

ACADEMIC PLAN UPDATE 2009



THE UNIVERSITY OF
WINNIPEG

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EXECUTIVE SUMMARY

The 2009 update to The University of Winnipeg Academic Plan reiterates the vision, mission, and values of the University with a renewed focus on all aspects of sustainability (ecological, economic, social, cultural). Within the plan, five primary outcomes are identified:

- Academic Excellence
- Sustainable Operations
- Student Diversity/Access
- Outstanding Student Experience
- Community Learning

Within each of these outcomes, several themes and initiatives are outlined. The 2009 Academic Plan is intended to be broad: initiatives are not prioritized nor are responsibilities assigned. In the Fall 2009, the integrated budgeting and planning process will begin at the department level, where specific projects and initiatives will be developed and prioritized. Furthermore, many of the themes and initiatives in the 2009 Academic Plan have implications that will affect more than one of the primary outcomes. Several common themes are evident throughout the 2009 Academic Plan:

- Strengthened core of Liberal Arts and Sciences with enhanced multidisciplinary and career-oriented programming
- Support for pre- and post-degree bridging programs and applied programming
- Commitment to original research and creative activity and enhanced research capacity, along with expanded graduate studies
- Support faculty and staff to ensure student success and academic excellence
- Clear sense of campus culture and community to enhance the student experience and increase retention
- Focus on community partnerships
- Programs and supports for traditionally under-represented students
- Strategic and sustainable approaches to enrolment
- Support and integrate the Global College and the Richardson College for the Environment

In early 2009, The University of Winnipeg engaged in an Academic Renewal exercise that included consultation with faculty, staff, students, and the community. The results of this exercise have been incorporated into the 2009 update to the Academic Plan. Details from this exercise are presented in the appendices.

INTRODUCTION

In 2004 The University of Winnipeg published an Academic Plan as the first step in the development of an intermediate planning framework. Since then, that framework has become more robust and better defined. It includes a Strategic Plan, a commitment to sustainable operations, an integrated planning/budgeting approach, and a process for ensuring accountability through the President's annual report to the Board of Regents.

While a number of the recommendations from the 2004 plan have been completed, the implementation of others has resulted in new programs and new demands. For example, the 2004 Academic Plan recommended that each VP initiate a review "to identify and eliminate systemic and other barriers to success" for students who might otherwise not be able to attend this University. As a result, Task Forces were established focused on access, adult learners, and students with disabilities. The recommendations from these Task Forces are being implemented, new structures have been developed to support the recommendations (e.g., the Opportunity Fund), and new initiatives are being developed. This plan, then, builds upon the recommendations in the 2004 Academic Plan but is focused on The University of Winnipeg's current situation.

Finally, any existing plan, no matter how prescient, must operate within the context of its time. It is not only useful but necessary that a plan be updated at least once every five years so that the universal principles can be restated and the time-limited actions can be reviewed. This updated Academic Plan is designed to bring forward the principles of the 2004 Academic Plan, update the activities, and operate within the new strategic framework.

PART ONE: THE VISION, MISSION, AND VALUES

The Vision

In his State of the University address given at the University's 40th Anniversary Homecoming celebration in 2007, President Axworthy described a strategy for responding to change. It was described as "a traditional way of going forward." This University, like all of the inhabitants of our planet, must recognize the role of sustainability in this century. Statements from this address have been incorporated into the University's planning process as a restatement of the University's vision.

*"The University of Winnipeg will model sustainability in a way that will help everyone who sets foot in our institution see what a sustainable future will look like. All four dimensions of sustainability (ecological, economic, social, and cultural) must be central to The University of Winnipeg. Sustainability must define the way we **operate**, the way we **educate**, the way we **conduct research**, and the way we **interact with the neighbourhood community** in which this institution resides."*

This vision describes a University that is part of, and contributes to, the community in which it resides. Our activities shape the environment, provide opportunities to the citizens of the inner city, and enhance the economic viability of downtown Winnipeg. Our research contributes to social knowledge and our graduates contribute to society in multiple ways for decades after they leave The University of Winnipeg. Sustainability is the paradigm that connects learning with access, economic viability, community interaction, and social commitment. This vision highlights the importance of the University's interactions with the neighbourhood community. One of the outcomes described later in the plan specifically focuses on community learning as the means by which the University and the community are linked.

The Mission

The University of Winnipeg's mission statement underscores the liberal arts and sciences roots of the University of Winnipeg. There are four major components to the mission statement. The first is a statement of its mandate. In the two decades since this document was written the University has added a major continuing education program and two new degrees. This section, with proposed amendments, is shown below.

"The University of Winnipeg is committed to excellence in post-secondary education through undergraduate, selected graduate and continuing education programs, rooted in the liberal arts and culminating in degrees such as those in Arts, Science, Education, Theology, Family Therapy, and Business and Economics."

In the second part the University acknowledges the tension between the two dominant values that define the University. First is the tension between University and College. Second is the tension between access and excellence. In both instances the University strives to achieve **both**. The University of Winnipeg defines itself as an institution that offers a superior university education **within** the intimate atmosphere of a college as well as access **with** academic excellence. This choice is defined by its history, incorporated within its culture, and honored in its plans. The University of Winnipeg received its charter in 1967 but its roots date back more than 130 years. The founding colleges were Manitoba College (1871) and Wesley College (1888), which merged to form United College in 1938. This experience has permeated the University's culture and placed an expectation on the faculty and staff that education does not end in the classroom.

“[O]ur primary responsibility is to our students, to whom we strive to offer a community which appreciates, fosters and promotes values of human dignity, equality, non-discrimination, and diversity. We view both accessibility and excellence as important goals, and will endeavour to make the University as accessible as we can while maintaining high standards of quality in our academic programs”

Third, the mission statement describes what it imparts to its students, which are in line with a liberal arts education.

“We provide students with breadth and depth of knowledge, the skills to communicate effectively and to make informed decisions, an understanding of the ethical problems facing our society and an appreciation of the full range of human, aesthetic and environmental values.”

Finally it describes the core academic values.

“The University of Winnipeg values academic freedom, self-governance, and community service.”

The Values

The Mission Statement describes many of the academic values essential to the University. The University of Winnipeg’s 2004 Strategic Plan expands on this with a list of values that guide the University’s actions.

“We acknowledge that society needs skilled, knowledgeable graduates prepared for work, citizenship, and a fulfilling personal life. We believe in the importance of fostering our students’ intellectual capacities, ethical and civic responsibilities, and involving them in the discovery and development of new knowledge.

“We believe that our operations and systems must be aligned with our mission. We will foster a culture of open communication, shared responsibility and collective governance, so that all members of the University community will have a say and stake in our future success.

“A well-designed University has the capacity to respond to local and immediate conditions, but has a strategic approach to planning, so that decisions about hiring, programming and the allocation of resources are not driven by contingencies, but informed by careful considerations for the long-term productivity and prosperity of the institution.

“Above all we value what makes this University distinctive: its history of excellence and social consciousness; its student body, drawn from a diverse population of ethnicities, income levels, ages and cultures; and its belief that a liberal education, when taught in an exacting, creative and humane way, can have transforming effects on individual lives and on society as a whole.”

PART TWO: OUTCOMES

Beginning with the Strategic Plan passed by the Board of Regents in 2004, the University has developed a set of key outcomes that are necessary to translate the vision, mission, and values into action (see Appendix A). There are eight outcomes in total, which fall into two categories: the first five outcomes represent goals; the final three outcomes represent means to achieve these goals. The 2009 Academic Plan focuses primarily on the first five outcomes.

I. Academic Excellence

- *Continue our focus on teaching excellence; expansion of research.*
- *Ensure a degree from UW is a mark of exceptional attainment in intellectual enquiry, scholarship, creativity, art of citizenship.*

II. Sustainable Operations

- *Achieve long-term sustainable operations through targeted enrolment growth and effective and efficient use of human and financial resources.*

III. Student Diversity/Access

- *Build & support a diverse student body that includes Aboriginal students, international students, new Canadians, adult learners, and students with disabilities.*
- *Continuously improve opportunities for access within & outside our borders.*
- *Use the Opportunity Fund to extend support to both younger students who may face barriers (e.g., low income, Aboriginal, and new Canadians) and adult learners.*

IV. Outstanding Student Experience

- *Provide a unique student experience in which a global framework is incorporated within an intimate atmosphere.*
- *Support learning inside and outside the classroom.*

V. Community Learning

- *Work with the local community to develop and implement an assortment of innovative programs that enhance the learning experience.*
-

VI. Adequate Infrastructure

- *Revitalize our infrastructure.*
- *Pursue a sustainable approach to infrastructure management.*

VII. Outstanding Staff and Faculty

- *Become an “employer of choice”.*
- *Provide an environment that enhances the recruitment, development, and retention of innovative, engaged, and diverse staff and faculty.*

VIII. Accountability

- *Steadily increase the level of accountability and transparency in our relationships with all stakeholders.*

As with any set of defined outcomes, it is necessary to develop a process to measure and assess progress toward and achievement of these goals. The 2009 Academic Plan presents broad themes and initiatives; as specific initiatives are developed, variables will be defined and progress will be tracked to ensure that: the Liberal Arts-inspired learning outcomes defined in the University’s mission are achieved, the strategies adopted accomplish their purpose, and resources are allocated appropriately.

PART THREE: THE CURRENT SITUATION

The next half-decade will be a critical period for The University of Winnipeg. The external environment will be more challenging than it has been over the last decade with both demographic and economic challenges. On the other hand, the University, over the past five years, has made a number of changes that provide it with the resources, and the programs, to emerge from this period stronger and more sustainable than it has been in quite some time.

The Challenges

Demographic Challenges

A major challenge facing the University is the long-term impact of an annual decline in the number of high school graduates caused by the end of the “echo boom” and the ensuing decline in birth rates. The echo boom in Manitoba lasted from 1980 to 1990. In 2008 the last of these children were 18; from 1990 to 2005 the number of births in Manitoba declined by over 20%. The University will also find itself in a changing competitive landscape. The decline in the number of high school graduates will affect all of Manitoba’s post-secondary institutions and competition for students will intensify. An example of this can be found at Red River College, who recently announced that they will be offering four-year baccalaureate degrees. The University of Winnipeg must reposition itself in the post-secondary landscape in Manitoba.

A solution to this situation is for the University to find new students, either by improving access for those who currently find barriers, or by recruiting from traditionally under-represented populations. At the same time the University will have to actively recruit and retain its traditional student base. This requires investments, including significant investments to develop the faculty needed to reach out to new undergraduate and graduate students, and to provide the supports required so that traditionally under-represented students can anticipate the same academic success that the University’s current students attain.

Economic Challenges

The financial crisis in 2008 had two major impacts that will affect the University over the next 5 years. The most immediate is the recent decline in equity prices. As a result the University’s endowments have had a significant decline and cannot provide the same level of support to the University’s scholarships and bursaries as in previous years. It is not within the purview of this document to predict the general level of equities in the future but the University must be aware that this situation is still unfolding, the repercussions might be multi-year, and the results of the current crisis could easily influence the University’s pension funds, provincial revenues, and staff and faculty retirements.

The University believes, however, that the current economic situation is not an excuse for inactivity. This plan provides a framework for the University’s intermediate to long-term sustainability. The likelihood of the University achieving the outcomes it has established and meeting the expectations described in the academic renewal process is made greater by the current strengths and substantial resources that the University can commit to this endeavour.

Current Strengths

The University’s most important strength is the quality of its education. The University has been a participating member of the Canadian University Survey Consortium (CUSC) since 2001. The results of these surveys consistently show that students are very proud of the academic education provided by the

University. When graduates of our University were asked whether they would recommend the University to others, 95% answered yes (CUSC Graduating Students Survey, 2006). Eighty-two percent identified the professors as the reason they would recommend the University.

The University's historical commitment to academic excellence has helped to maintain a high quality of education. The 2004 Academic Plan made academic excellence its over-riding goal and over the last five years a number of programs were established to achieve it. The University is establishing, through a new Centre for Teaching, Learning & Technology (CTLT), a foundation for a new focus on teaching and learning. Third, the University has introduced a number of new units that will stimulate research and scholarship. These include the Richardson College for the Environment, the Global College, and the Centre for Canadian History. Finally, in the recently signed collective agreement, the teaching load per faculty member was reduced by three credit hours per year, with the expectation that the additional time would be applied to research.

Another major strength is the University's history of innovation and adaptability that will provide it with many of the building blocks needed to meet the outcomes in the plan. The University of Winnipeg's Graduate Studies strategy built from two successful precursors. The Joint Masters Program (in collaboration with the University of Manitoba) and the successful graduate programs in Theology and Marriage and Family Therapy provided the foundation for four new graduate programs launched in the past three years. Such academic innovations as the agreements with Red River College, the theme-based majors, and applied programs such as Disability Studies and Radiation Safety provide the basis for a department-based plan of academic renewal. The Library's focus on students, and its willingness to experiment with technology, provides a strong base for the academic and social support that will meet the needs of the University's faculty and changing student population.

An additional strength is the University's pre-existing commitment to diversity and access that increases the likelihood of success as the University adapts to a changing demographic landscape. While the next few years will see the result of the decline in birth rates that began in 1991, there will be growth in several areas that will provide a base for the diversification effort. First, the oldest of the baby boomers are now over 60 years old and the number of people 50 or older will continue to rise. Many of these people, as they reflect on their futures, will be looking for new academic challenges. The University has an opportunity to meet those expectations. Second, the Province's immigration program will mean an influx of younger, educated people who will need assistance to ensure their educational qualifications can be applied in Manitoba. Third, the people who drove the enrolment growth of the last decade are now in their twenties. They will be looking for innovative ways to combine work with education to enhance their careers. The University, with its downtown location, and the connections to the Division of Continuing Education (DCE) and the Collegiate will be well situated to address these needs.

To support these efforts, the University has recently introduced the Opportunity Fund, an endowment that will become the primary source of funds for three programs. First, it will fund a tuition credit program in which students will be able to earn credits for university as early as grade 4. Second, it will fund a bursary program that will help students return to university. Third, it will provide micro-financing, supported by the new Faculty of Business and Economics, which will help the University maintain and enhance its relationship to the community.

Another of the University's major strengths is its global orientation. Several initiatives have developed out of this focus, including a sustainability strategy, the Global College, the OmniTRAX/Broe Quest series, opportunities for local students to study abroad, increased faculty research with an international concentration, and increased recruitment efforts in other countries. Recently, The University of Winnipeg increased its commitment to an international plan. The effects are already being seen in Graduate Studies, the English Language Program, the Collegiate, and the Division of Continuing Education. The University

of Winnipeg has made a strong commitment to reach beyond local boundaries and identify areas where international programs and research can be developed.

Community Learning Partnerships

The University of Winnipeg is gifted with resources that, if used in consultation with community members, have the potential to provide immense benefit to those who live and work in the immediate vicinity. The task is to determine how to combine resources so that both the University and the community move closer to their goals. The University has been developing programs that both provide a richer experience for its students and provide new opportunities for the neighbourhood. Community learning is reciprocal. It requires both that the university foster opportunities for the members of our community to learn, and that the University learns from its interactions with the community. This requires innovation and experimentation. It also requires a broader definition of learning. The task before the University is to restructure and refocus its educational mandate so that learning outside the classroom is both encouraged and valued. It also requires that the learning must take place within the sustainability framework that is established in the vision statement.

There is an obvious relationship between community involvement and the University's commitment to a more diverse student body. Current initiatives that foster both include Wii Chiiwaakanak, the Innovative Learning Centre, the Global Welcome Centre, and the Opportunity Fund. The next steps for The University of Winnipeg in this critical area would more directly involve the Collegiate, Continuing Education, the Institute of Urban Studies, student housing, and other program areas in combining education with social development.

Recruitment and Retention

The University has adopted a long-term strategy that combines targeted enrolment growth with the introduction of a number of measures that will enhance prudent management. Many of the programs that focus on the traditionally under-represented population contribute to the enrolment growth. The Graduate Studies programs are working with a five-year tuition sharing program which will fund graduate students and allow for the development of graduate student initiatives and facilitate program growth. There are several others that will require significant new investments. These include the new Faculty of Business and Economics, the Office of the AVP (Research) and Dean of Graduate Studies, and a major focus on retention of existing students. The You of W campaign is an example of the type of initiative needed.

Another opportunity exists with improved retention. Close to 1/3 of students who complete their first year at the University do not return for their second year. Half of these students re-enter the education system elsewhere. The opportunity is to take some of the success stories from the University's diversity programs and find ways to translate them into programs for all of the University's students. The Aboriginal Student Service Centre, the services for International Students, and the Winnipeg Education Centre (WEC) all have successfully incorporated students into the University and, as a result, increased retention. The key to this approach is to recognize the influence that some student services have on retention, and create a holistic approach to student success.

It must be recognized, however, that while students are very proud of the academic programs available, they are also largely disengaged from University life. In the most recent survey, students at The University of Winnipeg were dramatically less likely to attend campus lectures, or social, cultural or sports events, than students at other universities. The University, by investing in programs that improve the student experience, will simultaneously improve the graduation rate.

Moving Forward

The challenges described at the beginning of this section reveal that the University of Winnipeg can no longer continue to operate within the status quo of past decades. However, over the past several years the University has been drawing on its existing strengths and adapting in innovative ways in order to meet these challenges. This update to the Academic Plan acknowledges these changes at a conscious level. With change comes the additional challenge of finding the balance between the traditional and the new. It will be important for the University to maintain the academic excellence it has established as a liberal arts university while expanding access to a more diverse student population and offering programming outside of the traditional curriculum of the liberal arts.

Finally, it is important to note that the investments that will be made in the coming years must be made within a framework of significant financial constraint. The University's costs, even without the investments needed, are rising faster than its revenues. The University's location requires additional expenditures for access, security, and community building. Therefore, this plan recognizes the critical importance of the view, as stated in the Strategic Plan, "that decisions about hiring, programming and the allocation of resources are not driven by contingencies, but informed by careful considerations for the long-term productivity, [sustainability] and prosperity of the institution." The University must make the decisions and invest the resources to meet the outcomes described, and do so within an economic framework that requires prudence and restraint.

PART FOUR: 2009 ACADEMIC RENEWAL EXERCISE

Academic renewal is an ongoing process at any post-secondary institution. Much of the Senate’s governance activities are concerned with the results of this renewal, of which new courses and new programs are the most obvious. The process for review and updating the University’s Academic Plan began in 2007. As a result of the early work on the plan, it became clear that Academic Renewal must be at the centre of the process for updating the Academic Plan. Therefore, the work on the update was held in abeyance until the University underwent a broader and more specific exercise around the notion of Academic Renewal. From January to April 2009, The University of Winnipeg engaged in an Academic Renewal exercise to gain faculty, staff, and student insight into how the University can best serve the diverse and changing needs of our students. Focus group and working group sessions were held with students, staff, faculty, and members of the surrounding community. The results of this exercise were reviewed by the Academic Renewal Policy Committee (see Appendix B for the membership of this committee) and are incorporated into this academic plan. Summary documents are included as appendices.

The Academic Renewal framework included three key elements. First was the importance of the five primary outcome statements described above. Second was the recognition that Academic Renewal is ongoing and is directly involved with the Academic Plan. Third was the framework for renewal. The Liberal Arts and Sciences are at the core of the University’s mission. Professional programs are not separate stand-alone processes. They are linked to and flow from the liberal arts core. The following diagrams were used to describe the conceptual framework for Academic Renewal.

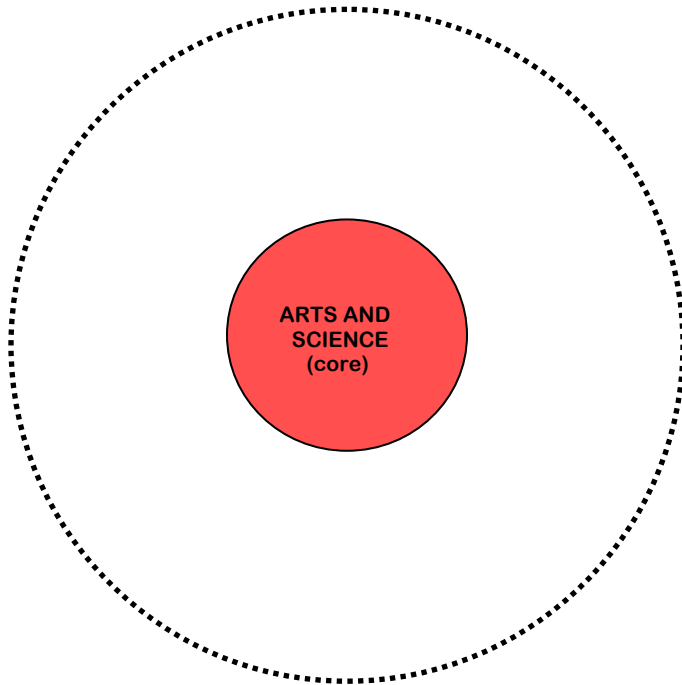


Figure 1.
The University of Winnipeg has consistently had a strong Arts & Science core.

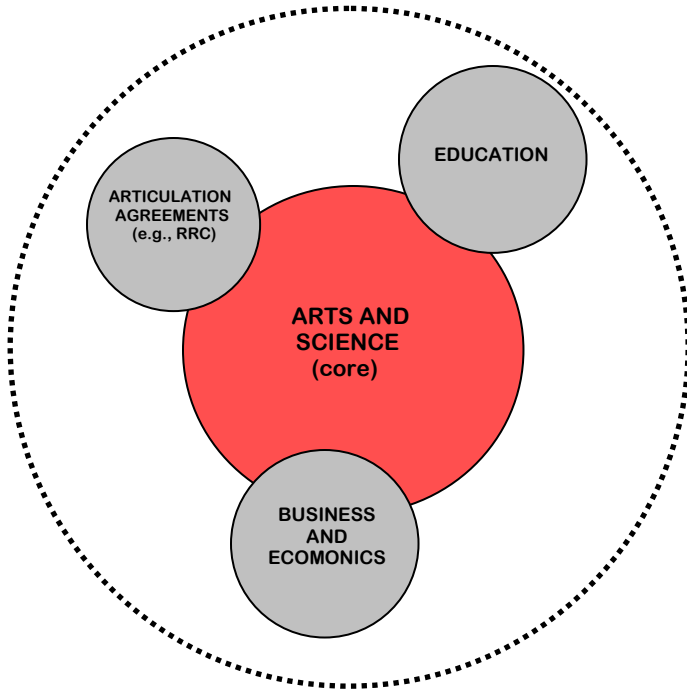


Figure 2.
The addition of the Faculty of Education and the Faculty of Business and Economics, along with articulation agreements with Red River College has helped to strengthen the core while providing enhanced career opportunities for students.

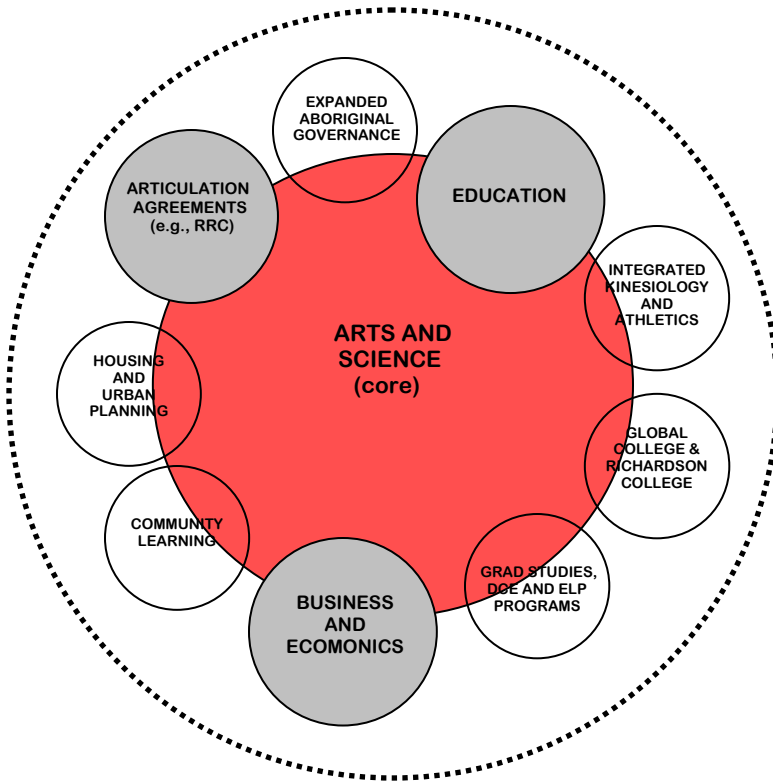


Figure 3.
Over time, the Faculty of Education has become further integrated into and helped strengthen the core, while continuing to provide students with an option other than a traditional baccalaureate degree. With the addition of other programs and initiatives, the Arts & Science core can continue to be strengthened while allowing for innovative programming.

Six themes emerged from the first stage of the Academic Renewal exercise (see Appendix C). Drawing from these themes, eleven working group sessions of staff and faculty were held during the second stage with the goal of identifying broad themes and principles, proposing process and framework for the development of new initiatives, and to suggest initiatives in support of academic programming (see Appendix D). Common themes, principles, frameworks, and processes have been incorporated into the 2009 Academic Plan update.

The scope of the Academic Plan is broad, and initiatives are not prioritized nor are responsibilities assigned. This is deliberate. The plan provides the framework and the context for where we want to go over the next five years. While the ideas for how we can achieve this came from a number of sources, the decisions about how to achieve this, where to place the priorities, and what financial and human resources are to be applied, cannot be done in a broad conceptual paper. These are decisions to be made at multiple levels that must include the departments. They must be based on a real understanding of resources and resource requirements. They cannot be separated from the analysis of degree requirements and must be informed by a clear understanding of financial requirements. In other words, the broad planning must be consistent with the departmental planning and the budget. In Fall 2009, the integrated budgeting and planning process will begin at the department level. Its purpose will be to provide a bridge between long-term general planning and annual budgeting. Specific projects and initiatives will be developed and prioritized. Budgets will be developed over 3 to 5 years. Department plans will be incorporated into the budget planning process. Ideas generated from this will also infuse the annual process for reviewing and updating the Academic Plan.

PART FIVE: THEMES AND INITIATIVES

The outcomes listed in Part One are the organizing principles behind the Academic Plan. For each of the five primary outcomes, the plan will describe the basis for determining success and identify themes and initiatives. The last three outcomes, because they represent means to achieve the first five, will be treated differently. For these, background information is provided, and then the major areas where new development will be required to achieve the previous outcomes are identified.

I. ACADEMIC EXCELLENCE

- *Continue our focus on teaching excellence; expansion of research.*
- *Ensure a degree from UW is a mark of exceptional attainment in intellectual enquiry, scholarship, creativity, art of citizenship.*

What is Success?

In the immediate future, it is expected that the University will track its progress based on satisfaction ratings provided by students who are enrolled in and/or graduated from the University.¹ Guidelines regarding external peer-review for departments are also being developed and the results of these reviews will be used as a measure of success as well. As more effective measures that are specifically related to learning outcomes arise, this measure will be reviewed.

Initiatives and Themes – Academic Programming and Instruction

- Identify and enhance critical areas of excellence.
 - Ensure that new programs enhance and support the existing liberal arts and science core and arise out of a demonstrated need/demand. The development of new programs should include an assessment of internal supports and resources.
 - Ensure that evaluation mechanisms are in place for new programs and initiatives, along with clear definitions of success.
- A new collaboration across the University in reviewing and redesigning the programs and delivery models that will meet the needs of the learners the University will serve. The design, development and implementation will be conducted within departments and programs. Departments will be encouraged to review the academic and scholarly relevance of what is being taught, to consider the range of effective ways in which students can be engaged, and to explore ways in which learning can be assessed. The design must be collaborative, and ensure all faculty members understand and participate in planning, implementing, and assisting progress over the next five years.
 - Change the degree credit structure of the BA so that interdisciplinary and social science courses are integrated.
 - Create a process for developing explicitly stated learning outcomes for programs and courses.
 - Create certificate programs within a department, or across departments. Draw on existing connections at the UW (either internally or with community groups). Consider embedding certificates within degrees.
 - Consider module-based learning for some programs.

¹ While this will be the overall measure it will also be necessary for the University to develop and monitor measures that track the success or failure of its critical strategies. Success for the research strategy could be measured by the amount of research funding attracted and/or the volume and prestige of research publications. These strategy-based measures will be monitored as part of the implementation but will not be separately described in this plan.

- Review academic scheduling to determine if more flexibility in programming can be incorporated that will allow for greater opportunities for the development of alternative delivery.
- Explore the pros and cons of increasing the number of 3-credit hour introductory courses.
- Review the Academic Writing requirement.
- Review the self-directed learning majors, flexible majors, and combined majors programs.
- A major initiative is Distance Learning. CTLT will foster the development of web-specific programs and web-savvy faculty so that new technology is consistent with the University's culture. As the academic programming and methods of learning delivery evolve, pedagogical training for faculty must become a priority. This should be considered both within departments and university-wide.
- An active peer support structure in which a team of academic peers, known for their excellent teaching, will serve as a resource to their colleagues.
 - Explore the role of faculty mentors. Use internal resources to support new faculty.
- A renewed focus on evaluating and recognizing teaching skills. The most recent Collective Agreement includes a provision for the Labour Management Committee to devise a teaching evaluation instrument. It also includes an option for faculty to adopt a greater teaching or research focus.
 - Evaluate rewards, recognition, and incentives for faculty with regards to the three areas that the UW is focusing on: teaching, research, and community learning.

Initiatives and Themes - Expanded Research

- Increase the number of active researchers through enhanced opportunities for students and increased research and application supports.
- Develop a Strategic Research Plan at the UW that defines where we are now and where we want to be.
- Review the guidelines for how internal research money is allocated (e.g., offer more support up-front to new faculty, reward excellence).
- Enhance research in the new graduate programs so that graduate students can participate in original research, and research projects can be larger and more comprehensive.
- Enhance undergraduate and graduate student opportunities through broader development of Undergraduate and Graduate Student Assistantships to: a) offer financial support, b) offer opportunities to gain either research or teaching experience with a supervisor in their program, and/or c) assist faculty through research or teaching assistantships.
- Enhance technology transfer capacity.
- Increase the promotion of research intra- and extra-murally.
- Develop and implement a policy on Intellectual Property.
- Establish a process for the systematic review of research policies and procedures.
- Support the Global College and the Richardson College for the Environment and incorporate them into The University of Winnipeg.
 - Review the governance processes and role of the Colleges.
 - Formally link the Colleges with the academic programs that are administered through the Faculties.

II. SUSTAINABLE OPERATIONS

- *Achieve long-term sustainable operations through targeted enrolment growth and effective and efficient use of human and financial resources.*

What is Success?

For this outcome success is conditional. The University must grow, over time, at a rate that is 3% greater than what would be anticipated by our demographics alone; but it must do so in a manner that improves the University's long-term financial sustainability.

Initiatives and Themes – Enrolment

- See section III on Student Diversity/Access.
- Develop the Faculty of Business and Economics.
- Foster closer co-operation between the Collegiate, the Division of Continuing Education, and the University to improve enrolment for all.
- Develop and implement a new marketing strategy for first year students building on the You of W campaign and website improvements.
- Enhance the marketing approach for the liberal arts and sciences core.
- Establish a School to develop students who are prepared to work in the areas of Housing and Urban Issues
- Expand Graduate Studies within a sustainable financial framework, through initiatives such as the tuition allocation sharing agreement, COPSE applications for funding, and external students support.
- Foster and support departmental initiatives for programs that enhance student career options within a Liberal Arts framework.
- Increase retention between 1st and 2nd year.
- Increase external funding for graduate student support.
- Use student success programs focused on the traditionally under-represented student as models for programs for all of the University's students.
- Reorganize student services so that programs with a significant opportunity to enhance student success are joined in a holistic and focused effort to improve retention. These general programs are to operate in partnership with the programs developed around specific student groups.
- Continue to foster interest in, and provide greater opportunities for, students to complete a four-year degree.

Initiatives and Themes – Prudent Management

- Align faculty interest with University interest by means of incentive systems such as carryover, revenue-sharing, and more effective cost accounting.
- Increase external funding for graduate student support.
- Support the cost-effective expansion of programs in the Collegiate and the Division of Continuing Education.
- Review courses with low enrolment and consider the best way to achieve the reduction in teaching time mandated by the collective agreement.
- Carefully review all vacancies and impending retirements to determine the best long-term use of those positions.
- Maintain the principle that full-time tenure faculty are the preferred option for teaching.
- Continue to make decisions about the next year's faculty hiring early enough to result in a successful recruitment.

III. STUDENT DIVERSITY/ACCESS

- *Build & support a diverse student body that includes Aboriginal students, international students, new Canadians, adult learners, and students with disabilities.*
- *Continuously improve opportunities for access within & outside our borders.*
- *Use the Opportunity Fund to extend support to both younger students who may face barriers (e.g., low income, Aboriginal, and new Canadians) and adult learners.*

What is Success?

Success is a more diversified and representative student body. A specific goal will await the amendments to the current application form so that the University can more readily identify students who are traditionally under-represented. This group will include but is not limited to Aboriginal students, international students, new Canadians, adult learners, visible minorities, students with disabilities, and students from financially disadvantaged backgrounds. Some specific objectives have already been established. The President made a commitment to the Aboriginal Round-Table that the percentage of students of Aboriginal descent would be the same as their percentage of the overall population. The Task Force on Access established as a goal that “the percentage of persons from low SES neighbourhoods who **graduate** from The University of Winnipeg will be the same as their percentage of the overall population.” The international initiative has established 10% of the University population as an objective for international students.

Initiatives and Themes – Increased Recruitment

- Expand the Opportunity Fund to provide tuition credits beginning in grade four, and bursaries for adults returning to school.
- Expand outreach from the Aboriginal Student Service Centre.
- Enhance recruiting of International students through an integrated recruiting program that includes the active recruitment of cohorts of students from other countries, and the development of cross-area mechanisms for improved tracking and monitoring to support international students.
- Incorporate the English as an Additional Language program into the University’s overall international recruitment strategy.
- Support the Global Welcome Centre as the entry point for the University to reach out to new Canadians.
- Expand Graduate Studies/International Office initiatives.
- Remove barriers through expanded facilities. There are significant new plans for student facilities related to recruitment that will be discussed in the infrastructure section of this document.
- Ensure that students from traditionally under-represented populations are not segregated from the ‘traditional’ student population.
- An increase in Aboriginal students, new Canadian, international students, adult learners, and students with disabilities would ideally be accompanied by an increase in diversity of staff and faculty along with training for staff and faculty regarding awareness of the needs of traditionally under-represented students.

Initiatives and Themes - Improved Student Success

- Review the transition year/first year experience for students from traditionally under-represented populations.
 - Improve the success rate for new Aboriginal students by developing a modular-based Transition Year Program and supplementing it with support provided by the Aboriginal Student Service Centre.

- Develop an orientation video for students.
- Consider reworking the structure of orientation, where some orientation activities are offered near the end of October after students in their first year have had a chance to experience university, and/or create a sequence of workshops/orientations throughout the first year that tie into when students need the information/skills.
- Use students as mentors, either volunteer or through the development of a program where honours students can earn credit or scholarships by acting as mentors.
- Expand the role of the Introduction to University course and provide additional courses that will bridge the gap between high school and university in key subject areas (e.g. Math).
- Ensure that supports are available to provide students with the basic skills to succeed at the UW.
- Provide assessment tools (both self-assessment and those administered by others) in order to determine what the needs of students are, to communicate to students more effectively and concretely where their skills could improve, and to help them choose a method of learning delivery that is appropriate for them.
- Expand active intervention through a partnership between the University's two major tutorial centres and the counseling supports provided by Student Services
- Help to create a sense of community through the development of student spaces that are modeled on the successful Aboriginal Student Services Centre, the establishment of student supports such as peer mentoring/support, and a more innovative use of web technology to support student interaction.
- Develop a strategy that identifies the needs of traditionally under-represented students and outlines how the UW will support these students.

Initiatives and Themes - Academic Programs

- Become the leading University in Canada in the area of Aboriginal Education. The current Aboriginal Governance program is to become the focal point for an expanded Aboriginal education program.
- Expand web-based instruction.
- Develop additional programs of relevance to the traditionally under-represented student (e.g., Indigenous Studies).
- Expand summer institutes and post-baccalaureate programs.

IV. OUTSTANDING STUDENT EXPERIENCE

- *Provide a unique student experience in which a global framework is incorporated within an intimate atmosphere.*
- *Support learning inside and outside the classroom.*

What is Success?

The primary indicator of success is the graduation rate of students from our University. This measure must recognize that many University of Winnipeg students define success as their admittance into professional schools at the University of Manitoba prior to graduation.

Initiatives and Themes

- Develop an international globalization strategy.
 - Identify and define areas where international programs and research can be developed.
 - Support opportunities for students to student abroad, and for international students to study at the UW.
- Establish a Task Force to review first year curriculum and investigate ways that the curriculum can become more interdisciplinary, more international and more connected to Canada's aboriginal history.
- Review the results of the Task Force on Athletics and Academics and develop an action plan that includes an increasing emphasis on community and student participation.
- Provide the opportunity for international students to meet, mingle and share through a new International House.
- Establish a wide range of opportunities for work and learning outside Manitoba's borders while students are completing their degree.
- Develop student social spaces, especially for students who are from outside of Winnipeg.
- Further integrate Graduate Studies Office initiatives into campus agendas to ensure that both graduate and undergraduate students are provided with the same opportunities and experiences.
- Extend and enhance The Learning Commons approach at the University library.
- Improve student services such as the bookstore and food services.
- Develop an integrated student service experience.
- Change the pay scales for students so they will be able to work within the university while gaining research experience rather than at a job outside of the university.
- Review the academic advising process at the UW to ensure that all students have timely access to accurate information.
- Work with the UWSA, not only to obtain their views and opinions on academic programming at the UW, but also to draw on their existing resources for students (e.g., Peer Support).
- Create a manual/brochure/document and/or update the UW website to outline and provide information to students about career opportunities following a UW education.

V. COMMUNITY LEARNING

- *Work with the local community to develop and implement an assortment of innovative programs that enhance the learning experience.*

What is Success?

Success will be based on the number of opportunities for mutual learning that occur between the University and the neighbourhood. Initially, success would be that an increasing number of people from the neighbourhood become involved as students, library patrons and participants in the University's educational and recreational activities. The University will also track and report on innovation as it applies to community learning.

Initiatives and Themes

- Through a Community Learning Partnership, provide a strategic overview that allows the Community Learning initiatives to expand, gain some stability and become incorporated into the University's educational continuum.
- Use the Innovative Learning Centre and the Model School as precursors for a fully developed program in Indigenous Science.
- Forge new links between the University and the multiple International communities within the City of Winnipeg.
- Expand the breadth of community learning initiatives to include areas in which the UW has not traditionally worked (e.g., West Broadway, Osborne Village).
- Use Distance Learning to increase community learning
- Proceed with the new field house in a manner that provides for shared usage.
- Hire a co-op/experiential learning co-coordinator.
- Give credit to students for volunteering in the community; integrate into coursework.
- Implement the micro-financing program.
- Use the Opportunity Fund to enhance community learning, by extending the tuition credit program to include one or more high schools in the inner city.
- Incorporate potential community demand in the planning for housing and day care.
- Develop effective assessment processes for the new innovative projects and relate to the research focus on trans-disciplinary and solution-oriented research.
- Model sustainability and provide community support through programs like the Churchill sustainability project.
- Focus resources and support for the MA in Aboriginal Governance (co-op stream).
- Research existing models for community building and build on existing successful models.
- Create an event at the UW designated for community partnership development.
- Promote UW courses by offering various options to attend classes (e.g., various models for auditing courses, offering two free courses to parents of students, etc.)

The remainder of this report will adopt a different format. Instead of detailing the academic initiatives, the report will describe the requirements needed to achieve the success defined in the first five outcomes.

VI. ADEQUATE INFRASTRUCTURE

- *Revitalize our infrastructure.*
- *Pursue a sustainable approach to infrastructure management.*

The last five years have seen the development and early implementation of plans that will dramatically change the physical aspects of the University. The Canwest Centre for the Performing Arts and the Science Complex are the major symbols of this transition. There has also been a technological revolution as the University has moved to a wireless base and is developing an exciting new partnership with Cisco.

Initiatives

Academic Excellence - The primary forms of infrastructure are required to improve the classroom experience and expand distance learning.

Diversity/Access - If the University is recruiting large numbers of students from outside Winnipeg it must increase residential spaces. If the University is going to reduce barriers to mature students returning to university it must increase day care spaces and improve services in non-traditional hours.

Sustainable Operations - The same facilities that are used for diversification will be used for other students. The University will need to develop effective software and processes to improve the efficiency of transaction-based processes. The savings can be applied to other needs.

Outstanding Student Experience - Student social spaces and Library renovations are major initiatives.

Community Learning - The new University of Winnipeg field house is the centre of this new relationship.

VII. OUTSTANDING STAFF AND FACULTY

- *Become an “employer of choice”.*
- *Provide an environment that enhances the recruitment, development, and retention of innovative, engaged, and diverse staff and faculty.*

The University of Winnipeg has gained from a relationship in which both staff and faculty have exhibited a strong sense of loyalty. Over the past few years, economic circumstances have meant that the University has begun to lose ground in some key salary areas- particularly the faculty salaries. The recent collective agreement established as a target that the University’s faculty salaries would become competitive with those of other universities in Manitoba. It also provided a reduced teaching load in order to increase the time available for research and represented a step toward eliminating a long-standing inequity in salaries based on gender. The University has made staff diversity a priority.

Initiatives

Academic Excellence – Develop a plan for Academic recruitment, retention and development.

Diversity/Access – Consider sponsorship of UW students who continue on to post-graduate programs, and graduate mentoring programs to develop future faculty from key target groups.

Sustainable Operations – Consider creating a pool of support staff who can move between department/units as required.

VIII. ACCOUNTABILITY

- *Steadily increase the level of accountability and transparency in our relationships with all stakeholders.*

The 2004 Academic Plan and Strategic Plan provide the University with a description of its major long-term objectives. The President's report to the Board of Regents provides a description of short-term objectives together with an annual report on progress. The Integrated Planning/Budgeting initiative established a process for converting plans to funds. The next step in the journey to open accountability is the establishment of measurable objectives that can be monitored and reported. These outcome measures would be used both to report on the University's progress and to act as the stimulant for developing and implementing strategies. This report has recognized their importance and described them under "What is Success?"

Initiatives

- Establish Outcome measures and develop targets for each outcome measure.
- Annual report on the Academic Plan incorporated into the COPSE estimates document and the President's report to the Board of Regents.
- Create a scorecard to help the University measure its strategies.

Conclusion

The next few years will be devoted to implementing the most important strategies identified in this plan. The plan anticipates a new focus on accountability and on identifiable activities that will be developed around the definitions of success, ongoing academic renewal and the integrated planning/budgeting framework.

This update of the Academic Plan lays the groundwork for actions over the next three to five years. It identifies a number of initiatives and places them in the context of the University's mission and key outcomes. It also identifies the most important impacts that implementing the plan will have on infrastructure, people and processes. It does not, however, place them in a time-based continuum. Communicating the plan is the first step towards its implementation. It is not the last.

APPENDIX A: University of Winnipeg Strategic Outcomes

Beginning with the Strategic Plan passed by the Board of Regents in 2004, the University has developed a set of key outcomes that are necessary to translate the vision, mission, and values into action. There are eight outcomes in total, which fall into two categories: the first five outcomes represent goals; the final three outcomes represent means to achieve these goals.

Outcome	Base Measure	Key Strategies
Academic Excellence	<i>Student satisfaction with overall quality of education received</i> <i>External peer review of departments</i>	<ul style="list-style-type: none"> Continue our focus on teaching excellence; expansion of research. Ensure a degree from UW is a mark of exceptional attainment in intellectual enquiry, scholarship, creativity, art of citizenship.
Sustainable Operations	<i>Operating costs to revenue ratio</i>	<ul style="list-style-type: none"> Achieve long-term sustainable operations through targeted enrolment growth and effective and efficient use of human and financial resources.
Student Diversity/ Access	<i>Aboriginal student graduates are equal to Aboriginal percentage of the population</i> <i>International students are equal to 10% of the student population</i> <i>Number of adult learners, new Canadians, and students with disabilities</i>	<ul style="list-style-type: none"> Build & support a diverse student body that includes Aboriginal students, international students, new Canadians, adult learners, and students with disabilities. Continuously improve opportunities for access within & outside our borders. Use the Opportunity Fund to extend support to both younger students who may face barriers (e.g., low income, Aboriginal, and new Canadians) and adult learners.
Outstanding Student Experience	<i>An “adjusted” graduation rate that recognizes the successes of students from the University of Winnipeg who go to the University of Manitoba professional schools</i>	<ul style="list-style-type: none"> Provide a unique student experience in which a global framework is incorporated within an intimate atmosphere. Support learning inside and outside the classroom.
Community Learning	<i>Participation index – to be developed</i>	<ul style="list-style-type: none"> Work with the local community to develop and implement an assortment of innovative programs that enhance the learning experience.
Adequate Infrastructure	<i>Expenditure on infrastructure maintenance and enhancement as a % of total budget</i>	<ul style="list-style-type: none"> Revitalize our infrastructure. Pursue a sustainable approach to infrastructure management.
Outstanding Staff and Faculty	<i>Employee turnover originally but a more comprehensive study to be developed</i>	<ul style="list-style-type: none"> Become an “employer of choice”. Provide an environment that enhances the recruitment, development, and retention of innovative, engaged, and diverse staff and faculty.
Increased Accountability and Transparency	<i>To be developed - based on website information</i>	<ul style="list-style-type: none"> Steadily increase the level of accountability and transparency in our relationships with all stakeholders.

As with any set of defined outcomes, it is necessary to develop a process to measure and assess progress toward and achievement of these goals. The 2009 Academic Plan presents broad themes and initiatives; as specific initiatives are developed, variables will be defined and progress will be tracked to ensure that: the Liberal Arts-inspired learning outcomes defined in the University's mission are being achieved, the strategies adopted accomplish their purpose, and resources are allocated appropriately.

The measures listed above are proposed base measures for each outcome. As the initiatives described in this plan are more fully developed, in consultation with departments, the base measures will be reviewed and additional measures will be identified. The goal is to have a balanced set of measures for each outcome, using both qualitative and quantitative data as well as measures that can be tracked internally as well as against external benchmarks.

The process of developing these expanded measures will take between 12 and 24 months and will involve consultation with faculty and staff.

APPENDIX B: Academic Renewal Policy Committee Membership

Brian Stevenson – Chair

Provost and Vice President Academic

Jodene Baccus

Planning Analyst, Strategic and Budgetary Priorities

Michael Benarroch

Dean, Faculty of Business and Economics

Garin Burbank

Acting Chair, Department of History

Ed Byard

Chair, Department of Biology

Phil Cyrenne

Chair, Department of Economics

Elizabeth Dawes

Associate Dean, Faculty of Arts

Rod Hanley

Dean, Faculty of Science

Gerry Munt

Director, Strategic and Budgetary Priorities

Laura Sokal

Associate Dean, Faculty of Education

Erin Stewart

Dean, Division of Continuing Education

APPENDIX C: 2009 Academic Renewal Exercise: Summary of Stage 1

The University of Winnipeg 2009 Academic Renewal Process

Summary of First Stage – Focus Group Sessions

January 26 – February 24, 2009

From January 26 to February 24, 2009, nine focus group sessions of faculty, student, and staff participants were held at The University of Winnipeg to discuss academic renewal. A future session will be held with participants from the community surrounding The University of Winnipeg. At the end of this document are the 5 primary questions used to guide the sessions, and the list of participants. Participants typically responded to the cluster of questions as a whole, as such, specific summaries for each question were difficult to compile. However, there were several broad themes that emerged from these sessions. Below is a brief summary of these 6 themes. Please note that participants who are not included in the percentage count do not necessarily disagree with the theme; the percentages represent those who explicitly made a comment related to the theme or in agreement with the theme.

Theme 1 – The Identity of The University of Winnipeg

Approximately 75% of participants made comments relating to the identity and mission of The University of Winnipeg.

- Many participants emphasized that The University of Winnipeg (UW) is a successful undergraduate liberal arts university and emphasized the importance of considering how any changes and/or additions to academic programming will affect the core identity of the UW.
- Many participants commented on where the UW fits in the post-secondary education landscape in Winnipeg, with particular mention of the University of Manitoba (UM) and Red River College (RRC). Participants wondered if our intention is to compete with one, or both of these institutions.
- There was a general sense that grounding all of the UW's academic offerings in the Arts and Sciences leads to the development of many different, important, and critical skills needed to get a job. However, there was agreement that there is a need to provide better support and resources to students with regards to teaching them how to identify and market these skills.
- Participants agreed that the UW needs to produce graduates that have all of the skills necessary to help them in the future while maintaining our integrity as a liberal arts university.
- Many participants considered it important for the UW to address the issue of how big we want to become.
- Many participants made comments relating to the marketing of the UW, and emphasized that it is important to consider how we market ourselves, and to meet the image that we are marketing.

Theme 2 – Supports for Students

Approximately 73% of participants made comments relating to supports and connections with current and prospective students.

- Many participants expressed a strong need to create new and enhance current supports for students who are typically under-represented and have been defined as target students for the UW (e.g., supports for students who do not have high school diplomas, international students, adult learners, new Canadians, and Aboriginal students.) Participants agreed that supports for this population of students is imperative for their academic success.
- Several participants noted that English language skills can be a problem for international students and new Canadians, and agreed that more supports are needed in this area. Many participants wondered about earmarking a greater proportion of international students' tuition to fund supports for them.

- Several participants noted that there are good services for students with disabilities, but many criticized the inaccessible location.
- In terms of supports for all students, some participants highlighted that support during the first year is crucial. Participants often mentioned that the transition from Grade 12 to university is difficult. Participants also commented that the UW could develop a better connection with high schools (e.g., faculty visits to high schools) so that students would have a clearer idea of what to expect at the UW during their first year.
- There was a sense that many students come to university lacking basic writing skills as well as some basic technological/computer skills. Some participants wondered whether it might be helpful to include a writing and/or technology course as a required part of all academic programs, but acknowledged that there may not be room in the academic calendar for this. One participant noted that it might be helpful to identify students who need technological support and direct them to a course that will aid them.
- Staff expressed concern that new program development would lead to an increased load on staff (e.g., admissions), and commented that an increased load on the front line staff can have a negative effect on the overall student experience.
- A large number of UW students work while they are attending school. Some participants mentioned that it was important to consider this population of students and the specific support they might require (e.g., time management training).
- Participants emphasized the importance of hiring diverse staff and faculty.
- Specific concerns were raised about supporting students who attend the UW during the evening. The fact that the daycare centre is not open past 5:00 pm was mentioned numerous times and participants wondered about extending the hours of the centre.
- Many staff participants commented on the role of academic advising at the UW. There was a sense that more academic advisors are needed, and in particular, advisors need to be well trained. Some participants expressed concern that untrained staff are engaging in academic advising because there is no one else to do it.
- Many participants mentioned that the library is under-resourced both in terms of staff and acquisitions.
- Several students noted that one-on-one interactions with professors was an important support for them, and expressed satisfaction with the current opportunities for one-on-one interaction.

Theme 3 – Supports for Faculty

Approximately 57% of participants made comments relating to supports for faculty, with a strong emphasis on professional development relating to pedagogy.

- A large number of participants noted that there is a strong need for more pedagogical training opportunities for faculty.
- In particular, many faculty and staff participants commented that if the UW is going to emphasize bringing in students from under-represented populations, it is imperative that faculty receive training in how to teach and support this population.
- A large number of participants also emphasized that “technology is not pedagogy.” There was agreement that technology and media training are important, however, it was stressed that this is not a substitute for training on teaching methods and innovative pedagogy.
- Some participants also commented that the UW has many valuable resources, and should look within for resources to provide pedagogical training to other faculty rather than hiring externally.
- Several participants cited a need for more support staff, indicating that faculty are doing more clerical work which means that time for teaching and research is diminished.
- Others expressed concern regarding faculty replacements, emphasizing the importance of maintaining a strong core of faculty.

- There were varied opinions on ‘smart classrooms’ at the UW. Several participants remarked that students demand technology in the classroom and that more classrooms should be upgraded to meet this demand. Other faculty commented that both ‘smart’ and ‘dumb’ classrooms are needed.
- Students commented that the quality of instruction was more important to them than whether or not it was a ‘smart classroom.’

Theme 4 – Support the Liberal Arts Core

Approximately 55% of participants made comments relating to the current academic strengths of The University of Winnipeg and the need to reinforce the existing programs.

- Participants strongly expressed that the UW is very good at what it does, and believed it to be very important to support the academic programs that already exist.
- Participants generally acknowledged the importance of ‘changing with time’ and providing access and options to non-traditional students, however, most participants stressed that it is very important to maintain the core.
- Most participants emphasized that new programs should arise out of need.
- The importance of having a clear process for developing new programs along with long-term strategy for evaluating and supporting them was emphasized by many.
- Participants commented that it is important to maintain small class sizes and continue to provide one-on-one interactions between students and professors.
- Several participants also commented that the UW already has strong interdisciplinary components and suggested that the existing interdisciplinary programs should be revisited and re-examined.

Theme 5 – Academic Renewal

Approximately 45% of participants made comments relating to innovative options to academic programming at The University of Winnipeg.

Throughout all of the focus groups, many participants provided suggestions related to academic renewal. Of note, all participants indicated that any decisions related to academic renewal require careful consideration, research, and consultation. Many remarked that it is a long process to set up a new program or initiative, and others emphasized that the implications of developing graduate programs in particular need careful consideration. Below is a list of the ideas raised. Please note that these are individual suggestions that are not necessarily endorsed by other participants. They are presented here for future consideration:

- Shift resources towards students who need to focus on ‘getting up to speed’ in new sciences.
- More bridging programs between prospective students and current programs at the UW.
- More evening classes in the core subjects that would allow people to earn a degree in the evenings.
- Target our programs through a University 1 like the UM to aid students in determining what their interests are.
- Revisit how we reach Aboriginal student and new Canadians.
- Review course listings to ensure that courses are properly categorized within departments.
- External department review.
- More flexibility in time-tabling or course setting structure in order to experiment with different courses.
- Re-vamp the way we offer our courses: offer them in 3-hour blocks once a week or only two times a week. This would make it easier for working students or part-time students to get a degree. We could tap into the people who work downtown.

- Provide an option for new Canadians who are looking for a 12-18 month program that will add to what they already learned in their home country.
- Apprenticeship and mentoring programs.
- Revamp our website. It is currently very unorganized and difficult to navigate. It is uninteresting.
- Offer 4th year courses through WebCT.
- Consider when online courses are appropriate. What is the most effective way of teaching and learning?
- Why not actively compete with UM for students in south end high schools?
- Pod-casting as a way to provide access to the world.
- Small classes are important from years 2-4.
- Develop certificate programs, for example, a certificate in data analysis that would work in conjunction with Math and Business.
- Multilingualism has value in itself and maybe approaching new Canadians this way is more positive than viewing learning English as a remedial skill.
- Can we hire students to work for faculty as minor administrative assistants?
- More consultation between students and professors during first year to help students get grounded.
- Rent a condo to be used across departments/faculties for visiting speakers and scholars.
- Incorporate interdisciplinary programs into all BA degrees by shifting the general requirement.
- Define measurable learning outcomes in course outlines, and then measure course outcomes.
- Conduct exit interviews with students to identify reasons for leaving.
- Reformat the calendar so that each department provides a clear year-to-year outline of what students should be taking to complete their degree program.
- Advertise upcoming Spring and Fall/Winter courses in time for the Open House.
- Hire contract faculty well ahead of the registration period.
- Emphasize career paths which students can take immediately after their Arts degree.
- Emphasize the versatility of our 3-year Arts programs.
- International Student Services could develop and implement a language exchange or a mentorship system wherein an international student is paired with someone who can help them acclimate to their new learning environment, and in general, to help them integrate into the new culture.
- Faculty should be more representative of the students they are teaching
- Hire staff and faculty who can speak the languages of our students, and advertise this.
- Package the “prep” courses (e.g., Academic Writing, ELP, Introduction to University) for immigrant students as a preparation to entering university.
- Provide training for staff during slow times of the year, for example, training on new technology and database systems.

Theme 6 – Institutional Research and Strategic Planning

Approximately 38% of participants made comments relating to institutional research and the strategic directions of The University of Winnipeg.

- A large number of participants had questions and/or concerns regarding institutional research and analysis at the UW. There was a clear message from participants that it is imperative to have and consider data, information, and context prior to making decisions or answering any questions related to academic programming.
- On the topic of learning needs and outcomes, several participants commented on the process of defining learning needs and wondered who defines them. All who commented agreed that consultation with departments with regards to learning outcomes is important.
- Most participants emphasized the importance of transparency and consultation within the UW community.

Academic Renewal 2009

Questions for discussion

1. Do we offer the right programs?

- a. Do they meet the needs of target students (e.g., Aboriginal students, adult learners, new Canadians, etc.)?

2. Are the programs offered in the right forms?

- a. Can we create clusters of courses to provide students with integrated approaches to real world problems?
- b. Are we considering where and when our students can learn most conveniently and effectively (e.g., on site, online, distance)?

3. Is the learning design right?

- a. Are we addressing defined learning needs (e.g., student, cultural, community)?
- b. Are we adopting well-designed innovative pedagogies that involve students and are carefully evaluated?

4. Do we have the right supports in place?

- a. Is professional support being provided to faculty to assist in actively developing new, more effective learning design, delivery and assessment practices?
- b. Are the right structures in place (e.g., technology, learning management and evaluations systems and support)?

5. Are the programs affordable and are financial resources effectively deployed?

- c. Can we afford the programs, now and on an ongoing basis?
- d. Is the cost per additional student contained and/or reduced?

**Academic Renewal Focus Group Sessions
January 26 – February 24, 2009**

Facilitator: Jodene Baccus

Note-taker: Leanne Garland

Observers from the Academic Renewal Policy Committee: Michael Benarroch, Garin Burbank, Ed Byard, Phil Cyrenne, Rod Hanley, Laura Sokal, Erin Stewart

Participants:

Aaron Swanson	Grace O'Farrell	Melissa Morton
Alena Lukes	Heather Milne	Michael Eze
Andrea McCluskey	Heather Snell	Michael Hohner
Andy Park	Jacques Tardif	Michelle Owen
Angela Failler	James Townsend	Mike McIntyre
Barbara Read	Jason Yaremko	Mirjana Rokсандic
Barton, Melanie	Jeff Babb	Monica Ruiz
Bill Rannie	Jenice Batiforra	Murray Evans
Brandon Christopher	Jennifer Brown	Neil Funk-Unrau
Carole Anderson	Jennifer Clary-Lemon	Ortrud Oellermann
Catherine Hunter	Jim Silver	Patricia Fitzpatrick
Cathleen Hjalmarson	Joan Grace	Patty Hawkins
Christopher Brauer	Joel Marion	Paul Betts
CJ de Jong	Jon Sears	Paul Burbank
Claudius Soodeen	Jorge Machin-Lucas	Paul Redekop
Danny Blair	Judith Harris	Peter Ives
Darlene Frederickson	Kai Olson	Randy Kobes
David Hewlett	Karen Barkhouse	Richard Westwood
Dean Peachy	Karen Zoppa	Rita Streuber
Deborah Schnitzer	Kathleen Venema	Roewan Crowe
Desiree Vanderwel	Kelly Ross	Roland Bohr
Doreen Smith	Kirit Patel	Ruth Rempel
Dwight Vincent	Kisti Thomas	Ruth Taronno
Emma Alexander-Mudaliar	Liam Edginton-Green	Serena Keshavjee
Enid Brown	Linwood DeLong	Shannon Sampert
Fiona Green	Lisa Gabel	Steven Kohm
Fung Yee Chan	Louise Lepine	Syd Weidman
George Fulford	Margaret Sweatman	Tammy Sigurdur
Glen Bergeron	Mark Meuwese	Tom Faulkner
Grace Kisoso	Matthew McKernan	Wendy Josephson
	Matthew Molnar	Ying Kong
	Mavis Reimer	

APPENDIX D: 2009 Academic Renewal Exercise: Summary of Stage 2

The University of Winnipeg 2009 Academic Renewal Process
Summary of Second Stage – Working Group Sessions
March 17 - 27, 2009

Drawing from the themes that emerged from the first stage of the academic renewal process, eleven working group sessions of staff and faculty were held from March 17 – 27, 2009 at The University of Winnipeg. Students were invited to participate in these sessions, however, no students attended. At the end of this document are the descriptions of the eleven sessions, and a list of participants.

Goals of Stage 2 of Academic Renewal

1. To identify broad themes and principles (with a 3-5 year scope).
2. To propose a framework and process for the development of new initiatives.
3. To suggest initiatives in support of academic programming that could be implemented within current budget restrictions.

This document summarizes the discussions from the eleven sessions as they relate to the goals of this stage of academic renewal. As there were common themes, principles, frameworks, and processes that emerged, each session is not summarized individually. Comments made during these sessions that were related to the themes from the first stage of the process are not included in this document.

BROAD THEMES AND PRINCIPLES

Academic Programs

- New programs, whether at the graduate or undergraduate level, should be developed out of a need. This need should be supported by research (e.g., economic, other post-secondary institutions, internal data) along with an assessment of internal supports and resources. A critical review of proposals is imperative.
- The development of new graduate programs should not drain strong honours programs.
- Applied programming should be housed within the core; however, having a clear policy for those departments that lean more towards the applied would be useful.
- As the academic programming and methods of learning delivery evolve, pedagogical training for faculty must become a priority. This should be considered both within departments and university-wide. Strategies need to be shared and communicated among faculty so that we do not “reinvent the wheel” each course. Pedagogical training is not the same as technological training.
- Explicitly stated learning outcomes for programs and courses are valuable. The development of learning outcomes requires dialogue.

Community Learning

- The community population at the UW should not be segregated from the ‘traditional’ population.
- Expand the definition of ‘community’ to include any non-traditional population that would like to work with the UW (e.g., West Broadway, Osborne Village)

Student Experience

- The proposed increase in non-traditional students at the UW (e.g., Aboriginal, new Canadians, international students, adult learners, students with disabilities) must be matched with an increase in staff and faculty from those populations, along with training for staff and faculty regarding awareness of the needs of the non-traditional student.

- Supporting non-traditional students and engaging in non-traditional methods of learning delivery and programming will require more supports. A strategy must be developed for how the UW will meet this demand.
- The transition year/first year experience is very important, especially with the non-traditional student population.
- There is a need to ensure that the supports that provide students with basic skills to succeed at the UW (e.g., academic writing, tutoring services, Intro. to University) are well organized. These types of skills that may have traditionally been taught by faculty in first year courses are no longer being occurring due to increases on faculty demands.
- Strong library resources (e.g., people resources, physical resources, and academic resources) are necessary.
- Students must be supported from the time they enter the doors until they graduate.

The University of Winnipeg

- The UW offers students knowledge. Knowledge, scholarship, and the opportunity for exploration should be marketed, along with the notion of accessibility.
- Internal communication during this time of change and growth is imperative.

FRAMEWORK AND PROCESSES

Framework

- There is a need for a centralized unit/department/position to oversee all community learning projects and initiatives. Currently there are many areas and individuals involved with community learning projects; however, there is a lack of communication.
- Develop a clear marketing message that highlights the links between UW degrees and how they translate into successful careers. This message can be targeted at both parents and students.
- Provide easily accessibly, concise, and accurate information to students (prospective and current) and parents. Produce documents and update the website regularly with information about new programs and initiatives.
- Continue to support the role of the undergraduate student in connection to research at the UW (e.g., travel awards for undergraduate as well as graduate students to attend conferences).

Processes

- The Global College and the Richardson College for the Environment can be used to facilitate the development of interdisciplinary collaboration and programs.
- It is important to ensure that there is adequate and relevant information and data that is used for decision making at the UW. This can be accomplished through internal surveys.
- There must be evaluation mechanisms in place for new programs and initiatives, along with guidelines for what defines success of a program/initiative and what the outcome will be for unsuccessful programs/initiatives.
- Work with the UWSA, not only to obtain their views and opinions on academic programming at the UW, but also to draw on their existing resources for students (e.g., Peer Support).
- Develop a Strategic Research Plan at the UW that defines where we are now and where we want to be. Review the guidelines for how internal research money is allocated (e.g., offer more support up-front to new faculty, reward excellence).
- New programs and initiatives should go through a pilot phase wherever possible in order to determine what is working and what isn't. Use "adaptive management" – try many things experimentally and keep what works.

- There is a need for more assessment tools (both self-assessment and those administered by others) in order to determine what the needs of students are, to communicate to students more effectively and concretely where their skills could improve, and to help them choose a method of learning delivery that is appropriate for them. This assessment should occur in the first year so that students do not stumble through their second and third years.

Review

- Rewards, recognition, and incentives for faculty need to be evaluated, especially with regards to the three areas that the UW is focusing on: teaching, research, and community learning. Consider hiring tenure-track faculty who will focus primarily on teaching and pedagogy and be given a release from research, and/or hiring tenure-track faculty who will focus primarily on community learning and be given a release from teaching and/or research. Those faculty members who focus on research, and devote a large amount of time to giving undergraduate students a research experience in their lab (e.g., supervising honours projects, volunteer positions) should be rewarded. There is a need to expand the traditional model of faculty recognition and rethink what tenure is linked to if the UW is to be successful at new pedagogy, research excellence, and community learning.
- Review the language of the Academic Plan with regards to the liberal arts and sciences, theoretical and applied learning. What is the message the UW wants to promote? Identify people internally to assist with the rewrite.
- Review the academic advising process at the UW to ensure that all students have timely access to accurate information.
- Academic scheduling should be reviewed to see if more flexibility in programming can be incorporated. This would allow for greater opportunities for the development of alternative forms of delivery.
- The academic writing courses needs to be comprehensively reviewed, and a variety of writing options for students could be explored (e.g., holding sections of academic writing open for those students who register in later tiers, offering modular 2-week writing courses for students who need a small level of help). The relationship between completion of the academic writing course and improvement in writing skills should be analyzed.
- Review the self-directed learning majors program. There is a sense that it draws a lot of resources from faculty and staff yet may not be a successful program. Can these resources be used more effectively elsewhere?

Research

- Research existing models for community building and build on existing successful models.
- The role of faculty mentors should be explored. How does the UW support new faculty? Use internal resources to our advantage (e.g., support with grant writing).

INITIATIVES

Academic Programs

- Create certificate programs within a department, or across departments. Draw on existing connections at the UW (either internally or with community groups).
- Embed certificates within degrees, as a 'package deal.' This would maintain the liberal arts education while still providing options for more specific career-relevant training.
- Develop an interdisciplinary program for expanded developmental studies, which could include courses related to the entire life span. Can draw from several departments (e.g., psychology, sociology, women's studies, criminal justice, education, kinesiology, biology, etc.) and also draw on community connections (e.g., Eco-kids program).

- Consider module-based learning for some programs.
- The hiring of the experiential learning coordinator is very important.
- Market the Introduction to University program within the UW.
- Change the degree credit structure of the BA so that interdisciplinary and social science courses are mandatory.
- Explore the pros and cons of increasing the number of 3-credit hour introductory courses.

Community Learning

- Create a day at the UW designated for community partnership development with round tables, panel discussions, etc. This could also include a symposium on current programs at the UW.
- Give credit to students for volunteering in the community; integrate into coursework.
- Change the pay scales for students so they will be able to work within the university while gaining research experience rather than at a job outside of the university.

Student Experience

- Offer workshops for faculty and staff on the needs of non-traditional students.
- Similar to graduate research assistants, can undergraduate research assistant positions be developed?
- Develop an orientation video for students.
- Consider reworking the structure of orientation. Have some orientation weeks near the end of October after students in their first year have had a chance to experience university. Consider having a sequence of workshops/orientations throughout the first year that tie into when students need the information/skills.
- Use students as mentors, either volunteer or through the development of a program where honours students can earn credit by acting as mentors.

The University of Winnipeg

- Create a manual/brochure/document and/or update the UW website to outline and provide information to students about career opportunities following a UW education.
- Consider various ways to bring interested people into the classroom (e.g., various models for auditing courses, offering two free courses to parents of students, etc.)
- To avoid the “one person deep” staffing problem, consider having a pool of employees who can move around departments/units as required.
- Update the phone book.
- To enhance internal communication, have regular internal communication events and/or a regular newsletter.

Academic Renewal 2009 Working Groups

A. New Academic Programs/Graduate Studies

During the first round of academic renewal, several participants wondered about the process for the development of new programs including graduate students. Several participants emphasized the importance of academic programming arising out of need, along with defined mechanisms for development and evaluation of programs. This working group will explore processes for new program development, using the concentric circles diagram as a conceptual model. Discussion will focus on both the development of ideas for programs and the development of a process to ensure that new programs stem from careful research and consultation. This group will also discuss the role of graduate studies.

Tuesday, March 17 (12:30-2:30) 9th Floor Boardroom of the Rice Building (491 Portage Ave.)

- How to ensure that new professional or career-based programs build on and support the core
- Exploring new interdisciplinary programs that link to the core

Tuesday, March 17 (2:30-4:30) 9th Floor Boardroom of the Rice Building (491 Portage Ave.)

- Graduate studies

B. Academic Programs and Community Learning

During the first round of academic renewal, several issues were raised related to creating and supporting programs for the non-traditional student. This working group will explore the development and/or maintenance of academic programs that serve the non-traditional student population and the surrounding UW community (e.g., aboriginal studies, urban studies, kinesiology, DCE/ELP programs).

Wednesday, March 18 (12:30-2:30) 9th Floor Boardroom of the Rice Building (491 Portage Ave.)

Wednesday, March 18 (2:30-4:30) 9th Floor Boardroom of the Rice Building (491 Portage Ave.)

C. Research Excellence

During the first round of academic renewal, some participants wondered how and where research fits into the academic direction of the UW. This working group will discuss issues related to research at the UW, including support for faculty research and student-centred research, and research as it relates to graduate studies.

Thursday, March 19 (12:00-2:00) 9th Floor Boardroom of the Rice Building (491 Portage Ave.)

D. Excellence in Academic Programs

During the first round of academic renewal, participants highlighted a need for pedagogical training for faculty, and discussed issues related to the use of various methods of learning delivery. Some faculty expressed concern regarding faculty hiring, and many participants indicated that it is important to have clearly defined learning outcomes. This working group will focus on the provision of high quality instruction that responds to the defined learning needs of students at the UW (both traditional students and those from the non-traditional population).

Monday, March 23 (10:30-12:30) President's Boardroom (Wesley Hall, Room 3W06)

- Learning needs of students/defining and measuring learning outcomes
- Degree structure
- Faculty recruitment, development, and retention

Monday, March 23 (12:30-2:30) President's Boardroom (Wesley Hall, Room 3W06)

- Learning delivery (i.e., in-class, distance, online)
- Learning through doing (e.g., mentorship, co-op programs, volunteer participation, etc.)
- Faculty recruitment, development, and retention

E. The University of Winnipeg and the Liberal Arts and Sciences

During the first round of academic renewal, many participants emphasized that the UW is a successful liberal arts university and emphasized that the liberal arts and science core must be supported. Participants commented that the UW already has interdisciplinary links that could be strengthened and formalized. Additionally, many participants focused on the first year academic experience at the UW, and commented that preparation prior to beginning, as well as the content of the first year curriculum are very important. Finally, several participants indicated that there is a need to market the UW in a way that is accurate and innovative. This working group will focus on the liberal arts ethic as it currently exists at the UW, and explore innovative ways to strengthen academic programming through the first year academic curriculum and interdisciplinary programming.

Thursday, March 26 (10:00-12:00) 9th Floor Boardroom of the Rice Building (491 Portage Ave.)

- Defining liberal arts and science education
- Promoting the liberal arts and science experience
- Interdisciplinary links within the liberal arts and science curriculum

Thursday, March 26 (12:00-2:00) 9th Floor Boardroom of the Rice Building (491 Portage Ave.)

- First year programming

F. Excellence in the Academic Student Experience

During the first round of academic renewal, many comments were made regarding supports for students at the UW (e.g., academic writing, English language support, support during the first year.). In addition, participants noted that the needs of non-traditional students may differ from the needs of traditional students. This working group will focus on providing an environment that supports students both inside and outside of the classroom.

Friday, March 27 (10:30-12:30) President's Boardroom (Wesley Hall, Room 3W06)

- Transition year/first-year support for both traditional and non-traditional students
- Support inside the classroom (e.g., academic writing, English language support, faculty-student interaction)

Friday, March 27 (12:30-2:30) President's Boardroom (Wesley Hall, Room 3W06)

- Support for traditional and non-traditional students beyond the first year
- Support outside the classroom/enhancing student engagement
- Academic advising

**Academic Renewal 2009 Working Group Participants
March 17 - 27, 2009**

Andrew Bendor-Samuel
Andy Park
Angela Failler
Barbara Read
Brandon Christopher
Brian Stevenson
Carole Anderson
Cathleen Hjalmarson
Charles Wong
Christopher Brauer
Claudius Soodeen
Colin Russell
Darlene Frederickson
Dean Peachey
Deanna England
Debbie Schnitzer
Desiree Vanderwel
Doreen Smith
Ed Byard
Elizabeth Dawes
Erin Stewart
Fiona Green
Garin Burbank
Glen Bergeron
Grace Kisoso
Heather Milne
Jacqueline McLeod Rogers
Jenice Batiforra
Jerry Ameis

John Anchan
Jorge Machin-Lucas
Judith Harris
Judy Graham
Karen Jones
Karen Magro
Karen Zoppa
Kathleen Venema
Kent Simmons
Laura Sokal
Linwood DeLong
Marilou McPhedran
Michael Hohner
Michael Mehta
Monica Ruiz
Monica Wood
Murray Evans
Neil Funk-Unrau
Patty Hawkins
Paul Redekop
Randy Kobes
Rod Hanley
Ruth Rempel
Ruth Taronno
Sandra Kirby
Shannon Sampert
Shawn Coates
Tammy Sigurdur
Ying Kong

APPENDIX E: 2009 Academic Renewal Exercise: Community Focus Group

The University of Winnipeg 2009 Academic Renewal Process

Community Focus Group

April 6, 2009

Participants:

Denys Volkov
Executive Assistant to the Mayor
City of Winnipeg

Gloria Cardwell-Hoepfner
Executive Director
West End BIZ

Shirley Fontaine
Manager of Education Institutional Development
Assembly of Manitoba Chiefs

Gerry Berard
President
Spence Neighbourhood Association

Questions:

Based on your knowledge of The University of Winnipeg, does it offer academic programs that are relevant to the local community?

- General consensus that the UW offers a good range of programming.
- The new Faculty of Business and Economics was highlighted as being very positive, particularly for the West End Biz, as they work with people who are interested in opening businesses.
- More hands-on experiences within the community would be good, in order to allow students to apply what they are learning within the community.
- While the current programming is good, more can be done in terms of transitional programs.
- There are not enough indigenous staff members at the UW, especially considering the demographic shift in the future.
- Consider developing a major in Native/Indigenous Studies; work in partnership with bands.
- With regards to international students, the UW needs to offer courses to help these students update their skills.
- Is there a program in place to keep in contact with graduates of the UW?
- PLAR needs to be better at the UW. For many people, being able to apply their prior learning may lead them to complete a degree at UW.

What prevents accessibility?

- Access to childcare as well as providing housing for families.
- It's important to have scholarships for all students (Canadian and new Canadian). These scholarships need to be well advertised and easy to apply for – reduce the amount of red tape.

- Many people don't understand that there are options that exist to help them pay for their education. The UW needs to help them understand that these barriers are not impossible.
- The average First Nations student will not apply for a loan. You have to offer better financial options for these students – bursaries, etc., that aren't just focused on grades. Things like the Opportunity Fund are excellent programs to help students get more support.
- Could the UW partner with a financial institution to offer low or zero interest loans?
- Course availability is a recurring theme that can delay the achievement of a degree. Students become frustrated if they cannot get the course they want, so they drop out or leave the UW for another institution.

Is the learning design right (e.g., in class, online, term schedule)?

- Some of the programs that really work well are community-based or cohort training.
- Online learning is a new trend that will help students who have young families and cannot physically take courses at the UW. Doing fieldwork is also important. The UW could teach student how to apply their skills in the workforce or offer some co-op programs. This experience allows students to build connections and skills.
- How are students who take online courses evaluated?
- There is a segment of the population that benefits from the scheduling freedom of the online courses but nothing compares to in-class instruction and the interaction with peers and professors.
- Connectivity can be a program for students who take online courses.
- The UW should refer to successful models of online/distance learning (e.g., Athabasca).
- One of the issues that is a problem for many students taking distance courses is motivation. Consider having week-long in-class sessions to improve connectivity.

Do we have the right supports in place?

- The UW needs to improve their academic advising. It is incredibly difficult to see an advisor in person and students often come away from the appointment more confused than when they went in. Offering peer advising from students who have gone through the programs would be useful.
- Some professors can be difficult to deal with; some are not balanced in their view. Some students will drop out due to personality issues; there may be one professor that can completely change a student's academic plan. This can create a negative reflection on the university as a whole. You could look at bringing in professors who are more current or cutting edge.
- One of the main reasons that students drop out is that they simply cannot get into the courses they want.
- The University of Manitoba is huge competition. You have 2 major universities that are after the same students. The UW can look at offering more mainstream courses in the evening.
- Some students are just simply overwhelmed and cannot keep up with the pace of university.
- Many students drop out simply because they are not adequately prepared. Sometimes it's social issues – child care, finances, etc.
- The UW catalogue can be misleading; possibly offer more orientation sessions.

What is your perception of the identity of the UW? What do we do well? What needs improvement?

- The image of the university has changed since Dr. Axworthy has been president. There is more focus on community. The UW is moving forward not just academically but also with physical growth.
- The UW is much more integrated within the community and values the relationships with stakeholders. The education offered seems to be broader.
- The administration needs to be more recognizable to the community-at-large.
- The students who help out with the Spence Neighbourhood Association are appreciated.
- The UW has a better profile. The university has done an excellent job in reaching out to the kids in the inner-city.
- There are no indigenous people on the governing board of the UW – that needs to be changed.
- There should be more indigenous staff and more supports for indigenous students. There should be ongoing dialogue, not just a single process here and there.
- The University must really take time to look at the demographic in which they are part of, and carefully consider the implications of this when they are expanding.