

THE UNIVERSITY OF WINNIPEG

STRATEGIC PLAN 2004-2010



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mission:

The University of Winnipeg is committed to excellence in post-secondary education through undergraduate and selected graduate programs, rooted in the liberal arts and culminating in degrees such as those in Arts, Science, Education, and Theology. In pursuit of our mission, we are guided by the knowledge that our 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. In the practice of scholarly enquiry through both teaching and research, 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. The University of Winnipeg values academic freedom, self-governance and community service.

values:

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 a 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.

introduction:

As anywhere, history at The University of Winnipeg is inseparable from change, and our identity has been shaped by change since Wesley College and Manitoba College joined together as United College, which then was incorporated as The University of Winnipeg in 1967. The University has continued to evolve into a modern institution of higher education, committed to quality programs and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other post-secondary institutions in Manitoba, The University of Winnipeg shares responsibility for developing human potential, expanding knowledge, and enriching cultural expression. Recognizing that the discharge of this responsibility depends directly upon its triple mission of teaching, research, and service, the University is determined to preserve the long-term quality associated with each of these activities.

Located in the heart of the city, the University is a supportive community dedicated to access and excellence in the liberal arts and sciences. The University of Winnipeg embodies a fresh vision of higher education: a blend of liberal arts and science with business and vocational programming, a rigorous combination of academic study and worldly practicality. Through The University of Winnipeg Collegiate, the Division of Continuing Education (DCE), and the Centre for Distributed and Distance Learning (CDDL), the University extends its reach towards those preparing for higher education as well as those already in the workforce, and also to those who face geographical, economic, and social barriers to participation in higher education. The University of Winnipeg is home to more than 8,000 students annually, approximately 10% of whom are Aboriginal and a substantial number New Canadians. To

broaden the educational experience, we welcome the diversity that comes from a student body with a significant number of students from beyond this region, nationally and internationally.

The identity of the University is closely tied to its mission. Members of the University community met to review a Discussion Paper on Academic Planning, put forward by the Vice-President (Academic). At a meeting, held in February 2003, the members of the University community strongly reaffirmed their belief in the value of the Mission Statement as it stands. While some interpretational differences exist among members of the university community, there seems to be agreement that the fundamental characteristics adumbrated in the Mission Statement do comprise our core identity. Discussions with the University community have resulted in a consensus that these characteristics represent strengths that should be enhanced and used as a foundation for future directions:

- **Liberal arts and science tradition**
- **Small class size**
- **Commitment to excellence**
- **Commitment to access**
- **Urban, downtown location**
- **Joint programs and partnerships (integration of liberal arts and science with professional development, career preparation and life-long learning)**
- **Service to the wider community**

The Strategic Plan for The University of Winnipeg, 2004-2010, seeks to enhance these basic and distinguishing features of The University of Winnipeg.

mission restated:

Sustained by its distinguished history of more than one hundred and thirty years, thirty-five of these as a fully-fledged university, The University of Winnipeg anticipates a vibrant future in which its unique attributes as an institution will continue to be strengthened over time and in dialogue with intellectual, academic, social, and economic change. Our central mission, to provide a liberal education in the Arts and Sciences, predisposes us to embrace rather than fear the future, to be open to new ideas and to be changed by them. We continue to believe that this mission implies openness to participation by the broadest possible spectrum of society, and to the institutional changes such participation may necessitate. From their work in such a milieu—in which there is a conscious intention to cultivate intellectual and social diversity—our students derive the knowledge and skills necessary to make their way in a future in which flexibility and adaptability will be the keys to success.



background to planning:

Significant, adequate and stable government funding for Canadian universities was certainly not available throughout the Twentieth Century, but in the period of remarkable growth which followed the return of servicemen after World War II—and which reached its apex at around the time The University of Winnipeg was created in 1967—institutions did at times enjoy the luxury of being able to conduct decision-making over a relatively long timeline, as well as to invest resources in areas and activities that were not critical or current priorities. Those days are sadly, but no less certainly, gone.

With the limited means now available, and with no prospect of a dramatic increase in resources over the next decade, we cannot support unlimited research, learning and community building. We face the certainty that difficult choices will have to be made, and to prepare ourselves for that we will need priorities and careful work plans with clear measures of success and timelines. We will need to foster a planning culture that incorporates ongoing evaluation and that will enable in-house corrections, refinements and sufficient flexibility to allow us to exploit unforeseen opportunities for development.

We have been laying the groundwork for planning for many years. As is appropriate, The University of Winnipeg has been involved in academic planning exercises throughout its history. Over the last decade, activity of this sort has been especially intense. Since the President's Task Force on Student Accessibility filed its report in September, 1990, members of our community have produced a number of important planning documents, including:

- **Report of the President's Committee on the Future of the University (September 1991)**
- **Ad Hoc Committee on the Status of Women Employees (November 1991)**
- **Doing Things Differently at The University of Winnipeg (January 1995; Response to the Roblin Report)**
- **Curriculum Review Committee Final Report (1996)**
- **Strategic Plan for Arts and Science (May 1997)**
- **Report of the Advisory Review Committee on the University Library (November 1998)**
- **Report of the Task Force on Recruitment and Retention (February 1998)**

In 1999 a special committee was established to begin work on another fully-articulated academic plan appropriate to the circumstances then prevailing. That the preliminary work on this project was entrusted to an unusually-composed group, the Academic Planning Core Committee, rather than the regular Academic Planning Committee of Senate, reflected a desire to explore options and consider possibilities outside of the conventional paradigms of academic planning. The special committee concluded its work in the Spring of 2001, and submitted its draft plan, *The Learning Edge*, to the Vice-President (Academic).

The present document draws significantly on this most recent fruit of our planning activities. It also draws significantly on submissions which were composed by different areas in the Faculty of Arts and Science during the Learning Edge exercise, and included as addenda to that document. No less important as background have been recent submissions from departments as part of the annual budgeting, staffing, and program-planning process. What follows is thus deeply indebted to the planning activities of many colleagues, principally recent, but also going back at least as far as the "Future" report of 1991. Implied in that last acknowledgment is that academic planning is and must be a collaborative process, depending on the efforts of the whole community, informed and responsive to the aims and priorities of a wide variety of different scholarly constituencies, yet united in service to our mission.

The current Strategic Planning process was initiated in January 2003. Over the last fifteen months the University community has been engaged in an intensive process of information gathering, institutional analysis and discussion, with planning sessions being held in units and departments across campus and at a series of forums open to all. Individual students, administrators, regents, staff and faculty members also made private submissions to the Vice-President (Academic). This comprehensive Strategic Plan for The University of Winnipeg, 2004-2010, is the result.

Those charged with developing and monitoring planning efforts on campus, and compiling those conversations and submissions into a coherent text, were the Vice-Presidential group, the Administrative/Academic Joint Council, and the Senate Academic Planning Committee. A special grant was received from the Council on Post-Secondary Education in support of the planning effort, in

consequence of which we were able to enhance our capacity for top-flight institutional analysis, a sine qua non for the effective development and implementation of any document of this sort.

The dramatic enrolment increases which have been experienced by The University of Winnipeg over the last three years (over 30% since 2000-2001) have brought special attention to an issue never far from consideration in any time of intense fiscal constraint: the question of the continuing quality and integrity of our academic programs. It has long been part of the University's presentation of itself to the external world that this is a place where access and excellence are equally prized and successfully achieved; but as we look forward to the next five years, we must ask what needs to be done to guarantee the quality of the degree we would confer on our students of today and tomorrow, the degree we believe is the right of all qualified citizens and for which they and our society as a whole should make sacrifices.

The challenge before the University community now is to employ this strategic plan in assuring the compatibility of individual department and unit activities with each other, and within the framework of the mission and the overall vision of the institution. The goal of the University community must be to employ the individual talents of faculty, staff, and administration in the creative advancement of scholarly activities, quality education and community service, to enrich learning experiences in step with the demands of a changing global context—all of this within parameters influenced by history, material circumstances, and our unique vision. Our goal, in short, must be to increase in every way appropriate and possible the value and importance of a degree from The University of Winnipeg.

environmental scan:

I) DEMOGRAPHIC TRENDS AND ENROLMENT GROWTH

Beginning in 1980, the echo of the baby boom in Manitoba produced a decade-long increase in the birth-rate. The last of the children born in this period will be twenty years old by 2010, after which date the numbers of Manitobans between 18 and 20 will steadily decline. In only two population groups is there expected to be growth: the number of First Nations and New Canadians in the workforce and in the population at large will increase considerably, with concomitant effects on the provincial economy, culture and society. Post-secondary institutions will be called upon to meet the needs of a student constituency somewhat different from that presently prevailing; and where universities and colleges fail to engage successfully with the particular challenges and issues raised by this changing student body, they can be expected to shrink steadily, beginning in 2010 and continuing for at least a decade.

For the period covered by the six years of this plan, however, all indicators point to continuing growth, driven not only by the echo of the baby boom, but also by a strengthening consensus, nationwide, on the importance of post-secondary education in the new, knowledge-based economy. Since immigrants to Canada strongly encourage their children to access university education as a means to social and economic mobility, the influx of New Canadians to Manitoba can be expected to contribute substantially to growth in the post-secondary sector; first generation immigrants themselves will also play a role, frequently seeking continuing education to better their economic status. To such considerations must be added the now well-documented trend away from lifetime careers and towards frequent change and the need for retraining and

re-tooling. Also significant is the evidence that suggests persons between 25 and 45 are becoming increasingly attracted to full-time university life.

Trends in Higher Education, published by the Association of Universities and Colleges of Canada (AUCC) in 2002, predicts that enrolments at post-secondary education will continue to grow, not only because of a population surge of 15 to 25 year olds, but because there is a greater number of university-educated parents who want the same for their children, and because there is an increased labour market demand for university-educated workers.

II) THE LABOUR MARKET

The Government of Canada (Job Futures: World of Work, 2002) predicts job growth will be fastest in Health, Natural and Applied Sciences, Education, Government Service, and Religion. The fastest growing industries, with the greatest potential for job opportunities, are said to be Environment, Biotechnology, Aerospace, and Multimedia. About 70% of all new jobs created over the next five years are expected to require some form of post-secondary education and/or training. Education beyond high school has become a virtual necessity for individuals wishing to build satisfying lives and careers. The majority of jobs considered desirable now are held by people with at least some post-secondary education, and jobs for the best educated are growing the fastest.

The labour market is thus contributing to a sea change in the constituency historically served by universities. An increasingly large proportion of the population seeks admission, and at public institutions which are bound to respond to the needs of this increasingly heterogeneous group, new challenges and pressures are being felt. Since the cost of higher education is a significant challenge for many qualified students, pressure is growing on universities and colleges not only to deliver high-quality education, but to demonstrate and measure its value or effectiveness in relation to the personal and financial investment students are expected to make. Of all the changes wrought by the new knowledge economy, however, most worrying for those who cherish a strong democracy is the continuing differential impact on minority groups and the economically disadvantaged, who often leave university before completing a degree.

III) SUMMARY: THE PROSPECT FOR GROWTH, 2004-2010

Even if Canada does not follow the lead of the many countries on the Pacific Rim and in Europe which have set participation rates for post-secondary education at fifty percent of secondary school graduates, the stage appears to be set for continuing enrolment growth across the Province of Manitoba for at least the next seven years. While the “increased cohort” emerging from Ontario with the elimination of Grade 13 in 2003 may yet contribute to pressure on Manitoba universities, this is unlikely to be a considerable factor in enrolment growth. Perhaps more significant than the number of Ontario students seeking admission in Manitoba in the next few years will be the increased number of Manitoba students applying within the Province because of competition for places in Ontario. Another factor to be considered is



the effect of the internationalization initiatives which have been undertaken by the provincial government. The number of visa students registered at The University of Winnipeg dropped off dramatically in the mid-1990s, but government initiatives plus University recruiting efforts promise increases in the coming years.

The difficulty which faces The University of Winnipeg is thus no longer the relatively straightforward need to bolster enrolments. Much more complex questions now present themselves: Is it desirable for The University of Winnipeg to grow beyond the record enrolment levels of 2003-4? If so, is there the space on campus to do so? If not, would it be desirable to lease additional space to accommodate growth, and hire additional instructors to teach? What dangers reside in dramatically stretching the resources of the University to accommodate an enrolment surge that will be over within a decade?

IV) CHALLENGES

Maurice Cohen's report, A Brief Portrait of Canadian Universities for CAUBO members (2000), demonstrates that government support for post-secondary education has fallen dramatically in the 1995-2000 period, and that tuition fee increases have offset only half the decrease in government support. It suggests that this will have long-term consequences for infrastructure and faculty renewal, a point already confirmed in Manitoba where no funding formula is in place to help deal with enrolment growth, and where a tuition freeze has been in place for four years.

Grants from the Government of Manitoba are designed to provide the funding for basic operations. With growth in the economy presently slower than in recent years, a major Government initiative on college expansion still underway, and the establishment of a University College in the North identified as a matter of priority in this mandate, there is unlikely to be significant additional public funding for universities during the period covered by this plan.

Although inflation has been generally benign during the past few years, there have been several areas where costs are rising very rapidly. Insurance and energy rates have dramatically increased since 2000-2001. Salaries have risen, as have the costs of retaining the same level of employee benefits.

The buildings that make up The University of Winnipeg campus are relatively old, and over the past decade the level of funding required for appropriate maintenance has not been available. As a result, accumulated deferred maintenance represents a major threat to future operations. A similar deficit exists in technology, where limited funding in recent years has of necessity been directed to the development of computer/internet infrastructure, leaving scientific and classroom equipment in need of replacement or higher levels of maintenance.

Apart from demands being brought to bear on all universities through demographic change and new employment patterns, other claims ask to be addressed. The University is increasingly expected to participate in community issues and initiatives, to act as a catalyst for innovation, and to contribute to the overall cultural, social, and economic well-being of the region. In the latter respect, the demand for high-quality university research is growing for a variety of reasons beyond the obvious recognition that research and development fuels economic growth. The federal government's commitment to increasing Canada's research competitiveness internationally has elicited undertakings from the university community to heighten its commitment to research; to make use of increased federal support for universities, institutions are bound to intensify their support of research, to assist more faculty members in more complex and expensive projects. Furthermore there is pressure to move the pursuit of new knowledge into closer relationship with the practice of knowledge transfer.

It is vital that we maintain and develop an institutional research culture, that we support our faculty in their work on the national and international scene, and especially that we encourage wherever possible that involvement of undergraduate students in faculty research for which we are already uniquely well known and respected. The University of Winnipeg has always dedicated itself to undergraduate teaching, but our success at producing Rhodes and other distinguished scholarship winners testifies to the comprehensiveness and depth according to which that mandate has been construed. Our stated commitment to undergraduate education notwithstanding, this institution is not—nor has likely ever been—“merely” a college in which the liberal arts and sciences are taught. It is a fully-fledged university dedicated not only to the transmission or dissemination of knowledge but to discovery as well. If we do not sufficiently support our faculty in their mission of discovery we will risk losing them, a very distinct possibility in the context of the projected national shortfall in qualified professors.



Like all Canadian universities, The University of Winnipeg continues to negotiate challenges arising from what the AUCC has characterized as “the boom and bust hiring patterns of the past 40 years”: “the tremendous surge in hiring in the 1960s and early 1970s, followed by a significant slowing of growth in the 1980s, and then cutbacks in faculty numbers in the 1990s” (Trends in Higher Education, 2002). This process has left the faculty complement of the institution very weak in certain areas, and the university overall in need of a rational and strategic plan for faculty hiring. The aim of any productive strategy for faculty renewal is not simply to maintain the present size and configuration of faculty complement; still less is it to return to the situation of ten years ago. Rather, it is to consider and help to fulfill each discipline’s prioritized needs in the future, long- as well as short-term. Because our obligation is not just to instruct our students but also to do so from a position of intellectual currency, those needs will be defined academically as well as in terms of practical instructional requirements.

Even with a considered plan in hand, the University faces challenges due to the state of the Canadian employment market for academics. University faculty are an aging demographic in Canada and in other industrialized nations. Over the next eight to ten years, approximately 30,000 positions will be opening up for an expected 4,000 PhD graduates. Therefore, the increasing demand on an insufficient supply will make the market very competitive for university employers.

V) STRENGTHS

According to a Survey conducted by the Canadian Undergraduate Survey Consortium in 2001, 50% of first-year students who attended The University of Winnipeg considered size an important reason. By size, they meant not just physical space, but all the other conditions that go with it, such as small classes and enhanced opportunities to get to know their professors and other students with interests similar to their own. Although The University of Winnipeg has gone through a number of changes in the past decade, one element has remained constant. The average class size is about 30, the same as it was in the seventies and the early nineties. In the spring of 2002 a CUSC survey asked students about their level of satisfaction with the size of their classes. 97% were satisfied or very satisfied.

Another major strength is the quality of education offered here, demonstrated by support registered by various constituencies. According to the 2002 CUSC survey 94% of students surveyed were satisfied or very satisfied with the overall quality of their education at The University of Winnipeg. Alumni support is registered in many ways; one measure is the fact that we consistently place very highly in the Maclean’s ranking for alumni support.

The primary reason for our reputation as an excellent educational institution is to be found in our faculty. The most recent Survey of Undergraduate Students conducted by CUSC indicates that students at the university have an extremely positive perception of their professors and of the quality of instruction received at the university. For example, in response to the assertion “At this University professors treat students as individuals, not just numbers,” 91% of those interviewed agreed or strongly agreed.

The U of W, in the mid-to-late nineties, made a strategic decision to upgrade its technology infrastructure and, as a result, the expenditure per student on technology was above the national average in both 1997/98 and 1998/99. The fruits of this investment—telecourses, on-line courses, on-line access to library services, “smart classrooms”, and on-line application—give us a technology base that creates great opportunity for future improvements in the way we administer and deliver educational content.

The University of Winnipeg includes in its program areas, The University of Winnipeg Collegiate, the Division of Continuing Education, the Faculty of Theology, and Menno Simons College. This connection to secondary education, adult learning and affiliated colleges provides a broader perspective and opportunities for working together to meet common objectives.

Our principal goal as an institution is to help all students not only begin but complete a degree that will have direct and powerful meaning for their lives, that will enjoy the highest credibility and currency in the wider academic community and the world of work, and will contribute to the goal of an educated global citizenry.



academic programs:

GOAL:

- To ensure that a degree from The University of Winnipeg is the mark of exceptional attainment in intellectual enquiry, scholarship, creativity, and the arts of citizenship.

STRATEGIES:

- Make curricular and extra-curricular reforms to ensure that students receive the fundamental assets of a liberal arts and science education.
- Plan, administer, and deliver academic programs in a way that addresses the needs of the student as a whole person.
- Foster a climate where teaching can be performed at the highest standard, and where ongoing discussions of best practices can contribute to pedagogical self-awareness and improvements.
- Offer more programs in cooperation with outside agencies, cultural, scientific, public, or commercial, and explore alternate formats for program development and delivery.
- Develop a climate in the University that favours high-quality research, and continue to invest in those areas of established and emergent strength identified in the Strategic Research Plan.
- Develop our faculty complement in a financially-responsible way, giving due importance to continuity and flexibility, diversity and equity, balance in teaching and research, and building upon the University's reputation in local, national, and international fields.
- Improve articulation and knowledge-sharing between the University and its divisions, affiliated institutes, and other educational partners.

Nothing will be more important to the future of The University of Winnipeg than the value of the degrees it awards. More significant than any value to be derived from reputation or from their usefulness as currency in the world of work, however, is the value of our degrees for the individuals who earn them, whose personal growth and development is the institution's primary interest and obligation. To this end, the University must avoid concentrating only on recruiting for the first year and on the first-year experience, and instead ensure that its policies and practices are such as to foster success over a full three-, four-, or five-year program of study. In that regard it will be important to maintain as far as possible our historical commitment to classes of an appropriate size and to foster face-to-face relationships between students and faculty.

Furthermore, we must extend the humane values which prevail in our classrooms into other parts of the organization with impact on students—in registration, course planning, and graduation, for example. Where our goal is to retain and foster the success of our students, the value of the degree may well be enhanced by greater flexibility in programming and timetabling, by continuing development of alternate delivery modes and schedules, and by improved articulation between different educational institutions and between education and work.

A parallel shift will be required in terms of the maintenance and development of academic programs. Difficult as it may be in the present funding situation to move away from year-by-year, opportunity- or contingency-led decision-making, it will be imperative for the health of the University in the future that academic planning be ongoing, that decisions be policy-led and informed by careful investigation of likely trends and developments in our own situation and in the post-secondary sector at large. Because of national circumstances, for example, the University faces a crisis in faculty recruitment over the next eight years, as well as a related problem with retention and renewal of existing faculty. For the University to emerge at the end of the present decade strong and prepared for the challenges of the next ten years, a careful plan to address the faculty problem will have to be developed and implemented without delay. As part of its strategy to recruit new faculty, the University will reaffirm its commitment to research and research-led teaching.

campus culture:

GOAL:

- To create a vibrant and intellectually-stimulating culture, shaped by a common sense of purpose.

STRATEGIES:

- Respect the students' point of view when planning institutional development and improving campus life.
- Continue to improve the retention rate for students at the University.
- Create opportunities for dialogue with current students, recent graduates, as well as staff and faculty, on the issue of community-building.
- Continue to provide, and circulate information about, relevant services (academic counseling, career counseling, tutoring, skills training, health and wellness resources, special needs services), and ensure that further services and resources accompany enrolment growth.
- Support activities on campus that provide entertainment and recreation for members of the University as well as members of the wider community.
- Encourage the use of the University as a public forum for intellectual enquiry and debate on current affairs as a means of nurturing social engagement.
- Enhance the place of alumni and retirees within the University family.

To talk of the quality of our degrees is to talk of academic excellence, of the depth and breadth of rigorous intellectual work, but it is also to allude to the less quantifiable experience of studying and working at The University of Winnipeg. Just as it is important to address our students' needs as part of a three-, four-, or five-year continuity, it is essential to see all members of our community as embedded in a larger continuum that is enriching by virtue of its cultural diversity, and which includes exposure to the arts, music, debate, and current affairs. A stimulating and sustaining culture, shaped by a common sense of purpose, is both a by-product of, and a driving force in, a productive university.

In general, members of the University community wish to enjoy the kind of improved morale that comes from pride in belonging to a well-respected and collegial institution. Signs of that improved morale would include greater involvement in the life of the University, which might lead to better attendance at sports competitions, the restoration of traditional social events, and participation in fundraising. If students, staff, and faculty feel more a part of the University while they are here, they might retain that affiliation after they become alumni or retirees.

When an individual is affiliated with a place, they feel a greater personal investment and they take on more responsibility. Our students, for instance, wish to be more involved in the planning and delivery of services, and would appreciate efforts to improve the level of excellence in services such as health, counseling, career planning, athletics, food services, technology services, day care, and residences.

The University must strive to become an even more supportive environment for non-traditional students, and continue to nurture a culture in which our students—and indeed all members of the community—can debate issues of gender, equality, politics, poverty, and the environment.

Faculty and staff need to become even more thoughtful about what it means to provide an education to students from a wide range of backgrounds. Our current financial stability and rate of growth will make it possible to increase the level of financial support we are able to offer qualified students from disadvantaged or non-traditional backgrounds.



operations and governance:

GOAL:

- To make operational and governance practices more efficient and equitable.

STRATEGIES:

- Improve workplace processes in order to increase our productivity and efficiency and enhance the level of service offered to students, faculty, staff, and the general public.
- Explore operational reforms that will improve the University's ability to be more responsive to and engaged with local, regional, and global changes.
- Invest appropriately in development and training opportunities for faculty and staff, with thoughtful consideration for back-up and succession planning in smaller units.
- Provide members of the University community with the means to improve their personal well-being and enhance their professional effectiveness.
- Foster a culture of respectful and equitable interpersonal working relationships.
- Improve the representation and position of under-represented groups in the workplace.
- Create a decision-making framework based on the delegation of authority and responsibility to the appropriate agent in the organization.
- Reform and update policies in keeping with the ideals of clarity, transparency, integrity, and accountability.
- Reconsider the roles and responsibilities of the Regents and clarify the relationship between the Board and the Administration.

In order to realize the kind of institutional culture which we recognize will be essential to our long-term health as a university, we must examine our operational and governance practices and structures in order to ensure that these are efficient and equitable. Our processes should be evaluated from three perspectives: that of faculty or staff, that of students, and in relation to the overall goal and stated mission of the institution. Roles and responsibilities should be more clearly outlined, decision-making decentralized, reporting structures rationalized, and there needs to be a greater openness to reform and improvement in processes. The University will operate more effectively when there is alignment of individual workplace goals with department goals, and of department goals with institutional goals. The University Manual of Policies and Procedures needs to be reviewed, brought up-to-date, and widely circulated; as far as possible, the operations of the University should become a matter of shared rather than private knowledge, and every effort should be made to increase transparency and consistency in decision-making.

Related to the notion of shared knowledge is the need for back-up and succession planning, especially in smaller units, where efforts should be made to improve the opportunity for staff development and training. Good communications between units will be vital to development of a sense of shared purpose and participation, and will enhance the possibility for mutual support. In this regard technology will have a decisive role to play. The University should continue to take all necessary measures to improve the representation and position of under-represented groups in the workforce, and should set itself the goal of having a body of staff, academic and non-academic, appropriately rewarded and trained, which stands open to whatever challenges or changes the future may bring.



finances:

GOAL:

- To secure the financial health of the University.

STRATEGIES:

- Continue to build a collaborative relationship with The University of Winnipeg Foundation, and establish mechanisms for the ongoing determination of University fundraising priorities.
- Continue to build a stronger and more productive relationship with all levels of government.
- Foster a culture of shared responsibility, accountability, and transparency among members of the University community.
- Provide healthy support for and stewardship of pensions and benefit plans.
- Enhance our capacity to do multi-year planning and forecasting.

The financial health of The University of Winnipeg is absolutely essential to the institution's long-term, independent prosperity. The University will continue to develop and prosecute a financial strategy to serve its core academic mission, combining prudent management of resources with creative and innovative thinking that encourages and supports new initiatives and rewards excellence. In pursuit of this aim, the University will work with all levels of government, its sister institutions, and—through The University of Winnipeg Foundation—with the private sector, to increase and diversify its sources of revenue.

The University community should accept financial stability as a matter of shared responsibility among internal constituents, providing support where possible to fundraising efforts, and ensuring that budget forecasting and management at the local level adhere to the highest standards. Budget information should be available to those that need it in a timely and readily accessible fashion. The strategic planning process will provide the Administration with the tools to assess to what extent we are improving upon past practices and how close we are to achieving our goals.



infrastructure:

GOAL:

- To ensure that the physical plant and material properties of the University contribute to the well-being and productivity of all its members.

STRATEGIES:

- Continue to make improvements to the campus that render it a more clean, safe, comfortable, welcoming, and environmentally-responsible place.
- Monitor and steadily reduce the level of deferred maintenance.
- Create more social spaces on campus that facilitate informal exchanges and recreational opportunities for students, faculty, and staff.
- Invest in technologies that support the operations of the University, in teaching, research, and administration.
- Invest in equipment that is essential to discovery and experiment in the classroom and the laboratory.
- Continue to upgrade the Library, providing access to teaching and research materials through the acquisition of books and periodicals and through participating in networks and resource-sharing consortia.
- Judiciously expand our facilities in the neighbourhood of the campus.

As the University continues to confront and overcome financial obstacles, it should become possible not only to address its formidable inventory of accumulated deferred maintenance, thereby enhancing the experience and environment of all who work and study here, but also to undertake new capital projects closely linked to academic initiatives.

The more immediate and pressing minor capital needs of our academic programs, particularly in laboratory and other classroom equipment, must be addressed without delay—again, for the reason that the quality of our degrees, and their value to our students, is eroded by continuing use of out-of-date and unreliable equipment. Some instrument-intensive courses, such as those in Chemistry and Biology, cannot even be offered if the equipment is broken or obsolete, and the credibility of the whole program may suffer in consequence. Aside from program considerations, the most compelling reason to invest in better laboratory facilities and equipment is the health and safety of our students and employees. The University must aim to meet and exceed the accepted standards for laboratory workspaces, ventilation, and storage.

Those involved in campus planning in the past have made use of almost every bit of available space, but there is still a need for common rooms and private places that facilitate group or individual learning. This is important if students are to feel that the University is a community to which they have a special sense of belonging. Some areas of the campus may still be refurbished or redesigned with this need in mind, and there may be possibilities to expand the campus into the neighbouring community over the next five years. Many members of the University community use the Spence Street entrance as their “front door,” and we should look for opportunities to better express the function of this area with landscaping and architecture.



identity and community:

GOAL:

- To respect our traditions, celebrate our achievements, and strengthen our connectedness to the communities around us.

STRATEGIES:

- Continue to ensure that class sizes are relatively small and students have ample opportunity to interact with professors in both teaching and research settings.
- Provide a high-quality education that responds to the needs of a diverse student body, including growing numbers of mature students, Aboriginal students, international students, and students from non-traditional or disadvantaged populations.
- Communicate the broad range of values upheld at The University of Winnipeg, with reference to the personal, intellectual, practical, professional, economic, civic, and spiritual gains that are derived from education.
- Emphasize our distinctiveness, and provide leadership, as an educational institution and a workplace that is characterized by its commitment to humane values and social justice.

The unique history of The University of Winnipeg has left the institution with a clearly and firmly defined mission, one which is still felt internally to be vital and relevant. To re-affirm that distinctive identity in the first decade of the new millennium, and with reference to circumstances now prevailing, is of the utmost importance not only for our faculty, staff, and students, but also for the broader communities of which we are a part. Our future vitality, and the long-term success of our mission, will depend upon our ability to recruit and retain exceptional people and to offer valuable development opportunities for all who come here, whether to study, to teach, or to facilitate the teaching mission.

In part, this will require a communication strategy aimed at raising our profile and enhancing our reputation not only in Manitoba but in Canada also, as well as promoting the University's role as a forum for public scholars, a centre for outstanding research, an institution with a unique stake in secondary education through the Collegiate, a centre for continuing education, a centre for distance education, and as a nexus for cultural and scientific activities. We need to demonstrate the value of liberal arts and science education, not only in our teaching mission, but also in our research mission, providing support for pure science research and the creative arts as well as for applied or commercially-useful projects.

Because The University is of Winnipeg, because it remains true to its history of social connectedness, partnerships will be crucial to its future: with community groups, business, government, labour, and the voluntary sector, for example. Already, these partnerships have resulted in many innovative programs of community outreach and the development of academic programs that respond to community needs. The identity of The University of Winnipeg is inseparable from its community, and the University will continue to play an important role in the regeneration of its neighbourhood.



internationalism:

GOAL:

- To integrate international and multicultural perspectives into the teaching, research, and service functions of the University.

STRATEGIES:

- Develop exchange programs and academic cooperation agreements with foreign universities.
- Recruit more foreign students, and ensure that they have the social, cultural, financial, and academic supports to be successful in their courses and to be fully integrated in the campus.
- Provide more internship and study abroad opportunities for Canadian students.
- Recognize international experience when recruiting and promoting academic faculty.
- Include, wherever appropriate, international and multicultural components in the academic curricula.
- Welcome international conferences to campus, and support research projects and publications that are international in scope.

Internationalization is essential to the mission of the University. We must prepare our students to live and work in a global society, which is increasingly interconnected and interdependent. A commitment to internationalization will diversify the student body, enhance the teaching and research opportunities for faculty, and ensure that the University's public mission transcends national boundaries.

The enhancement of international teaching, research, and service opportunities will require a significant investment of resources and an integration of existing initiatives in this area. Mechanisms will need to be established to facilitate conversations between individuals engaged in international projects, as well as between programs and departments that address international or global issues: The International Students' Office, the Conflict Resolution and International Development programs of Menno Simons College, The United Nations Chair, The Institute of Urban Studies, and the Environmental Studies Program, for example. Exchange programs will be more effective if they develop out of the University's existing strengths, are sponsored by relevant departments, and are well-publicized as providing value both to the student and the host community.

The University of Winnipeg is fortunate to be located in one of the most multicultural urban centres in Canada. Its location allows students, faculty and staff to become involved in study and service projects with international organizations, cultural centres, multicultural festivals, immigrant and refugee communities, all of which contribute to the development of a global consciousness and strengthen intercultural understanding. Because of the ethnic diversity of Winnipeg's neighbourhoods, relations between diverse cultures can be explored and the University made a focus of intercultural events, both social and academic.



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