



DISCUSSION QUESTIONS: Integrated Academic & Research Plan (IARP) Consultations

On October 5th, 2015 the Board of Regents approved a Strategic Directions Framework document that provides, among other elements, the foundation for the development of a five-year integrated Academic and Research Plan (IARP). The IARP will outline specific actions and metrics to advance and execute the strategic directions within the context of our proposed three-year budget.

Provost and Vice President Academic, Neil Besner, and Associate Vice President of Research and Innovation, Jino Distasio, are co-chairing the IARP Steering Committee. In order to obtain feedback from the university community, the Steering Committee will be receiving written submissions and engaging in consultations with students, faculty, staff, and other stakeholders. Several discussion questions have been developed to guide this process.

The Strategic Directions Framework document provides the “what” for the University of Winnipeg. It sets our broad goals and priorities. The IARP will provide the “how” with regards to achieving our institutional goals. We are looking for feedback on the “how”. As we consider specific actions to take and initiatives to develop, we must also be aware of the resource implications (e.g., financial, human, and infrastructure).

Each discussion question below begins with a commitment from the Strategic Directions Framework document, followed by questions intended to stimulate discussion and suggestions related to specific actions and measurable goals. The questions have been ordered so as to reflect the way that students, staff, and faculty enter and move through the institution.

SECTION I - Entering UWinnipeg

1) PATHWAYS INTO UWINNIPEG

Strategic Commitment: Historically, students have come to university directly from high school. Demographic projections suggest that the number of students entering UWinnipeg directly from high school will decline over the medium-term. This suggests that we must explore alternate pathways into UWinnipeg. PACE, ELP and the Collegiate are important entry points for students at a variety of life stages into UWinnipeg. Our Community Learning programs also represent a pathway by exposing school-age children from families that have been historically underrepresented in post-secondary institutions to University.

HOW DO WE ACHIEVE THIS?

- What are some ways that these existing pathways can be strengthened?
- What opportunities exist for creating links between our community learning programs and our core mission?
- Are there new pathways we can create that enhance access and provide a continuum of supports for traditionally under-represented learners? What would this entail?

2) TEACHING

Strategic Commitment: UWinnipeg believes that there is no substitute for face-to-face instruction in a classroom setting, and this will remain our predominant method of delivering a high quality educational experience. However, we must also adapt to our changing environment and develop a response by incorporating technology and experiential learning in ways that expand student learning opportunities.

HOW DO WE ACHIEVE THIS?

- How could we effectively incorporate online and experiential learning into the pedagogical practice of faculty?
- What kinds of new or enhanced pedagogical supports would faculty require to increase their willingness to use online and experiential modes of learning? What resources would be required?

3) SUSTAINABILITY, AND INDIGENIZATION

Strategic Commitment: UWinnipeg has made a strong commitment to sustainability and indigenization and aims to create an environment that embodies these values. Sustainability is a lens applied to all practices and processes to guide University activities (academic and operational) increasingly towards supporting the revitalization and resilience of ecosystems and communities. Indigenization, in part, refers to our recognition that we must do more to include indigenous peoples, perspectives, and knowledge in every aspect of the academy. One of our strategic priorities as we move forward is to ensure that there is a shared understanding of what indigenization means at UWinnipeg. Both sustainability and indigenization cut across all academic departments and student support units.

HOW DO WE ACHIEVE THIS?

- What approaches would be most effective in promoting indigenization in our teaching and research?
- What approaches would be most effective in promoting sustainability in our teaching and research?
- What role could individual faculty members, departments, and other units play in addressing our commitment to sustainability and indigenization?
- How can these values be embodied in the physical space on campus?

4) SUPPORTING FACULTY

Strategic Commitment: UWinnipeg acknowledges that particular attention must be paid to supporting faculty early in their careers. Additionally, UWinnipeg has committed to developing new supports and identifying, sharing, and reinforcing best practices that enable faculty to achieve success in teaching and research. Throughout this process, we must be mindful that teaching excellence and research are not dichotomous. Research, scholarly, and creative activities strengthen our capacity to provide high quality teaching to our students.

HOW DO WE ACHIEVE THIS?

- What kinds of support do new faculty members at UWinnipeg require early in their teaching careers?
- What kinds of support do new faculty members at UWinnipeg require early in their research careers?
- What is required to implement these supports? Who should implement them?

SECTION II - Experiencing UWinnipeg

5) RESEARCH AND TEACHING EXCELLENCE

Strategic Commitment: UWinnipeg recognizes the value of growing our research capacity and continuing to improve our degree of teaching excellence.

HOW DO WE ACHIEVE THIS?

- How can the institution better support faculty in pursuing research funding, including tri-council grants?
- How can the institution better support faculty in pursuing teaching excellence throughout their careers?
- What is the role of graduate students and graduate programs in growing our research capacity?
- What specific supports do faculty need to assist them in successfully completing research activities while continuing to grow as educators? Who should deliver these supports?

6) SUPPORTING DIVERSITY

Strategic Commitment: UWinnipeg takes pride in its diverse campus environment where people from all walks of life (e.g., international students, mature students, indigenous students, new Canadians, students with disabilities, etc.) feel welcome on campus and are supported to achieve their full potential.

HOW DO WE ACHIEVE THIS?

- How can UWinnipeg promote and enhance an institutional culture of respect and belonging?
- How can we create spaces for learning, socializing, studying and reflecting that contribute to such a culture?
- What gaps currently exist in the services offered to students? What work needs to be done to address these gaps?

7) INTERSECTORAL RESEARCH PARTNERSHIPS

Strategic Commitment: UWinnipeg has a strong history of intersectoral research based on partnerships between departments, other post-secondary institutions, and external organizations. We are committed to maintaining and cultivating these partnerships.

HOW DO WE ACHIEVE THIS?

- How can we build internal opportunities for dialogue and collaboration between UWinnipeg faculty members?
- How can we build opportunities for dialogue and collaboration between UWinnipeg faculty members and external organizations?
- How could individual faculty members, academic departments, and other university units play a role in cultivating these partnerships?

8) LIBRARY

Strategic Commitment: The work of the library is integral in supporting faculty research and teaching, enhancing student experience and success, and mobilizing knowledge and research.

HOW DO WE ACHIEVE THIS?

- In what ways can the capacity of the library be strengthened so that it better supports research, collaboration, teaching, and learning?
- What is the role of the library in the mobilization of research?

SECTION III - Success at UWinnipeg

9) SUCCESS IN TEACHING AND RESEARCH

Strategic Commitment: Teaching and research are interconnected and both contribute to the core success of UWinnipeg. We are committed to developing ways to understand, define, and measure success in both of these areas.

HOW DO WE ACHIEVE THIS?

- How should we define and measure research success at the University of Winnipeg?
- How should we define and measure teaching success at the University of Winnipeg?

10) KNOWLEDGE MOBILIZATION

Strategic Commitment: UWinnipeg faculty produce knowledge that influences policy, advances research, supports communities, and strengthens the workforce. We are committed to the idea of knowledge mobilization and must explore opportunities and resources that will move our research even further into the public domain.

HOW DO WE ACHIEVE THIS?

- What are some ways that UWinnipeg can ensure that research is responsive to and applied within the public domain?
- What kind of opportunities might UWinnipeg develop that would facilitate partnerships between the institution and the broader community to influence policy and reach a wider audience?
- What role could individual faculty members, academic departments, and other university units play in advancing knowledge mobilization?

11) SUCCESSFUL GRADUATES

Strategic Commitment: UWinnipeg remains committed to providing high quality undergraduate and graduate education with a focus on the liberal arts. In pursuit of this aim, UWinnipeg needs a vocabulary and a means to name and evaluate student outcomes, impact, and success.

HOW DO WE ACHIEVE THIS?

- What are some specific ways to measure “successful graduates” that reflect our belief in the value of a liberal arts education and the specific mission of our institution?