



SECTION 1: UNIVERSITY PROGRAMS AND STUDENT BODY

The University of Winnipeg (UWinnipeg) has long been known as a primarily undergraduate and pre-professional institution (with a unique Collegiate, or secondary program) that offers students an accessible, high quality education. Over the past 10-15 years, our program offerings have grown in a number of areas (e.g., new niche undergraduate programs, joint programs, new autonomous graduate programs, PACE (Professional, Applied, and Continuing Education), ELP (English Language Program), and Community Learning).

During this same period, our overall student population has grown significantly (from 6,532 in 1999-2000 to 10,829 in 2013-14; see Table 1 in section A: Undergraduate Programs) and the demographics of our student body have also shifted.

Our students are more diverse and the definition of the UWinnipeg community continues to expand to include more people and organizations beyond the walls of campus buildings. UWinnipeg has opened

increased student population, and reflect various program and demographic shifts. The campus' overall physical footprint has increased by 25%. Many classrooms and labs have been updated or newly built. Several facilities have been renovated to accommodate religious and cultural practices. New and expanded day care spaces have been added, and housing with accommodations for non-traditional learners has been constructed.

Section 1 presents information and proposes questions for the following areas:

- A. Undergraduate Programs
- B. Graduate Programs
- C. PACE, ELP, and the Collegiate
- D. Student Body: Size and Composition
- E. Quality of Student Experience

Finally, a question that reflects on information from all sections is:


1. C. PACE, ELP, and the Collegiate

A. Undergraduate Programs

Question:

2. Undergraduate Programs

B. Graduate Programs



Over the past 10 years, undergraduate programming at UWinnipeg has expanded to include two new Faculties: Business and Economics, and the Gupta Faculty of Kinesiology and Applied Health. These Faculties are in addition to Arts, Science, and Education. UWinnipeg offers over 40 undergraduate programs with a variety of 3-year, 4-year, and Honours Bachelor's degrees. Recent program

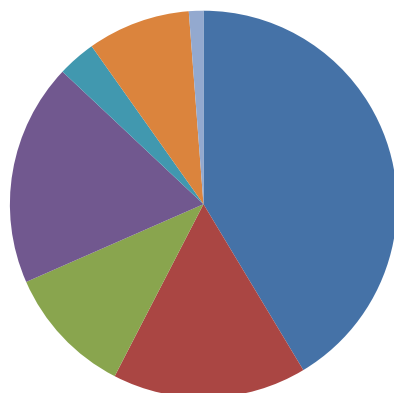
Table 1. Historical Total Enrolment

	1999-2000	2004-05	% change from 99/00 to 04/05	2013-14	% change from 04/05 to 13/14	% change from 99/00 to 13/14
Undergraduate	6507	9341	43.6%	10528	12.7%	61.8%
Graduate	25	62		301		
Total Headcount	6532	9403	44.0%	10829	15.2%	65.8%

Notes:


1. These data were compiled by the Office of Institutional Analysis.
2. Data for each year is from the period of September 1 - August 31, as captured on August 1.
3. Percent change is not reported for Graduate students due to low numbers.

As shown in Figure 1 below, 41% of undergraduate students are majoring in an Arts program, 19% in Education, 16% in Science, 11% in Business and Economics, and 3% in Kinesiology (the remaining students are either undeclared or registered in two or more Faculties).




Notes:

1. These data were compiled by the Office of Institutional Analysis.
2. Data is for the period of September 1, 2014 - December 31, 2014 as captured on November 1.
3. Distribution among Faculties is determined by students' self-declared major as recorded in the Student Information System.



Recent research from The University of Iowa has found that students at liberal arts colleges learn similar skills and share similar experiences regardless of their major. The researchers concluded that the institution a student studies at has a far stronger effect on students' abilities than their specific major. The authors of the report interpret the results to mean that adding professional or vocational education options, such as business, engineering, or education, to a traditional liberal arts curriculum will not lessen a degree's purpose; moreover, the fact that expanding course offerings could help liberal arts colleges



Minister's office. It remains to be seen how this will affect the introduction of new programs on campus.

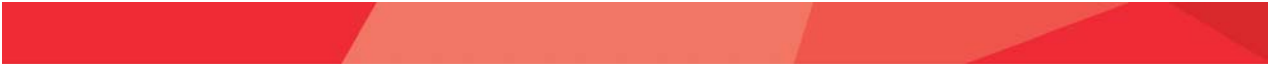
In November 2014, the Province of Manitoba throne speech linked education with skills necessary to fill the needs of the labour market and continued to feed into its objectives for post-secondary education. In 2015 the Province stated in the throne speech that it will be bringing together education leaders to create a new post-secondary education strategy to be released in the spring. As part of this strategy, UWinnipeg (along with other Manitoba post-secondary institutions) has been asked to develop a mandate statement.

The strategy will have three priorities:

1. Link education with needs of future workforce : This includes funding joint university/college programs to combine academic learning with technical skills, expanding apprenticeship opportunities, and create a new Trades and Technology Network to facilitate collaboration between colleges.
2. Add pathways for students and ensure that when it comes to higher learning, there are no "wrong doors" and no "dead ends" : This includes making it easier for students to transfer credits between programs and institutions and double the number of online courses available through eCampus Manitoba from 500-1000.
3. Build on the significant steps taken over the last 15 years to ensure post-secondary education is accessible and affordable : Offer interest-free student loans, reduce student aid barriers for rural and northern students and create a steering committee to start planning an



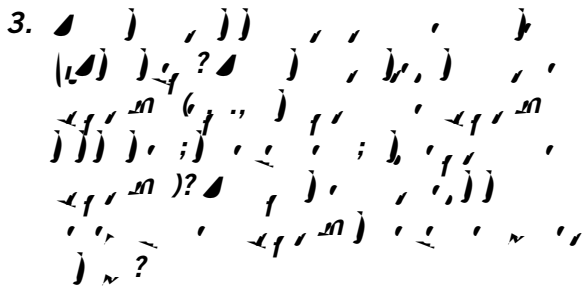
opportunities for Indigenous and northern students,



as recent programming and governance changes have evolved, including the Indigenous Advisor Circle, the addition of the Gupta Faculty of Kinesiology and Applied Health, the rebranding and reorganization of DCE to PACE, the addition of articulation agreements with RRC and the Manitoba Institute3 Manitoba
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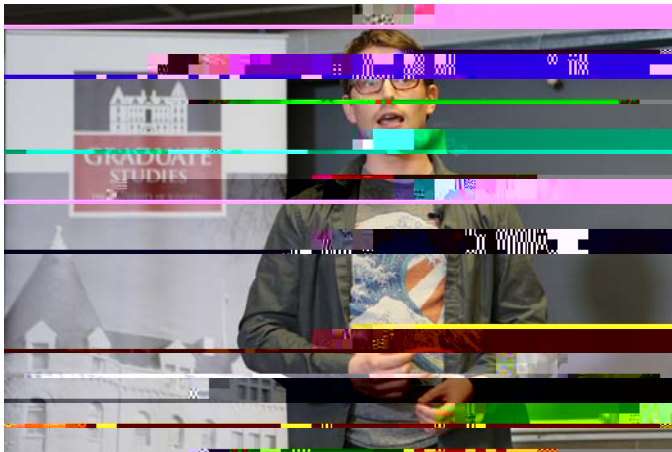
B. Graduate Programs

Question:


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Up until 2008, UWinnipeg offered a few Master's degrees through the then Faculty of Theology and the Marriage and Family Therapy program, in addition to some joint Master's programs with the University of Manitoba. During this time, many UWinnipeg faculty members acted as adjunct supervisors to graduate students at The University of Manitoba.



In 2007-08, a Task Force on Graduate Studies produced a report that contained recommendations regarding the expansion of graduate programming at UWinnipeg. The report stated that: First, the expansion of graduate studies at the UW must build on, but not erode, the excellent undergraduate programs. Second, the goal is to establish and



maintain a small number of top quality, niche programs fitting within the academic and research goals of the UW - programs that will be attended by students who receive support to engage in graduate studies. The report also highlighted the benefits of graduate programs to students (e.g., providing an additional option for graduate studies in Winnipeg), faculty members (e.g., increased competitiveness for Tri-Council funding), and the Manitoba economy (e.g., an increase in skilled students entering the workforce).

Over the last several years, UWinnipeg has embarked on a major drive to expand Graduate Studies and currently offers a variety of graduate-level programming. (UWinnipeg only offers Masters-level graduate programs at present, but does have several PhD programs in development, with a proposal for a PhD in Bioscience, Technology & Public Policy before government). As of Fall term 2014, UWinnipeg has nine active graduate programs (MA in Cultural Studies, MA in Indigenous Governance, MA in Environmental, Resource, and Development Economics, MSc in Applied Computer Science and Society, MSc in Bioscience, Technology, and Public Policy, Master's in Development Practice, Master of Divinity, MA in Theology, and the Master's in Marriage and Family Therapy). UWinnipeg also jointly offers 4 Master's degrees with the University of Manitoba (in History, Public Administration, Religious Studies, and Peace and Conflict Studies). In addition to supervising UWinnipeg graduate students, many faculty continue to act as adjunct supervisors to graduate students at the University of Manitoba.

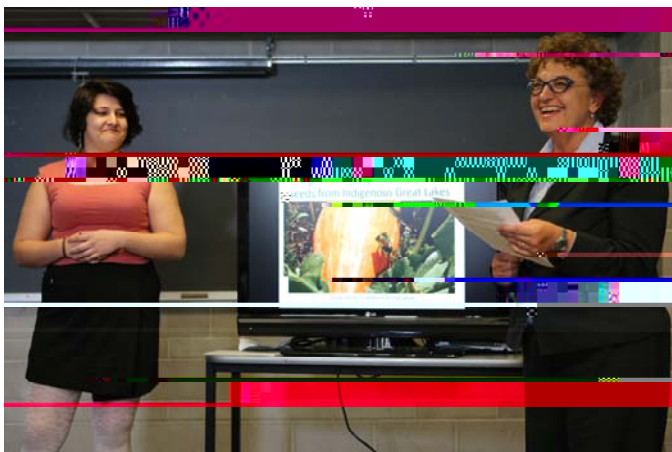
The expansion of our graduate program offerings is linked to an increase in Tri-Council research dollars awarded to our faculty members. This increase is also reflected in an increase in the number of Canada Research Chairs to its current level of seven: three Tier 1's and four Tier 2's.


Graduate student enrolment has increased from 62 in 2004-05 to 301 in 2013-14 (excluding those enrolled in Joint Master's programs). Currently, 25% of students enrolled in UWinnipeg independent graduate programs are international students. The number of graduate students enrolled

in joint graduate programs with the University of Manitoba varies from year to year with an average of approximately 23. 30% of the graduate students enrolled in 2013-14 had graduated with an undergraduate degree from UWinnipeg.

As of May, 2014, UWinnipeg has graduated 93 students from its six new graduate programs. Of these, 64% have remained in Manitoba. Several are pursuing PhDs at the University of Manitoba, but most have found full-time employment in Manitoba.

Statistics Canada data shows that the demand for graduate degrees continues to grow in Canada. Data from the Conference Board of Canada shows that in Canada, .09% of the population aged 25-39 have a PhD. Manitoba has half this amount, at .045%. This value can be compared to populations in Switzerland (0.2%) and the United States (0.12%). A competitive employment market also increased demand for graduate programs. Youth unemployment remains higher than the average at 10.7% compared to 6.0% (<http://www.gov.mb.ca/finance/pdf/highlights.pdf>). Additionally, the findings of the 2013 National Graduate Survey confirm that graduate education remains a good investment for bachelor's graduates. The median annual earnings for bachelor and master's graduates in Manitoba were \$57,000 and \$68,000, respectively, three years after graduating (compared to a national average of \$53,000 for bachelor's graduates and \$70,000 for master's graduates).





The University of Manitoba continues to offer the majority of graduate programming in Manitoba. Its Strategic Enrolment Plan states that by 2023 the proportion of graduate student enrolment to total student enrolment should rise to 20%; and the ratio of doctoral to (research-based) Master's students should increase to 1 to 1. Regardless of the University of Manitoba's success in reaching its objectives, it is highly likely that the province of Manitoba will continue to underperform in the number of graduate students enrolled in relation to the performance of other provinces.

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The Faculty of Graduate Studies is a relatively new Faculty. As such, the operations of the Faculty continue to be developed. Accurate counting and tracking graduate students continues to be refined.

The Faculty is open to the creation of new graduate programs both unique to UWinnipeg and jointly with the University of Manitoba. Departments that are proposing a new graduate program are asked, among other things, to address the distinctiveness of the program within Manitoba and its fit within the UWinnipeg's strategic directions. There has not been an update to the 2008 Report of the Task Force on Graduate Studies; this document exists as the primary reference to guide decision-making.

The Faculty of Graduate Studies was built upon an existing foundation made of programs offered through Aurora Marriage and Family Therapy and the Faculty of Theology. Since then, the Faculty of Theology has been dissolved and replaced with the United Centre for Theological Studies and two of its four graduate programs have been suspended. The Master of Marriage and Family Therapy program will be moving into the Faculty of Education sometime in the near future.


As with undergraduate programs, new graduate programs must be approved by the Government of Manitoba.

C. PACE, ELP, and the Collegiate

Questions:

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rebranding meant to encompass the scope of full-time and part-time programs offered. The rebrand also introduced a new focus on programs for international students. Since then, PACE has continued to offer more diverse programs in information technology, network security, innovation, and game design and has expanded its course listings through online learning. There is a Sustainability Professional certificate that is being prepared for September 2015.

PACE currently has 218 full time students (73 international) and approximately 2,500 part time students attending classes annually.

PACE has undergone an extensive structural and strategic reorganization over the last three years. A

UWinnipeg's ELP program also oversees the Global Welcome Centre (GWC), which is a non-profit program funded by Citizenship and Immigration Canada that offers assistance to immigrants and refugees and provides information on how to pursue various post-secondary and other education credentials in Manitoba.

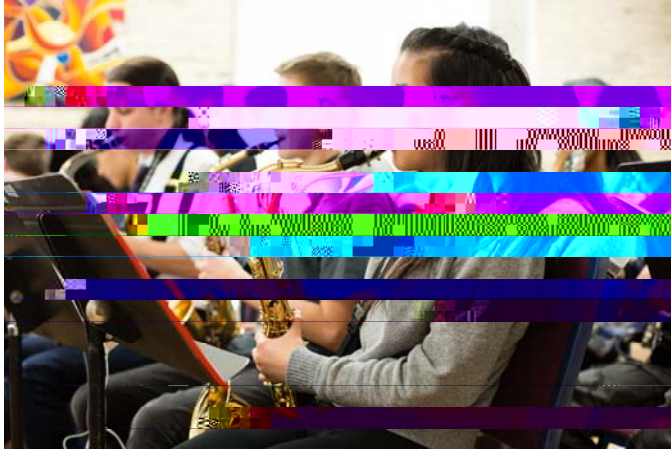


Each year ELP is given a target for its revenue contribution to the University. ELP exceeded its 2013-14 target of \$250,000, contributing a total of \$475,000 of revenue after expenses. The 2014-15 target was set at \$271,000; ELP is anticipating another year of exceeding its target with a projected contribution of approximately \$420,000 of revenue after expenses in 2014-15. Looking forward, anticipating market and demographic changes, as well as unpredictable one-time enrolment increases in 2013-14 and 2014-15, a reliable and attainable revenue target for ELP in the coming years is approximately \$300,000 - \$350,000 annually.

The ELP has seen year-to-year growth in the number of students enrolling in the Academic Stream, or University Pathway, program. We are currently developing data collection processes that will allow us to track the number of students moving from ELP to UWinnipeg undergraduate studies; the present data is unreliable. Building on a strong international reputation, long-standing partnerships, and an effective recruitment network, the ELP's University Pathway program is a key component of the University's international student recruitment strategy.

The Collegiate

The Collegiate at UWinnipeg is one of Canada's only on-site, university-associated high schools. In the early 2000's, the Collegiate expanded its secondary programming to include grades 9 and 10, and has a current enrolment of 353 students.



The Collegiate is primarily funded by student tuition, but also receives funding from the Province consistent with other private schools. It also receives provincial funding for its dual credit (high school-university) offerings.

Founded in 2008, the Model School at the Collegiate has a mandate to work with students who show potential for educational success but whom, for a variety of personal and social reasons, require a different kind of learning environment to succeed. The Model School currently educates between 30 and 40 students annually.

Building on its established relationships with the Royal Winnipeg Ballet (RWB) and the Manitoba Conservatory of Music (MCM), this past spring the Collegiate launched an expanded fine and performing arts program. This past summer, UWinnipeg significantly renovated Bruce Hall to accommodate MCM and Collegiate programs and operations. The long-term objective of the Collegiate's expanded music and arts programming is to position it as a fine arts school of choice in Manitoba's secondary system.

Questions:

NOTES:


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?
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Background

As shown in Table 1 (page 10), enrolment in undergraduate programs has remained fairly level for the past several years, following a period of growth (from 6507 undergraduate students in the Academic Year 1999-2000 to 9341 undergraduate students in the Academic Year 2004-05, a 44% increase). Enrolment in the academic year 2013-14 was 10,528. Graduate student enrolment has

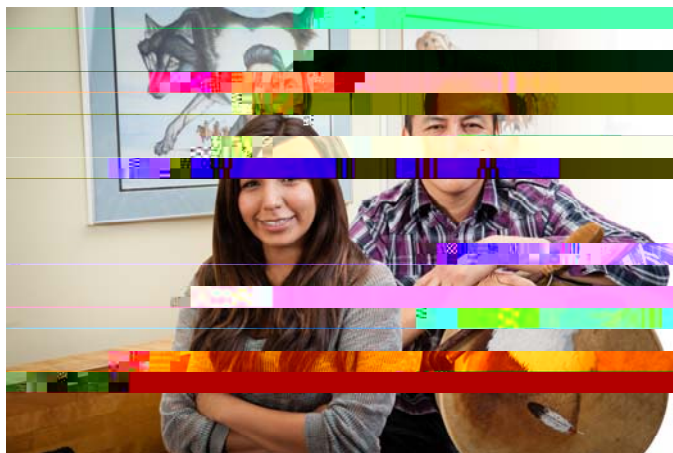


shown steady increases, as expected due to the introduction of new programs.

The diversity of our student body is reflected in the selected statistics below (data compiled by the Office of Institutional Analysis):


- x 62% of undergraduate students self-identify as female; 36% self-identify as male

In May 2011, UWinnipeg's Board of Regents approved a Community Learning Policy. Unique in Canada, the primary focus of this policy is to support youth from Indigenous and new Canadian families, to remove barriers to participation, and encourage higher attainment rates at the secondary and post-secondary education levels. All of our community learning activities are free of charge, supported by grants and fundraising. An example is the Innovative Learning Centre, which is focused on summer learning loss and encouraging better educational outcomes for inner city, Indigenous, and immigrant youth and offers programs such as Science Kids on Campus and Adventures Summer Camp. The Wii Chiiwaakanak Learning Centre is a primary locus of the UWinnipeg's Community Learning activities. More than 1,700 community members use the Centre each month.



The activities mentioned above are a result of UWinnipeg's strategic decision to be more open and inclusive. The statistics above demonstrate that UWinnipeg is attracting more students from traditionally underrepresented populations.

According to the Manitoba Bureau of Statistics, Manitoba has had an average population increase of 14,000 people per year since 2009. This increase is driven by international migration (average net gain of 12,704 people per year since 2009; range: 11,393 to 14,278). The natural population increase (i.e., births minus deaths) contributes minimally to our growth (average net gain of 5,624 people per year since 2009; range: 5374 to 5968). Interprovincial migration has had a negative effect



on our population size (average net loss of 3,496 per year since 2007; range: -2,514 to -4,465).

The Government of Manitoba projects that 1,385,300 people will be living in Manitoba as of July 1, 2020, a 10.7% increase relative to July 1, 2011. Manitoba is projecting a decline in the proportion of the population aged 11 to 24 (i.e., traditional age of university students) between 2011 and 2020. However, Manitoba is expected to have an average annual growth rate of 1.2% over this period. From July 1, 2020 to June 30, 2021, the main source of population growth in Manitoba is expected to be net international migration, with a net inflow of 11,000 people from other countries.

Despite anticipated declines in Manitoba's youth population overall, there are other demographic, social, and economic realities that will reshape the composition of our student body (e.g., increased populations of those traditionally underrepresented in post-secondary, non-sequential/returning students, and life-long learners of even more diverse backgrounds). These changes will drive greater demand for educational programming and will require a responsive system of articulation and transfer.

Universities in Ontario experienced their first decrease in high school student enrolment in 2014, the first decrease in 15 years. The decrease is credited to an anticipated fluctuation in demographics. Some universities (York, Wilfrid Laurier) experienced as much as a 10% drop in high school student applications. For York University this gap represents as much as \$20 million less in anticipated tuition fees.

Case Study 1

UWinnipeg currently sets its enrolment targets as part of the annual budget planning process with input from senior managers across the institution. Faculty and contract academic staff hires, various service area budgets, as well as provincial government objectives and expectations are contemplated in decisions related to projected/desired enrolment size and demographic mix.



E. Quality Student Experience

Questions:


10. How do you think the quality of teaching at the University of Winnipeg compares to other universities in the province? (1 = Much worse, 2 = Somewhat worse, 3 = About the same, 4 = Somewhat better, 5 = Much better)

11. How do you think the quality of student services at the University of Winnipeg compares to other universities in the province? (1 = Much worse, 2 = Somewhat worse, 3 = About the same, 4 = Somewhat better, 5 = Much better)

B. Quality

Historically, small class sizes, personal interaction with faculty, and opportunities to engage in research are seen as benefits to our undergraduate students.

UWinnipeg continues to maintain a high standard of excellence in its academic programming and teaching. In the most recent CUSC Survey of Graduating Students in 2012, 92% of respondents either Agreed or Strongly Agreed that they were satisfied with the quality of teaching they had




Manitoba, that student would be counted in our attrition rate .

The average retention rate for universities in Ontario is 89%. Queen's University stands out in that its retention rates stand above 90% and its graduation rate for 2013 was 88.9%. One reason attributed to its success was the higher average entrance grades of high school applicants, it is assumed that new students are simply more prepared for the demands of a university education. For more comparisons, the University of Manitoba has a first- year retention rate of 79% and the University of Saskatchewan has a 90% first- year to second- year retention rate.

UWinnipeg devotes 7.1% of its operating budget to Student Services (compared to 5.5% at the University of Manitoba; Canadian average is 5.2% with a range from 1.7% to 10.5%).





their courses. However, a process to address this gap is in progress.

In 2013-14, an