENT BODY

Considering the overall educational and research mission of UWinnipeg, the activities and priorities of other post-secondary institutions (i.e. the K-12 system, Advanced Education, other post-secondary institutions), and societal needs, what should be the focus of the student body of UWinnipeg?

What We Heard

UWinnipeg's strengths include local research, downtown revitalization, Indigenous, sustainability, who are engaged with students. What makes us unique is the values in action, our smaller size, our niche graduate programs, and the breadth provide our students. Our value is in the experience we provide

determine what our mission is for the next ten years, and to decide where we want to focus our attention and resources. This can be our priorities, understanding our competitive difference in terms of purpose and values to students, faculty, staff, and secondary landscape of Manitoba and Canada.

Internally, the micro and macro of UWinnipeg should be aligned. Faculty and staff would like to see that their daily work and projects contribute to the larger mission of the University.

Historical colleges have emphasized the focus of professors on students. As we shift our focus to include and highlight research, it is imperative that we strive to maintain our high standards for research and pedagogy. These objectives are not mutually exclusive; rather they should be understood as complementary components of the UWinnipeg mission.



and alumni are part of our community, not mere recipients of a product. An education from UWinnipeg helps develop good citizens in the places they live now and in the future. Our graduates are people with critical thinking skills who can respond to a variety of situations and needs, people who are prepared for jobs that don't exist now, because they have a solid base of knowledge that allows them to lead with confidence in the future and next generation believe in making

UWinnipeg external organizations (e.g., Non-profits, business, and government). There are many examples of professors working with inner-city organizations to further research and experiential learning, ranging from Urban Studies, to Conflict Resolution, to Politics and Education. UWinnipeg needs community members who have the skills, resources, and need. However, of what we offer and the value of university education. UWinnipeg also shares common interests and has correspondence with the City of Winnipeg and the

province of Manitoba. There are opportunities for funding and collaboration that should be further developed.

UWinnipeg needs a strategy for tracking and understanding student retention, attrition, and exits.

There is a need for information on why students leave UWinnipeg as well as what they do after graduating from here.

Undergraduate and Graduate Programs

Guiding Question #2: How do we assess the appropriate

Guiding Question #3: What is our vision for graduate programs (e.g. joint graduate program initiatives, independent/income graduate programs)? What guides

versus jointly?

What We Heard

Undergraduate programs support UWinnipeg's core mission

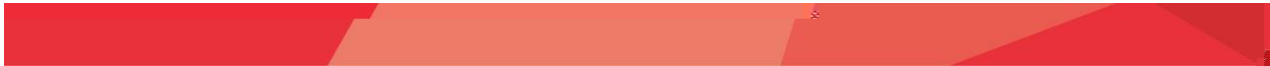
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education. We want to provide a culture of student interaction and intimate class experiences

is not only due to the a result of the students' experience on campus (e.g. small class size, faculty-student interaction, opportunities for research, etc.). Our programs are the manifestation of our culture.

We need to ensure that we understand the diverse needs of UWinnipeg students with regard to their undergraduate education. Do

students (and their parents) want in undergraduate education to be driven by "customer choice".



Our undergraduate programs all need to serve our core mission. We need to understand where we are and what we have in terms of undergraduate programs and curricula in order to make decisions. We must identify and leverage our strengths and make decisions regarding what programs are off campus and what programs are on campus. We must have a transparent and well-understood process. Factors such as financial sustainability, the needs of the province, and the needs of the province must be considered. Undergraduate programs should be assessed on a regular basis.

opportunities in niche areas of study

The strategy is to create programs that are unique and that their unique nature can attract top students who are motivated to conduct research in a very specific area of study. Any new graduate programs at UWinnipeg should be...

While there is some value in offering joint graduate programs with other institutions, creating our own programs is the best way to leverage the research strength of...

Any growth in graduate programs must be undertaken with supports and services for graduate students in mind. Undergraduate and graduate students often differ in the types of courses and courses in their curricula and their distinct needs must be appropriately reflected in our offerings.

As well, the effects of new graduate programs on undergraduate offerings

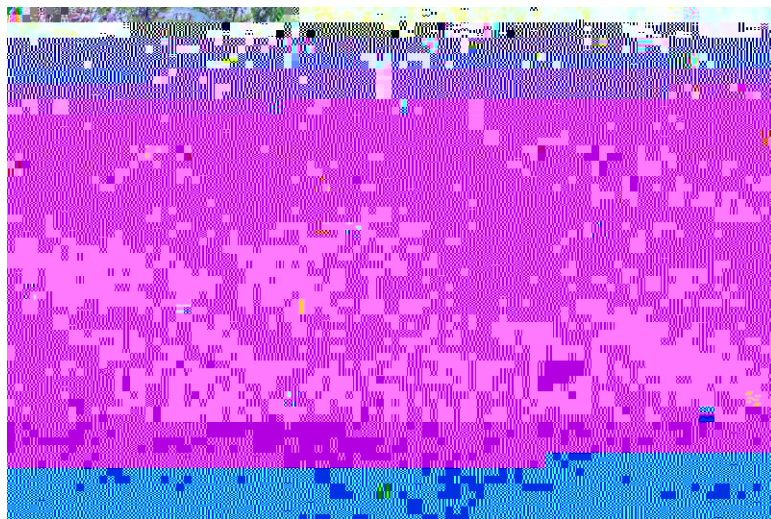
Adequate funding of graduate programs will help prevent negative effects on undergraduate offerings.

is still relatively new at The Faculty of Graduate Studies at UWinnipeg. A clear strategic direction for this Faculty would benefit the whole institution.

Professional and Continuing Education (PCE), English Language Program (ELP) and the Collegiate

Guiding Question #4: What are the purpose and value of PCE, ELP and the Collegiate in relation to UWinnipeg degree

UWinnipeg and prepare students for university (e.g. after taking a PACE course, the goal of attending UWinnipeg may seem more attainable). These programs help future UWinnipeg degree program students begin with more knowledge and more accurate expectations about the University and their experience. The transition options that these programs provide could be better utilized. The great role of these programs as pathways into UWinnipeg is not beneficial.



arts and sciences have been academic core of UWinnipeg. We must also consider that lifelong learning is part of our mission. PACE, ELP, and the Collegiate enrich the university but are not seen as the heart of the university. An advantage of not being considered "core" programs can sometimes be more responsive to the needs of the broader community. The nimble nature of these programs can be leveraged for the benefit of the core and the community.

Overall, there is a need for an institutional understanding of what the Collegiate, PACE, and ELP are –

Student Body Size and Composition

Guiding Question #7: What is our ideal approach to growth (e.g., balance intentional and organic)?

Guiding Question #8: What are we doing to encourage enrollment at UWinnipeg and how do we adapt and adjust?

Guiding Question #9: to international students?

The size of the campus is one of our strengths. Growth from here on out should be limited.

What We Heard

UWinnipeg is known for providing an environment of belonging where students and faculty interact one-on-one also an asset. These strengths are a core component of the community and the student body at UWinnipeg must not erode these qualities.

Another strength of UWinnipeg is the close relationship between students and faculty. The effect of growth on the student experience must be considered. Overall, there is an expressed desire for UWinnipeg to remain at our near our present size. There is little to no desire to eat growth as a broad institutional i.e., at the overall student body level). It has been noted that capacity of our campus is a factor in our growth. Finding space on campus (whether it be classroom, research, student, or social) remains a challenge that must be carefully addressed in the context of any growth.

Any targeted student growth must be carefully considered and discussed and not be ad hoc. There are differing views on targeted growth at UWinnipeg (some think growth should

focused marketing efforts are programs with certain
demonstrated ~~potential and/or~~ ~~value~~

Our recruitment efforts must be aligned with our enrolment
goals. There must be close communication across the
institution, and our recruitment team must understand the
strategic goals and targets.



UWinnipeg has historically been associated with small class
sizes. There is debate around the extent to which
UWinnipeg currently delivers this promise. Although the
benefit of small class sizes is well understood, the university will
explore a more targeted approach to class sizes (e.g. at
what program levels are small class sizes most appropriate?).
There is agreement that the intent of small class sizes is to

Drawing on ELP as a pathway into UWinnipeg should be compared to direct-entry international students.

The target amount of international students might differ between graduate and undergraduate to at least needs to consider the sustainability and intention of our goals.

Quality Student Experience

Guiding Question #10: *What are the best practices to ensure that our students have a positive and enriching experience and achievement consistent with our goals?*

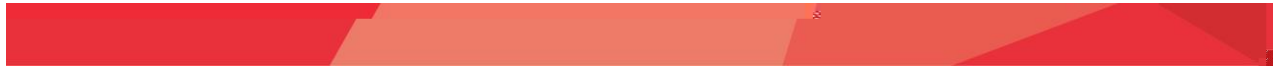
Guiding Question #11: *What instructional/complementary services are appropriate for serving our student body? What is the appropriate level of service for these services?*

What We Heard

UWinnipeg aims to provide students with a positive experience in a supportive environment. We develop graduates who have a broad range of knowledge and skills to and have an impact in whatever they pursue. Our goal is to prepare students who are both academically and personally rooted in reality by including experiential learning as a part of their academic

The opportunity to interact one-on-one with faculty in an intimate class environment is a factor that contributes to a positive student experience at UWinnipeg. Another factor is our diversity—UWinnipeg is a microcosm of Manitoba.

Students come to UWinnipeg with different goals, expectations, and backgrounds. A one-size-fits-all structure does not work. We need to be flexible and responsive to the diverse needs of our students. Academically, those who are not prepared to enter a program should be given the opportunity to improve their skills and knowledge before entering a program.



UWinnipeg needs to increase the amount of information available about our graduates (e.g., through follow-up

alumni.



In general, UWinnipeg offers more services for students but they aren't always well communicated and they can be hard to find. There needs to be a cohesive flow of information about services and supports to students. Partnership models can work well to expand our offerings of services for students (e.g., medical and other support services).

Research on trade shows offered in our neighbourhood.

Students need more support when it comes to credit institutions. There are a lot of hurdles (e.g., non-work fees). These paths should be more open to students.

SECTION 2: INDIGENOUS KNOWLEDGE.

*How do we approach
Indigenization¹ at UWinnipeg?*

What We Heard

plan for Indigenization at UWinnipeg. Coming to a shared understanding of what Indigenization means at UWinnipeg is an important first step.

There is interest and support for further Indigenization at UWinnipeg. However, there is a strong desire for a shared understanding of what Indigenization means at and for UWinnipeg. This is a very complex issue that requires careful and open discussions that would consider our land, resources, and the history of UWinnipeg, among other things. We need to ensure that we have a very specific and shared interpretation of Indigenization for our institution, as

Is Indigenization the right word? "ization" as a suffix can imply the more or less automatic nature of the action and we know sometimes have a negative connotation. If we do use this word, or its meaning and a clear shared understanding of its application is imperative in order to decrease any bias and different attitudes.

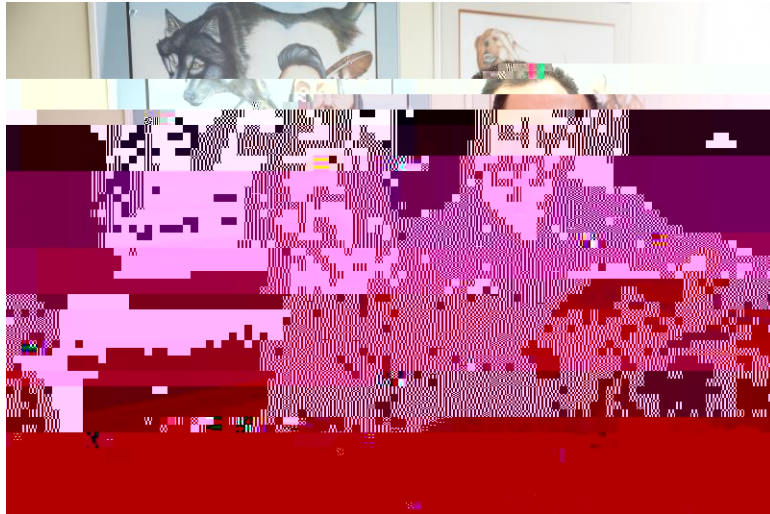
We need to create a culture and an understanding that we all have equal and shared responsibilities – shared

¹ The University of Regina defines Indigenization as “the transformation of the existing academy by including Indigenous knowledge, practices, and perspectives in the curriculum, as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous knowledge, but is essential to the benefit of our academic integrity and our social viability.” Camosun College defines Indigenization as “the process of infusing Aboriginal knowledge and perspectives into the structure, content, and delivery of the institution.”

UWinnipeg is well positioned and in an appropriate place to continue the work of indigenous learning.

knowledge of and shared responsibility for Indigenization. Is Indigenization only about ~~accessibility~~ ~~inclusion~~ or accessibility? Indigenization is not about breaking things

~~people to throw out what they already know. This is about~~ ~~working together to reconstruct and recreate and move~~ ~~forward. It is about collaborating on a mutually beneficial~~ ~~outcome.~~



~~Indigenization – we are well positioned to continue the work~~ ~~of indigenous learning. We need a full understanding of~~ ~~what we are already doing in order to highlight best~~ ~~practices and identify areas for development. At the same~~ ~~time, there are other institutions doing great work, some in~~ ~~our own province; we should ~~identify that work~~~~ ~~and replicate best practices.~~

~~not only from Winnipeg, but from~~ ~~elsewhere as well.~~

The proposed Indigenous course requirement is a good start, but the

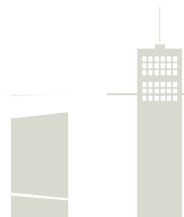
Utilizing the... tracking progress.

...of students who
...for many, coming to Winnipeg is a big cultural change. The break between... Indigenous students.

Displacement and transition back and forth can be very challenging. We need to understand what might affect retention among Indigenous students.

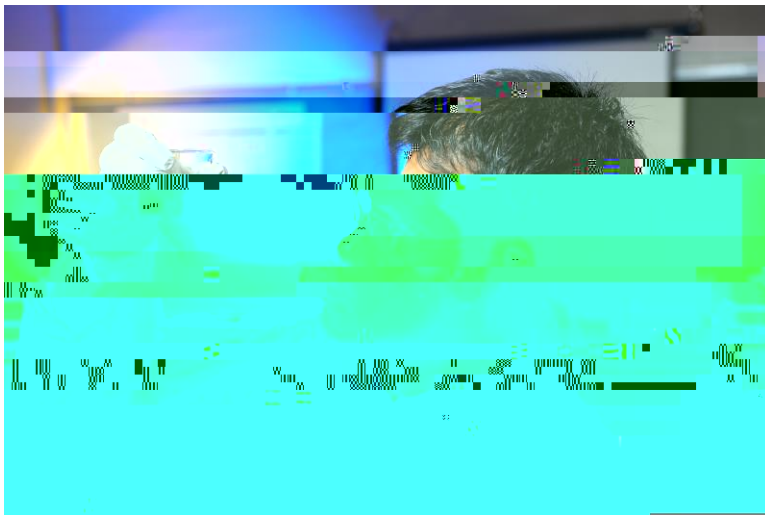
Regarding our approach to Indigenization:
...that the diversity of our students... particular, many in our local community are immigrants and have international connections. We want everyone to feel welcomed at UWinnipeg. Part of our... include providing pedagogical support to faculty to ensure that all students are taught by professors who have the training...

There's a need to initiate cultural sensitivity training for faculty and staff (with respect to Indigenous teaching and learning).

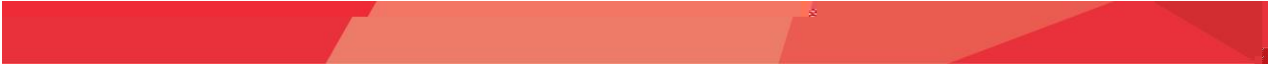


We collaborate across disciplines, often more regularly and broadly than in other tertiary institutions. We need to continue to do this, but also to encourage more research.

There is agreement that a strategic research plan would be beneficial to the institution. However, there is some debate as to what extent that plan should identify an institutional research mission/direction. Does the institution need to identify what areas of research would help us to focus our resources, an institutional strategy, or in research will encourage faculty to conduct research in their area of expertise; however, there would be and communication would be on specific research directions (e.g., local issues; research that influences policy; and research that influences the institution's reputation). There is a risk that faculty members hired under a specific research direction are left underfunded and under-

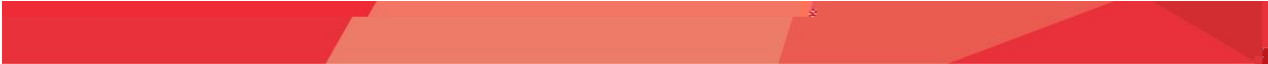


If UWinnipeg does set an institutional research direction, we must have a clear focus on research priorities. There is a risk that faculty members hired under a specific research direction are left underfunded and under- provide sustained research support for young researchers who are brought in under a research priority, a



With appropriate supports and resources, UWinnipeg can continue to increase their research impact.

Overall, UWinnipeg needs to designate more financial resources to support research activities. Research needs to be an institutional priority; if not



support to move research into the public
access: web-based abstracts, such as video
abstracts). Winnipeg needs to be seen as reaching out to
promote relevant research. We need to look at current best
practices of promoting research and build on our strengths.

There is communication about individual achievements, but
what about institutional knowledge and research? We need to

campus tends to occur in an ad hoc fashion. There are few formalized opportunities to encourage interdisciplinary collaboration. An annual colloquium could be an option, or lunchtime colloquia. In general, many faculty find interdisciplinary collaboration.

There is a collegial culture at UWinnipeg, however, faculty sometimes find themselves competing with one another for limited research funding.

One challenge at UWinnipeg is that researchers can end up working in isolation (from faculty via other departments), and in isolation from activities of teaching, both in the classroom, research and pedagogy.

Providing more support and recognition for community

both teaching and research.

, but not always. There is sometimes a conflict between them in that some faculty focus more on one to the detriment of the other. Enhancing research should not

Opportunities to connect teaching and research should be explored, such as better aligning our third and fourth-year curriculum to

Teaching plan could culturally appropriate. We could hire people who are interested in teaching as well as research.

We must continue our tradition of gender graduate exposure in students to research. It is a strong requirement tool. The problem is students also want to be part of self

SECTION 4. IMPACT AND KNOWLEDGE MOBILIZATION

In what arenas (sectors, communities) do we want to have an impact? In what ways do we want to have an impact in these arenas?

Guiding Question #20: How do we increase our impact?

Guiding Question #21: How do we increase demand for our work?

How do we increase demand for our work?

What We Heard

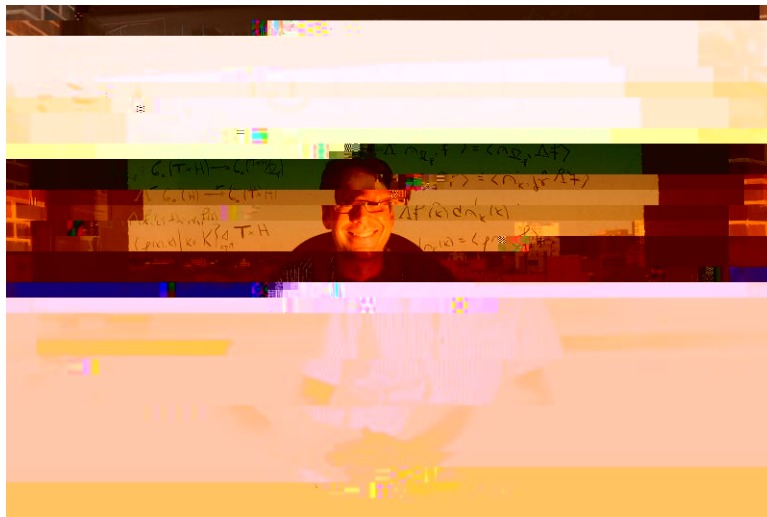
What we do at UWinnipeg can be used to influence policy, advance research, support communities, and strengthen the workforce of tomorrow. We are collaborative and open to partnerships.

In order to do this we need to recruit and collaborate with community partners to build capacity, both institutionally and within the community.

We need to ensure that the work we do, particularly in the community, has a direct connection with teaching and research. Some initiatives are good from a humanitarian or social justice perspective, but we need to make sure they align with UWinnipeg's academic priorities as well.

We need to have a focus on in terms of where
these activities are having an impact. This can be
used to recruit students and faculty.

This is a traditional way of publishing in academic
journals, often with a narrow focus on a niche area. This
type of research doesn't always lend itself to impact (i.e.,
no focus on policy). writing is academic and high level
unique strengths and leverage our



Basic science research in academic journals is not
communities of practice – locally but also globally.
Regional partnerships with existing organizations and
consortia can work well. Find partners to expand and
support the research work. Create external networks to help
stabilize our footprint. This also provides opportunities for
practitioner knowledge. Organic partnership development is
important – we need to promote the work that is currently
being done at UWinnipeg. This promotion might increase
demand and attract partnerships. For example, one of the
most important objectives of the 10-year plan has been

memoranda of understanding (MOUs) and memoranda of agreement (MOAs) are important. Partnerships need to be mutually beneficial and set up in a way that both parties are able to support the partnership equally. We need a model of what our partnerships should look like which would include defining what our measures of success are. Determine what good partnerships have looked like historically. Determine what has been successful and where we've had the greatest impact and where there has been the most value added to UWinnipeg's direction. Focus on our strengths so that we are efficient with our resources. We need an institutional understanding of partnerships: what they are, why we engage in them, and how they align with our strategic directions.

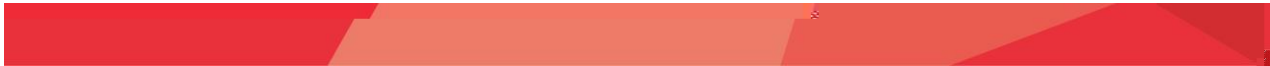
The Province is looking for a culture of collaboration among institutions. How can we participate in that? Could we lead an initiative to develop clusters of researchers: university-wide, city-wide, province-wide? UWinnipeg also needs to... prioritize what differentiates our institution from other post-secondary institutions in the province. We can be collaborative while also showing our distinct value.

Part of UWinnipeg's impact comes from producing graduates who are good local and global citizens. This means students

shared history, shared story, and an impact on the world in whatever work they do ("doing good" as you say). This links to the idea of how we define and measure "success" of our graduates. It is not just about employment and income (often what is often how we measure success).

UWinnipeg needs to be a link between the liberal arts and sciences. We need to connect the value of graduates from a liberal arts and sciences institution. Part of this may involve demonstrating the value added of partnerships between UWinnipeg and RRC/MITT. UWinnipeg can help inform the external community (or

More information needs to be made available, via the UWinnipeg website and other means, regarding the types of research taking place on campus.



There is a need to gather more information about the impact our graduates are having (their impact in their roles on communities, on government policy, e

Our most recent framework 'examined measure our success in "impact" and "knowledge mobilization". This is a challenge for all Winnipeg's strategic directions. It will be important to have defined measures that can be used throughout the full consideration of our proposed actions and outcomes.



Director. The flow of communication governing bodies could be improved. A clearer understanding of the role of each governing body, more consistent communication between the bodies and on sub-committees.

The distribution of decision-making authority across levels

Allowing for some decisions to be made at the department level could resound department. For this to be subject to strategic direction.

While some issues fall clearly under the mandate of one governing body, there are many that require discussion by more than one governing body. We need to pay attention to governance issues, especially as they may relate to strategic priorities (e.g., research) and ensure that there are joint meetings between the governing bodies to discuss these high priority issues.

The website for these bodies could be clearer and should present a quick overview of the roles and responsibilities of the governing bodies as well as how they relate (e.g., an infographic).

advisory bodies. Many questions exist such as: Who do these bodies advise? Does the President do what the advisory committees says? What if an advisory recommendation is at odds with what the Board or Senate is saying?

It is important for these bodies to be efficient, effective, to understand their role in the institutional decision-making process, and to be part of the decision-making process. Institutional complexities. Are they all aligned to the same goal? Clarity can make it difficult to push policy ahead.

How is research governed at the University structure has the Research Office reporting to the Board

It would be helpful to create and share an infographic about various committees and boards.

University Advisory Committee

There is consensus that this is a very important body, but there is also a lack of clarity on this group. What is the decision-making role of this group? There is some sense that this group is a strategic committee of what is already going on at the University as opposed to providing guidance on decisions that are yet to be made.

University of Wisconsin-Grovesville Research Commission (UWRC)

Those who have a clear understanding of the UWRC see it

and the UWRC could look at opportunities for their role to make sure that they can at times even in our own reduction of our own development costs.

Over the summer document will be received and additional consultations if needed. The UWRC will be required to write a Directions document will be prepared, with a planned distribution to the Board of Regents for approval in the Fall. The final document will provide a framework for the University's strategic directions as well as definitions and measures of success. It will be also be a roadmap for the future developing a more detailed integrated academic and research plan and a capital plan.