



Sustainability means the capacity of a thing, action, activity or pr



APPENDIX C

TITLE: RESPECTFUL WORKING AND LEARNING ENVIRONMENT POLICY


AUTHORITY: University Administration

RESPONSIBILITY: President delegated to the Vice-President Human Resources, Audit & Sustainability

EFFECTIVE DATE: June 1, 2013

Purpose: The purpose of the Respectful Work and Learning Environment Policy is to support a climate of mutual respect in the workplace and learning environment so that members of the University community are free from harassment and discrimination.

Scope: This Policy and the related procedures apply to anyone who is an employee or student of the University engaged in duties or activities having a substantial connection to the University, on or off campus. Third parties, including but not limited to, contractors, volunteers and visitors to the University are expected to conduct themselves in a manner consistent with this Policy. Compliance with this Policy shall be



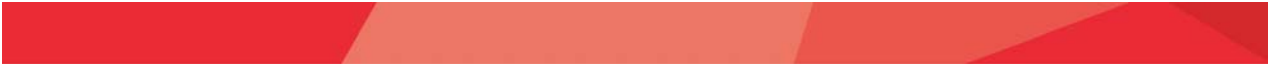
2.1 The *Manitoba Human Rights Code* defines harassment as:

- (a) a course of abusive and unwelcome conduct or comment undertaken or made on the basis of an Applicable Characteristic referred to in subsection 1.2 above; or
- (b) a series of objectionable and unwelcome sexual solicitations or advances; or
- (c) a sexual solicitation or advance made by a person who is in a position to confer an benefit on, or deny an benefit to, the recipient of the solicitation or



APPENDIX D

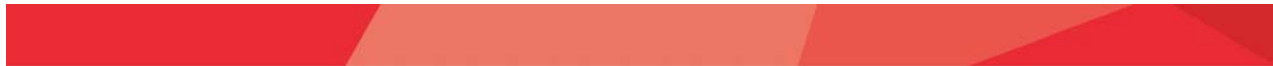
TITLE: THE UNIVERSITY OF WINNIPEG BOARD OF REGENTS INDIGENOUS ADVISORY CIRCLE POLICY



community level on Indigenous issues, and make recommendations to the University to achieve its objectives of Indigenous inclusion.

Meetings:

Meetings of the Advisor Circle will be held four times





This chart shows the difference in per-student revenue between 5,000 and 10,000 students for Canadian Universities with between 5,000 and 10,000 students.

This analysis and our findings have recently been confirmed by Higher Education Strateg Associates, which found that if Manitoba were to use the granting formulas of Quebec or Ontario, UWinnipeg's operating grant would respectively increase by \$18 or \$25 million annually.

Capital Budget

Building projects at UWinnipeg are funded by the Capital budget, which is separate and distinct from the Operating budget. The new buildings on campus are possible only because of generous public grants and private sector donations.

Our successful capital campaign has attracted more than \$217 million in private and government donations to our campus and downtown community. New construction has added 200,000 badly needed net square feet to campus (a growth of 24%, while student enrolment has climbed more than 40%). We are adding more affordable housing to campus and the community with the new Colonel Street apartment complex, now under construction. Yet even with our new buildings, we have just 132 sq ft of space per student, placing us below average among universities in Canada.

The Province has granted the University \$13 million in deferred maintenance funds since 2009. This has allowed for our sustainability retrofit program which contributes to operational savings. However, significant needs remain including accessible and adequate elevator service, Spurling Hall disrepairs, plus art, archives and museum space upgrades.



APPENDIX F: FULL LIST OF QUESTIONS

Section 1: University Programs and Student Body

All University Programs

1. *Considering the overall educational and research mission of UWinnipeg, the activities and priorities of other education related bodies (i.e., the K-12 system; Advanced Education; other post-secondary institutions), and societal needs, how do we talk about the purpose and value of UWinnipeg?*

Undergraduate Programs

2. *How do we assess the appropriate mix of undergraduate programs?*

Graduate Programs

3. *What is our vision for graduate studies at UWinnipeg? What is our direction for new programs (e.g., joint graduate program initiatives; independent; niche graduate programs)? What guides our decision to develop a new program independently versus jointly?*

PACE, ELP, and the Collegiate


4. *What are the purpose and value of PACE, ELP, and the Collegiate in relation to UWinnipeg degree-granting programs? How do we make decisions regarding growth in these areas?*
5. *How can we ensure that the relevant educational pathways to and from these programs are sufficiently articulated? How do we determine the appropriate number of joint and/or articulated programs?*
6. *How do we identify and eliminate mobility barriers between our programs?*

Student Body: Size and Composition

7. *What is our ideal size? How big do we want to be and how do we determine our approach to growth (e.g., balance intentional and organic)?*
8. *What are we doing to encourage people from traditionally underrepresented populations to enroll at UWinnipeg and how do we adapt and adjust to changing learner needs?*
9. *What is the right mix of domestic to international students?*

Quality Student Experience

10. *What are our goals regarding student experience and achievement? How do we assess actual experience and achievement against these goals?*



11. *What non-instructional/complementary services are appropriate for serving our student body? What is the appropriate level of service for these services?*

Section 2: Indigenous Knowledge, Peoples, and Inclusion

12. *How do we approach Indigenization³ at UWinnipeg?*

Section 3: Research

13. *What research activities are we known for currently? What research do we want to be known for in the immediate future?*

14. *What should we do to better align teaching and research activities?*

15. *How might we better support our research activities?*

16. *How do we provide more research-related learning opportunities to our students (at both the graduate and undergraduate levels)?*

17. *How do we best ensure that our research activities complement those of other institutions and the needs of the city, province, country and international community?*

Section 3: Impact and Knowledge Mobilization

18. *In what arenas (sectors, communities) do we want to have an impact? In what ways and to what degree do we want to have an impact in these arenas?*

19. *How do we know or how can we measure our institutional impact?*


20. *What supports and resources do faculty, students, and staff need to achieve greater impact?*

21. *What kinds of partnerships will increase our impact? How do we increase demand for such partnerships?*

Section 4: Governance

22. *Is the scope of each of our governing bodies, controlled arm's length entities, and advisory groups clear, well understood and appropriate?*

³ The University of Regina defines Indigenization as the transformation of the existing academic

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- 23. How efficient and effective are these entities, individually and collectively? Do their subcommittees contribute to efficiency and effectiveness?*
 - 24. How does each of these entities relate to the academic and administrative structures of the University and respond to the various government (federal, provincial, municipal) priorities?*
 - 25. What could be done to improve policy development and integration within and between the governance, advisory and administrative structures of the University?*