



THE UNIVERSITY OF
WINNIPEG



2018–2019

**President's Report to
The University of Winnipeg
Board of Regents**

Message from the President

In 2015, the Board of Regents approved The University of Winnipeg’s Strategic Directions: Academic Excellence and Renewal; Student Experience and Success; Indigenization; Research Excellence, Knowledge Mobilization and Impact; and Financial and Institutional Resilience. Our strategic directions provide guidance and a framework that allows us to measure our progress.

We are indeed making progress, which is demonstrated in this report through data, evidence, and facts.

For example, the renewal of our faculty is intentional and aligns with institutional needs. Our students are satisfied with their experience and report that their time here has a tremendous impact on the development of their knowledge, skills, and abilities. We are national leaders in advancing reconciliation, Indigenous scholarship, and success. The research our faculty conduct is relevant and external funding for research is increasing. UWinnipeg is financially resilient.

Looking ahead, we know where we need to focus our efforts. We will continue to strive for an academy that reflects the changing makeup of our community; support our students through to the successful completion of their studies; partner with employers to provide opportunities for students to obtain work experience that complements classroom learning; and develop deeper relationships with Indigenous communities as we move forward in our journey of reconciliation.

Together, we will continue to make an impact and shape the future.

Thank you,



Dr. Annette Trimbee
President and Vice-Chancellor



Strategic Direction: Academic Excellence and Renewal

- [_Student Headcount*](#)
[_Student Demographics](#)
[_International Undergraduate Students by Country*](#)
[_Satisfaction with Teaching](#)
- [_Graduate Studies Summary](#)
[_Academic Staff Headcount](#)
[_Academic Rank by Gender](#)
[_Equity, Diversity, and Inclusion — Faculty and Staff](#)

We remain committed to protecting, preserving, and strengthening the academic core of our institution. We continue to focus on measuring growth not by the number of students, but in terms of outcomes, impacts, and successes.

As articulated in the Strategic Directions, our intention is to maintain the size of our student body while supporting diversity. To this end, in 2018–19 the headcount of our student body remained stable and we saw an increase in the number of Indigenous and international students. To support the increasing number of international students at UWinnipeg, events and workshops were held to prepare students for a successful student experience.

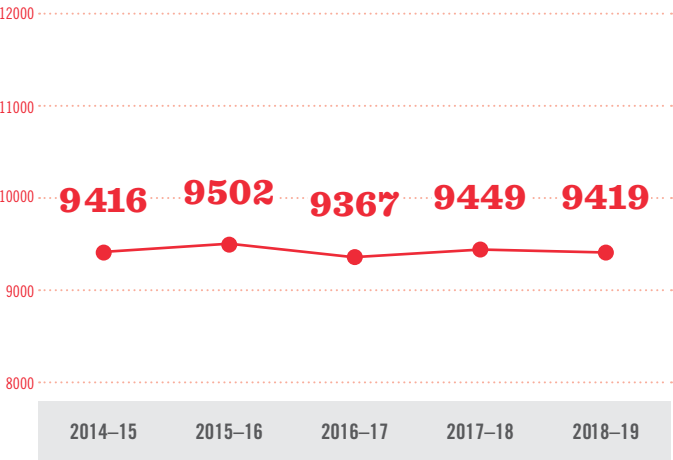
Instructors at UWinnipeg maintain excellence in teaching, with 90% of students indicating satisfaction with the quality of teaching they receive here.

We are working to modernize our library. This year, we consulted with students, staff, faculty, the Indigenous Advisory Circle, and the Library Advisory Committee on a functional review. Next year we will launch our campaign to raise funds in support of this initiative.

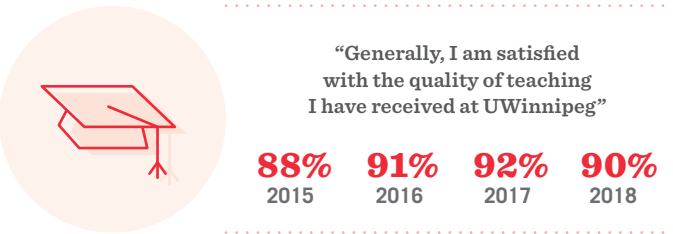
In 2018–19, we saw further development of an institution-wide plan to increase and support equity, diversity, and inclusion (EDI) on campus. UWinnipeg was the successful recipient of a two-year NSERC grant to support initiatives related to EDI, and also signed onto the Charter of the new national EDI program called ‘Dimensions’. The Government of Canada created the Dimensions EDI Charter and program to address underrepresented groups in academic research – specifically Indigenous Peoples, women, racialized minorities, people with disabilities, and the LGBTQ2+ community.

**PACE, ELP, and Collegiate Headcount, and International Undergraduate Students by Country are new to this year’s report*

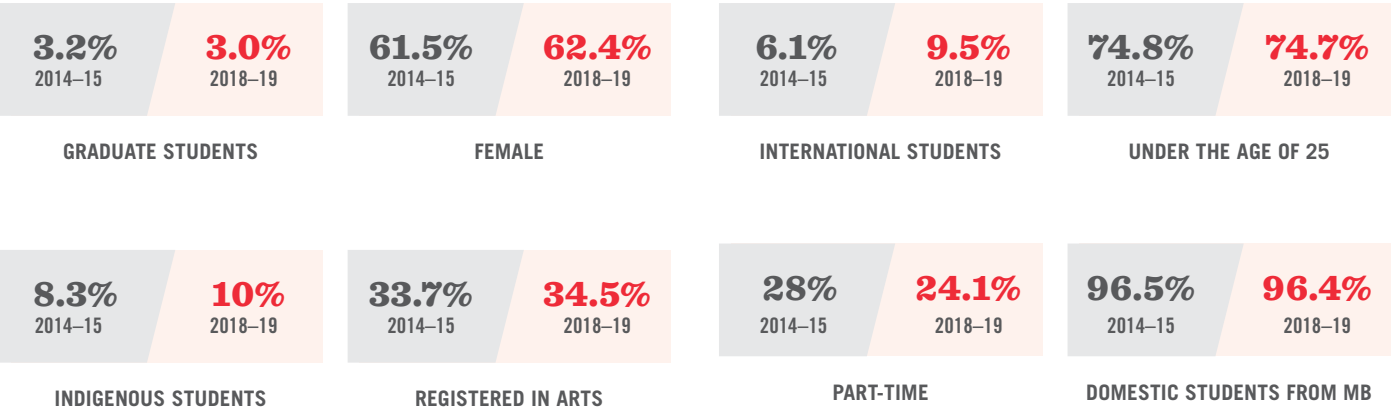
Total Undergraduate and Graduate Student Headcount



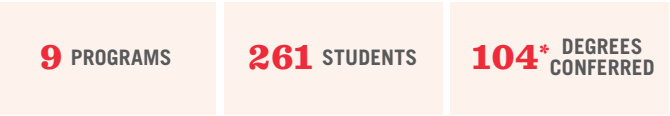
Other Programs: 2018-19



Student Demographics by Proportion of Student Population

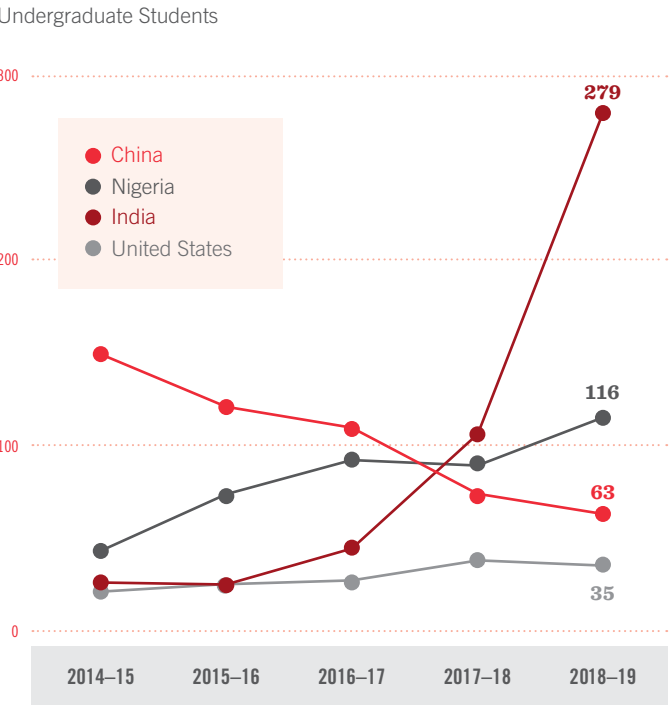


2018-19 Graduate Studies at UWinnipeg

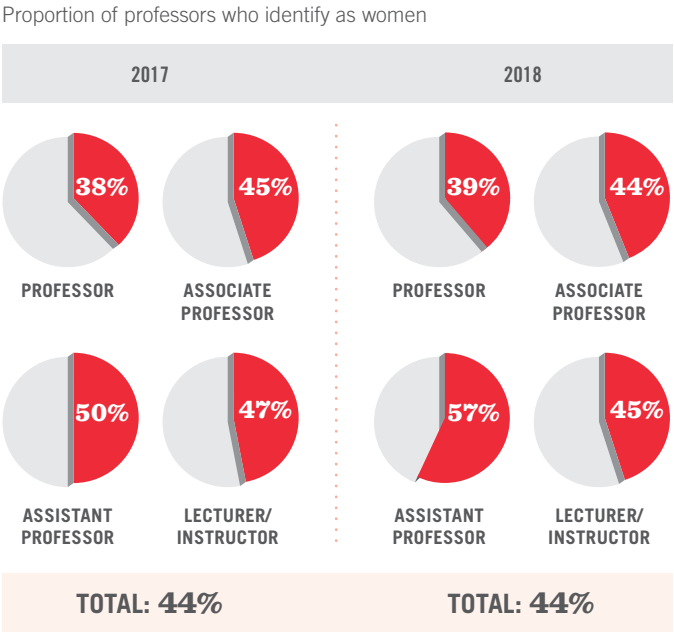


*A large number of students from the Marriage and Family Therapy (MFT) program who had completed their requirements for the degree in 2016-17 or 2017-18 deferred their graduation as the program was under review for accreditation at that time. Accreditation was received in 2018-19. This resulted in a one-time swell of MFT graduates in 2018-19 (55 degrees conferred, compared to a previous average of 26 per year).

International Headcount by Country



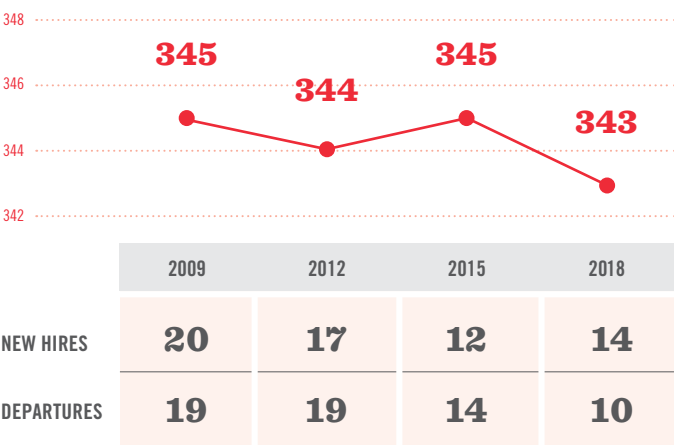
Academic Rank by Gender



Academia (all ranks) in Canada and Manitoba who identify as women

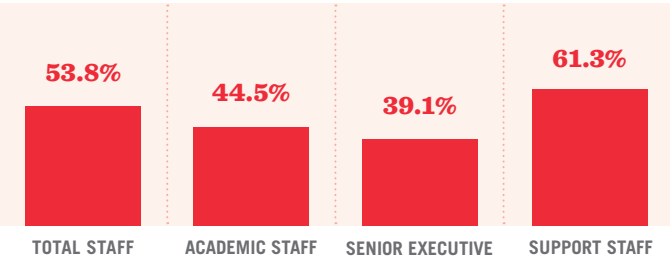


Headcount of Academic Staff

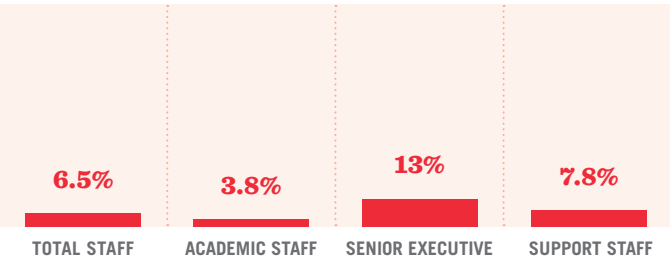


UWinnipeg Faculty and Staff Equity, Diversity, and Inclusion

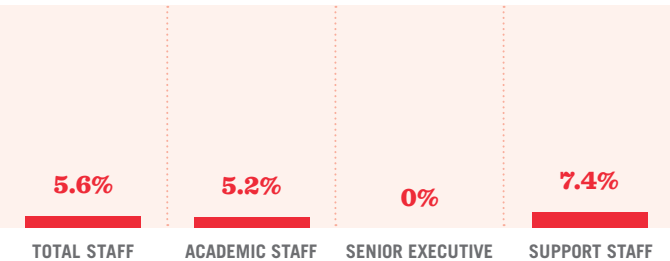
SELF-IDENTIFY AS WOMEN
46.9% of the labour force in Manitoba identify as women



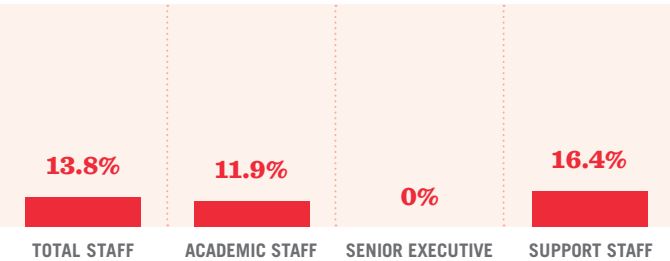
SELF-IDENTIFY AS INDIGENOUS
4.2% of Indigenous peoples in Manitoba have a Master's or Doctorate degree

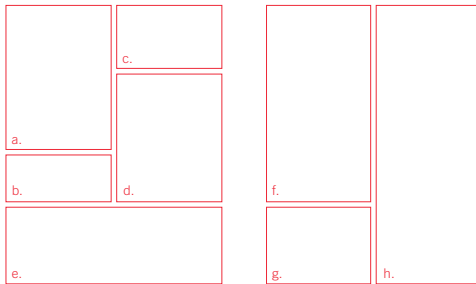


SELF-IDENTIFY AS A PERSON WITH A DISABILITY
18.8% of Manitobans identify as a person with a disability



SELF-IDENTIFY AS A MEMBER OF A RACIALIZED COMMUNITY
17.5% of Manitobans identify as a member of a racialized community





a. Total Student Headcount and Demographics
Undergraduate and Graduate

Source: UWinnipeg's Student Information System. Data includes undergraduate and graduate students who were registered at UWinnipeg for the Fall Term (September–December) as of November 1.

Pace, ELP, and Collegiate

Source: Professional, Applied and Continuing Education (PACE), English Language Program (ELP), and Collegiate. The primary goal of PACE is to offer programming that reflects the needs of industry and prepare graduates for high-growth careers. While overall headcount at PACE has decreased, the number of full-time students enrolled has increased by 66% from 2014–18. Full-time students take approximately 20 courses per year. ELP delivers high-quality programming to international and domestic students seeking to enhance their English proficiency. The Collegiate offers grade 9, 10, 11, and 12 programs. Collegiate headcount excludes Dual Credit count.

b. Satisfaction with Teaching

Source: The Canadian University Survey Consortium (CUSC) annual survey, which cycles through one of three samples of students (first-year students, middle-year students, and graduating students). Students rate the question on a scale of 1 (strongly disagree) to 5 (strongly agree). The data presented here represent the percent of UWinipeg survey respondents who selected either 4 (agree) or 5 (strongly agree) as their response.

C. Graduate Studies at UWinnipeg

Source: Data are from UWinnipeg's Student Information System as of November 1. Data do not include graduate students enrolled in a joint master's program with the University of Manitoba. For the past 5 years, the average annual number of students enrolled in a joint master's program is 29.

d. International Student Headcount by Country

Source: UWinnipeg's Student Information System (SIS). Data is as of November 1. Countries shown are the top 4 most represented countries for the Fall Term 2018.

e. Student Demographics

Source: UWinnipeg's Student Information System. Students have the opportunity to self-identify their gender and/or their Indigenous ancestry on their application to UWinnipeg. Part-time status is defined as a student who is registered for less than 9 credit hours in a term. Age is calculated based on the students' birth year as indicated on their application form. Data is as of November 1. Domestic students from Manitoba references students who graduated from a secondary institute in Manitoba.

f. Academic Rank by Gender

Source: UWinnipeg Human Resources (HR) as of October 1. HR administers an equity data collection program which requests each new salaried employee complete a short survey composed of six questions. A census was completed in the spring of 2016 to provide existing employees the opportunity to provide updates as desired; the response rate was 70%. National and provincial data are from Statistics Canada CANSIM Table 37-10-0076-01.

g. Headcount of Academic Staff

Source: UWinnipeg Human Resources Information System as of October 1. Academic staff includes employees holding an Academic rank, including Faculty, Librarians, and Coaches holding Tenure, Probationary, Continuing, or Term appointments.

h. Equity, Diversity, and Inclusion – UWinnipeg Faculty and Staff

Source: UWinnipeg Human Resources (HR) as of October 1. HR administers an equity data collection program which requests each new salaried employee complete a short survey composed of six questions. The last census was completed in the spring of 2016; the response rate was 70%. Senior executive group includes, Deans, Associate Deans, VPs, AVPs, General Council, President and Vice-Chancellor, Senior Executive Officer — External Engagement, and Indigenous Academic Lead. Sources of data for provincial comparisons are: a) Gender: Statistics Canada, CANSIM, table 14-10-0327-01; b) Indigenous peoples: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016266; c) Persons with disabilities: Statistics Canada, table 13-10-0374-01 (2017) The methods for collecting data for the Canadian Surveys on Disability changed from 2012 to 2017 so data from each should not be compared directly. d) Racialized communities: Statistics Canada, Immigration and Ethnocultural Diversity Highlight Tables; Ethnic Origin, both sexes, age (total), Canada, 2016 Census – 25% Sample data.



Strategic Direction:
Student Experience and Success

_UWinnipeg Graduating Students' Experience*

Average 1st and 2nd Year Class Sizes

_Year 1 to Year 2 Undergraduate Student Retention

_Undergraduate Degrees Conferred by Faculty

_7-Year Graduation Rate

*_Delay in Program Completion**

*_Work-Integrated Learning**

*_Debt from Financing Education**

Our students' experiences during their time at UWinnipeg is a reflection of our campus environment. We aim to create a positive environment by acknowledging and responding to the needs of our diverse student body, maintaining small class sizes, and monitoring the affordability of a UWinnipeg education.

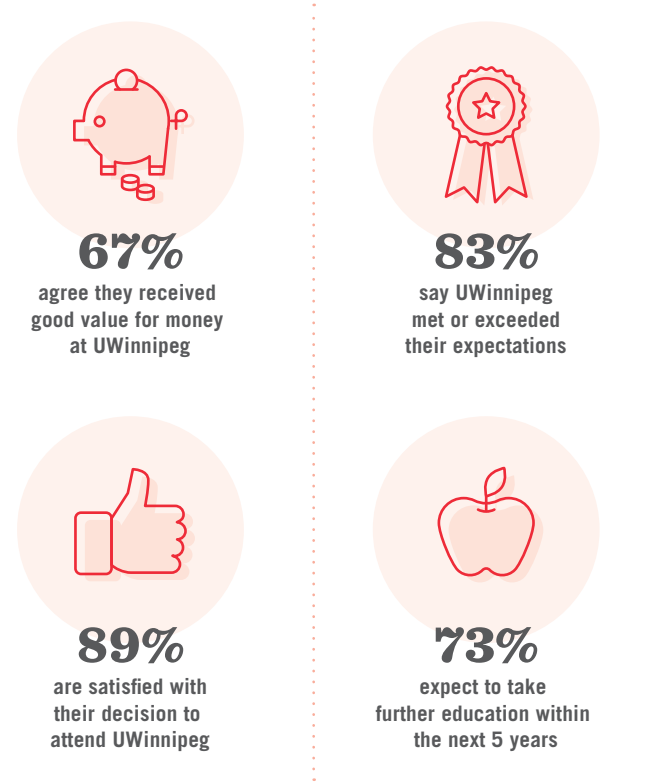
We continue to gather information from our students to better understand their financial, academic, and social experiences while they are attending UWinnipeg. This year, we learned that the majority of graduating students are satisfied with their decision to attend UWinnipeg, do not have any education-related debt, and agree they received good value for their money. We also learned where we could do better: some students expressed concern with delays in program completion due to a lack of available courses. To this end, in 18–19 there have been several steps taken to invigorate and strengthen Senate practices in areas such as course deletions and additions.

We are encouraged by progress made in our understanding of our retention and graduation rates which, although lower than we would like to see, are in line with other Manitoba universities. Historically, we have been unable to track whether or not students who leave UWinnipeg go on to graduate from another Manitoba post-secondary institution. This year, the province of Manitoba initiated a student-level data project which will provide us with a full picture of provincial post-secondary success. Internally, Student Services has identified a number of strategic investments required to support students, including adding an academic advisor focused on identifying and better supporting students at risk of leaving early.

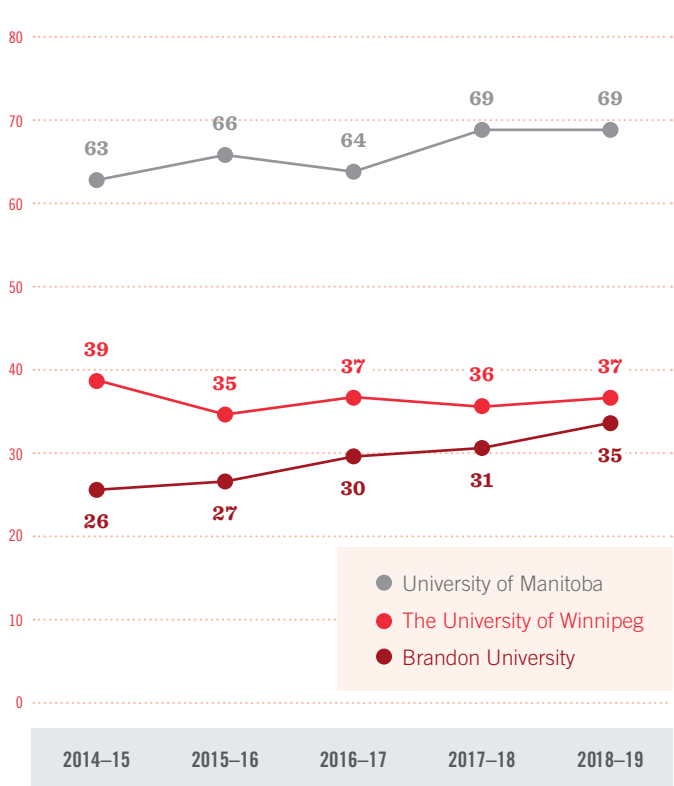
This year, we worked to better understand our place in the landscape of work-integrated learning (WIL). In the coming year, we will develop a WIL strategy with the goal of providing all UWinnipeg students at least one opportunity to experience WIL as part of their program of study.

**New to this year's report*

UWinnipeg Graduating Students' Experience

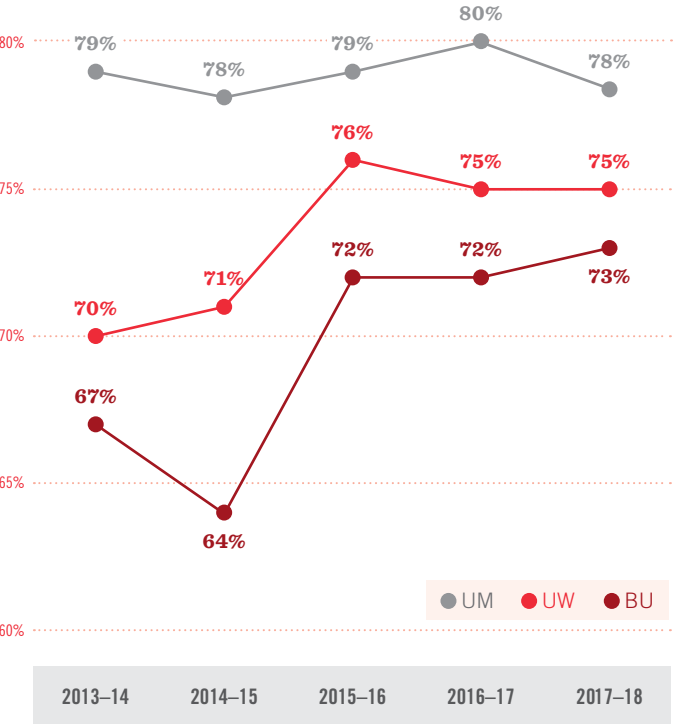


Average 1st and 2nd Year Class Size



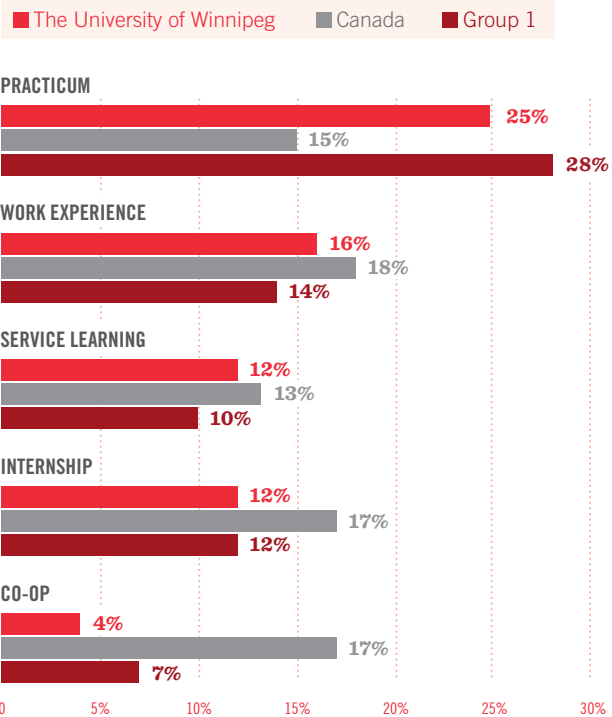
Year 1 to Year 2 Retention Rate

Percentage of students who returned at the beginning of Year 2



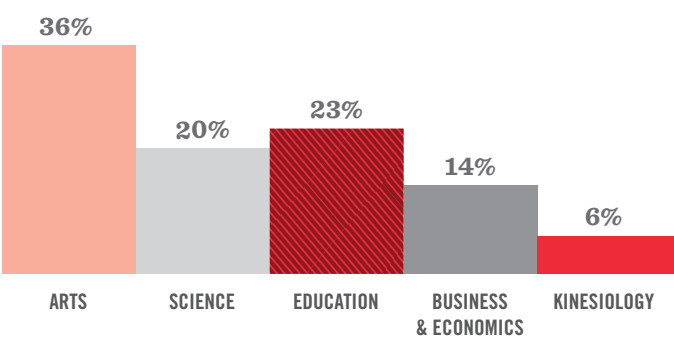
Work-Integrated Learning

"As part of your current program, did you participate in any of the following? Select all that apply."

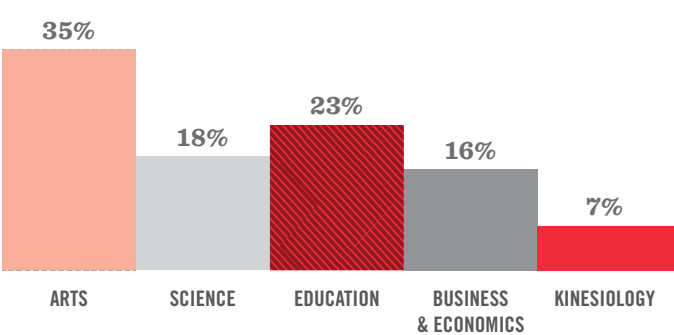


Undergraduate Degrees Conferred by Faculty

2014 (1,700 Degrees Conferred)



2018 (1,650 Degrees Conferred)



Delay in Program Completion

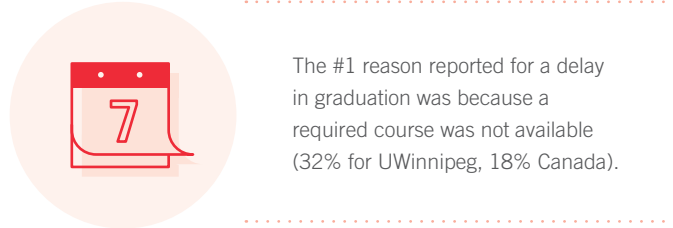
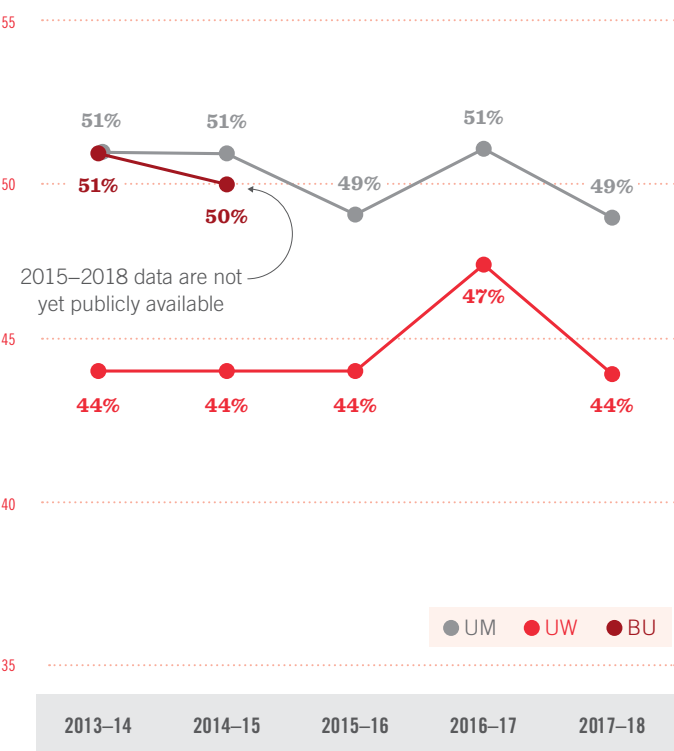
Proportion of graduating students reporting a delay in program completion

	2009	2012	2015	2018
UWINNIPEG	48%	49%	48%	49%
CANADA	32%	36%	36%	37%

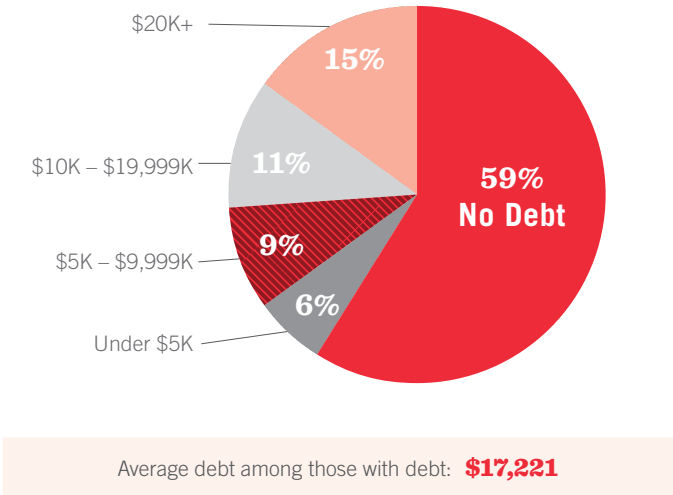
Percentage of UWinnipeg students reporting a delay in program completion due to required course(s) not being available

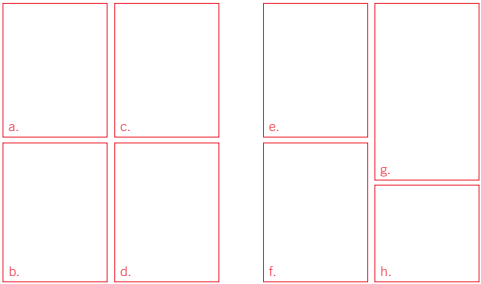
	2009	2012	2015	2018
UWINNIPEG	28%	25%	28%	32%
CANADA	15%	15%	18%	18%

7-Year Graduation Rate



Debt from Financing Education





a. UWinnipeg Graduating Students’ Experience

Source: The Canadian University Survey Consortium (CUSC) 2018 Survey of Graduating Students.

b. Year 1 to Year 2 Retention

Source: Data for UWinnipeg are from the UWinnipeg Student Information System (SIS) as of November 1. Data for Brandon University are from Brandon University’s Office of Institutional Analysis website: <https://tableau.brandonu.ca/retention>. Data for the University of Manitoba are from the University of Manitoba’s Office of Institutional Analysis website: http://umanitoba.ca/admin/oia/media/Cohort_A_UofM_Students_DE_2006_07_2016_17.pdf. Retention rate is defined as the percentage of first-time, first-year, full-time undergraduate students who continue at the same institution the following year. Column headings represent the beginning of Year 2 (i.e., At Brandon University, 73% of the students who were admitted in 2016–17 returned in 2017–18).

c. Average 1st and 2nd Year Class Sizes

Source: Maclean’s University Rankings. Average class size is calculated by taking the total number of course registrants in the fall term — counted as of the fall count date — and dividing by the total number of class sections. Class section refers to the principal class, or primary meet, for a course. Labs, tutorials, one-on-one classes, and practicums are not included. Distance education is not included. The figure reported is for first-entry undergraduate programs only.

d. Work-Integrated Learning

Source: The Canadian University Survey Consortium (CUSC) 2018 Survey of Graduating Students. 25% of students participate in practicum. Education students are required to participate in a practicum before they graduate. Group 1 consists of universities that offer primarily undergraduate studies and that have smaller student populations. There were 16 universities in this group in the 2018 CUSC Graduating Student Survey (n=3531).

e. Undergraduate Degrees Conferred by Faculty

Source: UWinnipeg Student Information System (SIS) as of January 1. Data are for the calendar year. Percentages may not add up to 100 due to rounding.

f. 7 Year Graduation Rate

Source: Data for UWinnipeg are from the UWinnipeg Student Information System (SIS) as of November 1. Data for Brandon University are from the Maclean’s University Rankings. Data for the University of Manitoba are from the University of Manitoba’s Office of Institutional Analysis webpage: http://umanitoba.ca/admin/oia/media/Cohort_A_UofM_Students_DE_2006_07_2015_16.pdf. Year listed represents the seventh year by which a cohort of students would have graduated. Cohorts represented are 2007–08 to 2010–11. Graduation rate is defined as the percentage of first-time, first-year, full-time undergraduate students who complete their program within seven years. The 2017–18 President’s Report to The University of Winnipeg Board of Regents reported data based on Maclean’s publication years.

g. Delay in Program Completion

Source: The Canadian University Survey Consortium (CUSC) Survey of Graduating Students. 2009, 2012, 2015, 2018.

h. Debt from Financing Education

Source: The Canadian University Survey Consortium (CUSC) 2018 Survey of Graduating Students.



Strategic Direction:
Indigenization

- _Indigenous Student Representation

_Indigenous Faculty and Staff Representation

_Program Enrolment by Faculty

_Indigenous Student Success
- _Partnerships and Community

_Academic Programs and Initiatives

_Indigenous Course Requirement

_Celebration

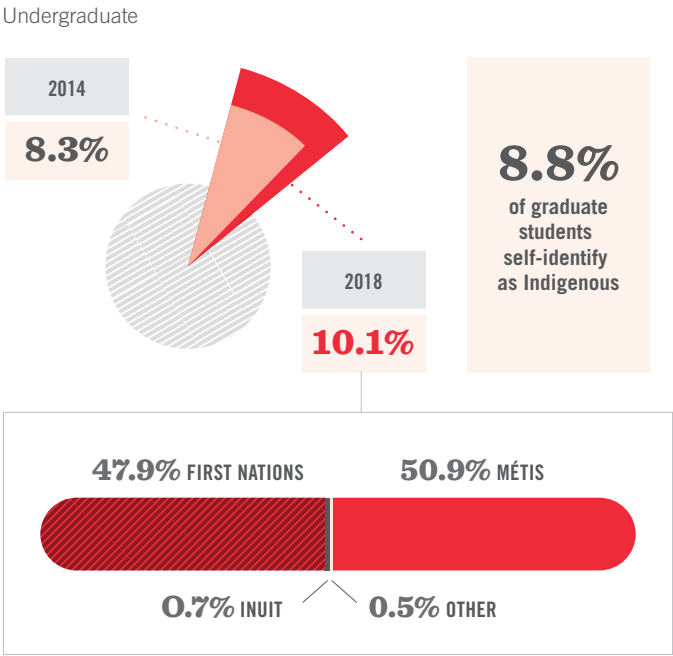
The University of Winnipeg has been enriched through its efforts towards Indigenization and we remain committed to reconciliation. We recognize the current and historical oppression of Indigenous people in Canada and acknowledge that the traditional system of post-secondary education was formed by people in positions of power and privilege. We remain committed to listening to Indigenous voices, being inclusive of Indigenous perspectives, and expanding our historical and cultural knowledge.

The number of self-identified Indigenous students on campus increased again in 2018–19, and we continue to grow the number of degrees conferred to Indigenous students. We remain intentional and thoughtful about integrating Indigenous knowledge, perspectives, and worldview into our curricula and culture.

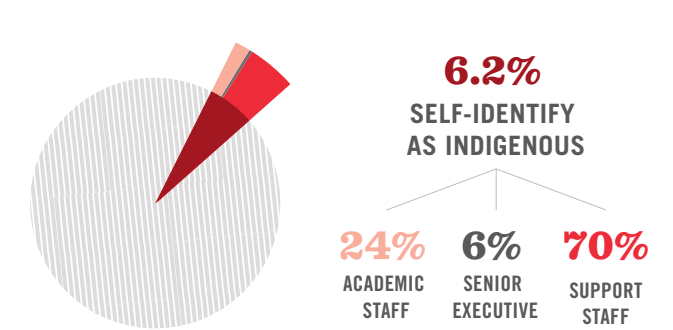
2019 is the International Year of Indigenous Languages as declared by the United Nations to help preserve Indigenous languages and safeguard the rights of those who speak them. UWinnipeg will be celebrating throughout the year. In support of this, our three-year budget strategy calls for further investment in Indigenous languages programs with expanded community and academic offerings.

We now offer 57 courses that fulfill the Indigenous Course Requirement (ICR). In 2018–19, Senate approved the establishment of the ICR Committee as a standing committee of Senate. This committee is responsible for reviewing and approving undergraduate courses proposed as satisfying the ICR and establishing parameters for waiving ICR requirements based on Prior Learning Assessment Recognition (PLAR) or other circumstances.

Indigenous Student Representation



Indigenous Faculty and Staff



Celebration

WESMEN
INDIGENOUS NIGHT

On January 11, in conjunction with UWinnipeg's Aboriginal Students' Council and Anishinabe Pride Basketball, the fourth annual Indigenous Night took place during the Wesmen basketball games against the Thompson Rivers Wolfpack.

GRADUATION
POW WOW

On March 15, the 17 Annual Spring Graduation Pow Wow was held with over 1,700 in attendance to celebrate Indigenous graduates. At the ceremony, 45 Indigenous students were honoured.

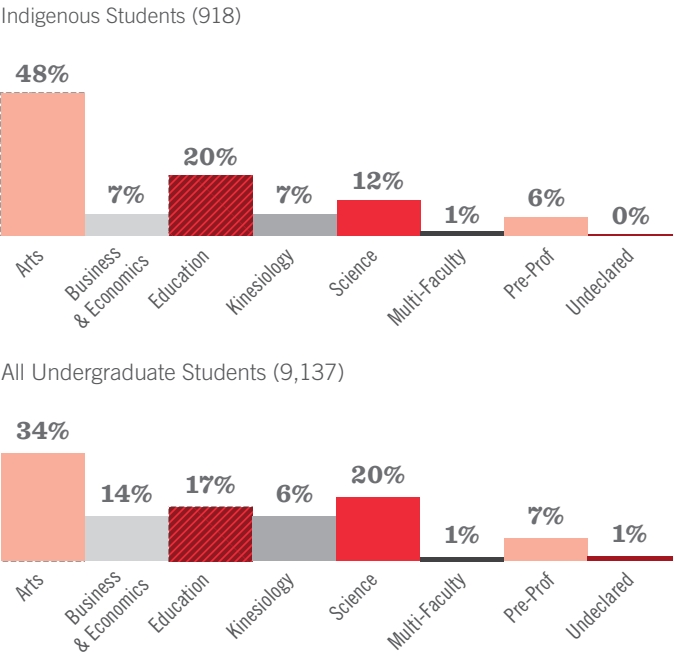
HONORARY DOCTORATES

Four Indigenous leaders were recognized at UWinnipeg's Spring Convocation. Environmental steward and elder, Dave Courchene; Indigenous historian and elder, Ruth Christie; and Indigenous language educators Ida Bear and Annie Boulanger, received honorary degrees.

SPRING FEAST

The University of Winnipeg hosted its second-annual Spring Feast in March, celebrating the renewal of the earth and acknowledging the work of Indigenous scholars, students, and community members.

What are Indigenous Students Studying?



Indigenous Student Success

Undergraduate degrees conferred to Indigenous students

	2014	2018
Arts	39	49
Science	10	25
Education	23	35
Business & Economics	7	8
Kinesiology & Applied Health	1	6
TOTAL	80	123

Academic Programs and Initiatives

ACCESS PROGRAM

The ACCESS program strengthens non-traditional pathways into UWinnipeg and are an extension of the Integrated Bachelor of Arts & Bachelor of Education degree programs. Since the program began in 1998 more than 200 students (of which 100 self-identify as Indigenous) have graduated from the Winnipeg Education Centre program, and 75 Indigenous students have graduated from the community-based Aboriginal Teacher Education Program.

YOUTH OUTREACH

The Wii Chiwaakanak Learning Centre has received \$75,000 over three years from NSERC PromoScience funding. This funding will be used to grow the successful Indigenous Math Camp for Indigenous youth by combining Indigenous knowledge with learning on topics such as chemistry, physics, computer science, and biology.

WEWENI INDIGENOUS
SPEAKER SERIES

A fourth successful Weweni Indigenous Speaker Series saw Dr. Adrienne Keene, Dr. Kim Tallbear, Dr. Edward Doolittle, Dr. Melissa Arcand, Dr. Mishauna Goeman, and Dr. Sherry Farell Racette present over this academic year.

MASTER'S IN DEVELOPMENT
PRACTICE (MDP)

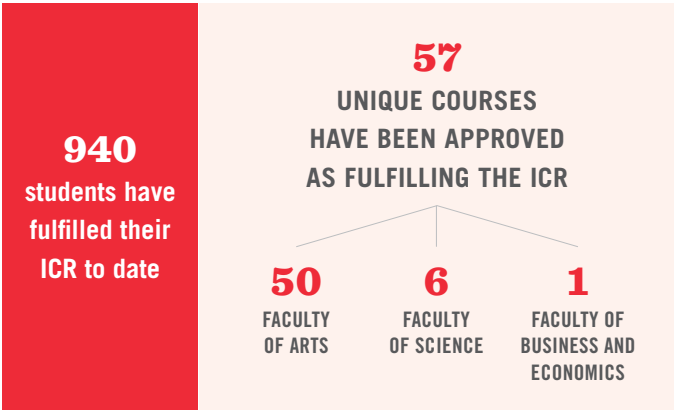
The core of the MDP program integrates the theory and practice of development with the experience of Indigenous culture and knowledge. Examples of field placements this year include: Nanaandawegimig/First Nations Health and Social Secretariat of Manitoba, Canadian Museum for Human Rights, and UWinnipeg's Department of Geography/York Factory Cree Nation.

Indigenous Course Requirement (ICR)

The academic year 2016–17 was the first year of implementation for the Indigenous Course Requirement (ICR) for undergraduate students at UWinnipeg. As described in the UWinnipeg academic calendar:

“Students first enrolling in Fall Term 2016 or later must take at least 3 credit hours from a list of courses approved by Senate. They may choose from a number of courses in which the greater part of the content is local Indigenous material — derived from or based on an analysis of the cultures, languages, history, ways of knowing, or contemporary reality of the Indigenous peoples of North America”.

END OF 2017–18 UPDATE



Partnerships and Community

MANITOBA METIS FEDERATION (MMF)

Through funding from MMF, a Métis Student Support Liaison Officer role was developed — and has provided support to over 60 Métis students this year. Over the past year 75 LRI bursaries were awarded to UWinnipeg Métis students, totalling \$176,500.

CALL TO CONVERSATION (C2C)

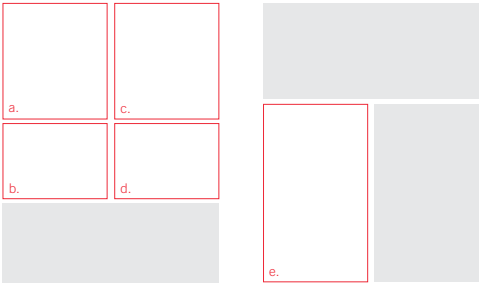
The Call to Conversation (C2C) Conference was hosted at UWinnipeg in partnership with Two-Spirit (2S) People of Manitoba and Queer Trans People of Colour (QTPOC) Winnipeg. In March 2019, the findings of the conference were released as Calls to Action that will help guide the creation of inclusive spaces and specifically addresses the discrimination experienced by 2S and QTPOC people based on gender identity, racialization, and sexuality.

BUILD FROM WITHIN

The Build From Within-Ozhitoon Onji Peenjiiee teacher development program is a partnership between the Winnipeg School Division, the Faculty of Education at UWinnipeg, and Indspire. The program, launched in November 2018, will provide the pathway and opportunities for Indigenous students to become education leaders.

INDIGENOUS INSIGHTS

UWinnipeg officially launched the Indigenous Insights program, with Canadian National Railway (CN) signing on as the premiere partner. Indigenous Insights is a flexible learning program that supports organizations seeking to understand and respond to the Truth and Reconciliation Commission's Calls to Action.



a. Indigenous Student Representation

Source: UWinnipeg Student Information System (SIS). Students have the opportunity to self-identify their Indigenous ancestry on their application to UWinnipeg. Data are as of November 1.

b. Indigenous Faculty & Staff Representation

Source: UWinnipeg Human Resources (HR), as of October 1. HR administers an equity data collection program which requests each new salaried employee complete a short survey composed of six questions. A census was completed in the spring of 2016 to provide existing employees the opportunity to provide updates as desired; the response rate was 70%.

c. What are Indigenous Students Studying at UWinnipeg?

Source: UWinnipeg Student Information System (SIS). A student's Faculty is determined by their self-declared major as of November 1. Percentages may not add up to 100% due to rounding.

d. Indigenous Student Success

Source: UWinnipeg Student Information System (SIS) as of January 1. Data are for the calendar year.

e. Indigenous Course Requirement

Source: UWinnipeg Student Information System (SIS) and the Office of the Vice-President, Academic.



Strategic Direction:
Research Excellence, Knowledge Mobilization and Impact

- _External Research Funding*

*_Summary of Total Research Funding**

*_Canada Research Chairs**

_Number of Research Assistants
- _Number of Postdoctoral Fellows**

*_Knowledge Mobilization**

_Examples of Research Excellence

Our faculty members continue to demonstrate excellence in research. This year, UWinnipeg academic researchers were awarded just over \$12 million in external research funding: the highest level of research revenue in UWinnipeg's history and a substantial increase from under \$3 million in the early 2000s. Industrial partnerships have been important to this rise of activity and have been strengthened by NSERC funding as well as MITACS support. In addition, the increase in postdoctoral fellows has helped support faculty with their research activities.

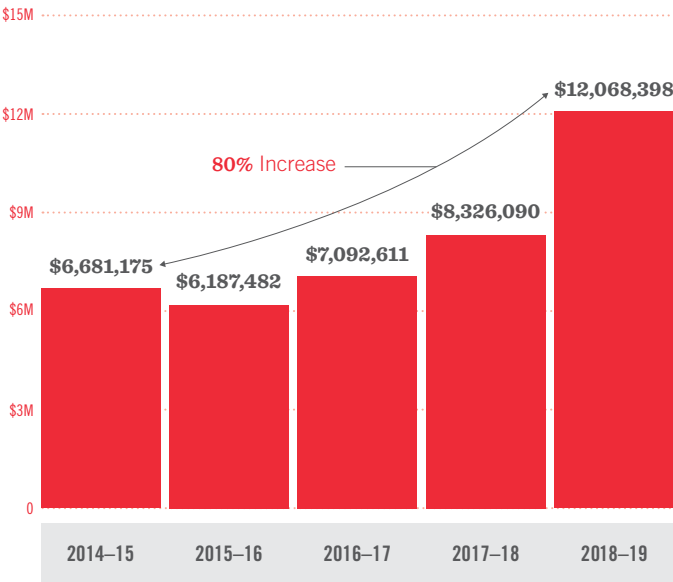
UWinnipeg is home to eight Canada Research Chairs (CRC). This year, UWinnipeg's CRC Equity, Diversity, and Inclusion Action Plan and 2018 progress report was approved by the

CRC program, and ranked in the “Fully Satisfies” category. The UWinnipeg plan and annual progress report were well received by the external reviewers. In particular, they welcomed the inclusion of the LGBTQ2+ community as an underrepresented group, and praised our intent to embed the EDI principles found in the CRC plan to all aspects of administrator and faculty recruitment processes, not just CRC recruitment processes.

The impact and implications of research conducted by UWinnipeg faculty members extends far beyond the walls of our institution. Understanding and assessing knowledge mobilization remain important components of our work.

**New to this year's report*

External Research Funding



Research at UWinnipeg

2018-19	
8 Canada Research Chairs	15 New or renewed postdoctoral contracts
286 Research Assistants	#1 for graduate student research intensity

Knowledge Mobilization

MANITOBA METIS FEDERATION

UWinnipeg researchers completed a study of how Métis children fare on the Early Development Instrument (EDI) compared to other Manitoba children. The EDI is used as an indicator of school readiness. This research was provided to MMF to inform future initiatives, such as developing supports and programs for children under the age of 5.

CLIMATE ATLAS OF CANADA HEALTH PORTAL

The Prairie Climate Centre’s new Health Portal (funded by Health Canada and the Public Health Agency of Canada) will make climate-related health information easy to access for Canadians. It is anticipated that the Portal will give researchers, health providers, and the public information they need to make informed decisions about health.

Summary of Total Research Funding 2018-19

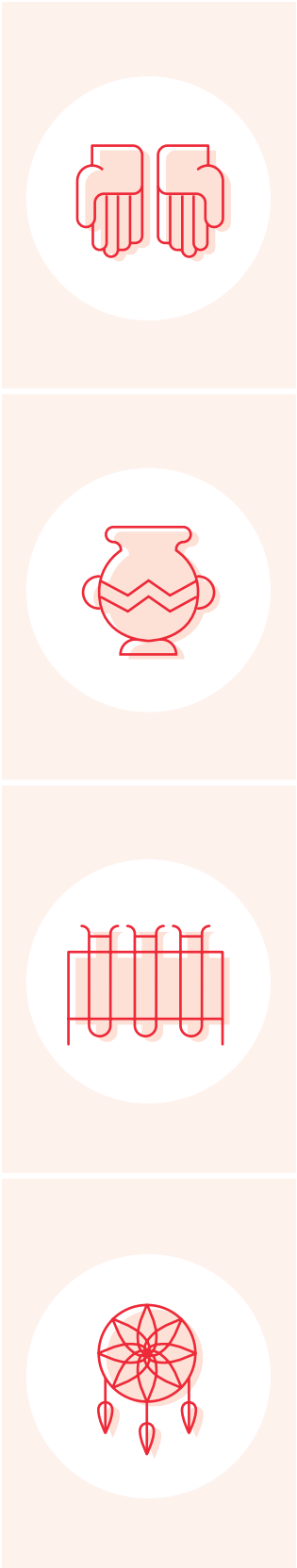
SPONSOR	AWARDED
Government Sponsors	\$5,129,215
Federal Government — Departments	\$2,039,693
Province of Manitoba	\$3,047,184
City of Winnipeg	\$42,338
Federal Government — Research Funding Agencies	\$4,914,060
NSERC	\$1,900,386
SSHRC	\$1,701,110
Canada Research Chairs	\$694,058
CIHR	\$336,108
CFI	\$282,397
Federal Research Support Fund	\$1,092,510
Foundations, Industry and Other Agencies	\$932,614
Internal Research Grant Funding	\$621,203
Total Research Funding (External & Internal)	\$12,689,602

THE CONVERSATION CANADA

UWinnipeg is a founding member of The Conversation Canada, which launched in June 2017. The Conversation is an independent source of news and views, from the academic and research community, delivered direct to the public.

13 Articles published online	Top 6 Countries: USA, Canada, Australia, United Kingdom, France, India
10 Writers	
142,159 Reads	

Areas of Research



UWinnipeg academic researchers produce high quality applied research with social and economic impact.

Dr. Jeremy Frimer (Psychology) conducted research on exchanges between U.S. President Donald Trump and his adversaries. He found that uncivil remarks harmed a politician’s own reputation, yet did little to affect the reputation of the speaker’s targets.

Dr. Melanie Gregg and Dr. Nathan Hall (Kinesiology and Applied Health) contributed to the Canadian Assessment of Physical Literacy, which provides the first comprehensive evidence that Canadian children are falling short on physical literacy.

Dr. Christopher Henry (Applied Computer Science) and **Dr. Christopher Bidinosti** (Physics) will work in partnership with Enterprise Machine Intelligence and Learning Initiative (EMILI) to promote machine learning and grow the digital agriculture industry in Manitoba.

UWinnipeg academic researchers critically reflect on the past, creating a solid foundation for understanding issues in today’s world.

Dr. Steven Kohm (Criminology) and **Dr. Pauline Greenhill** (Women’s and Gender Studies) are working with an interdisciplinary team to explore Canadian crime films from diverse perspectives through a film series titled, *Frozen Justice: Canadian Crime Films, Culture and Society*.

Dr. Carla Manfredi (English) authored a book about Robert Louis Stevenson’s unique position as witness to the political and cultural upheaval in the Pacific Islands during the 1890s, a time when European powers raced to claim Indigenous lands.

Dr. Peter J. Miller (Classics) was appointed as the 2019 Chancellor’s Research Chair. He is working on a book that focuses on ways classical antiquity continues to influence the contemporary world.

UWinnipeg academic researchers produce science-based research that has local, national, and global impact.

Dr. Renee Douville (Biology) is studying the role that viruses in the human genome play in Amyotrophic Lateral Sclerosis (ALS). The research will examine the use of market-available medication in treating symptoms of ALS.

Dr. Ed Cloutis (Geography) is the director of the new University of Winnipeg Centre for Terrestrial and Planetary Exploration (C-TAPE). Dr. Cloutis is searching for signs of biogenic gasses in the Mars Atmosphere.

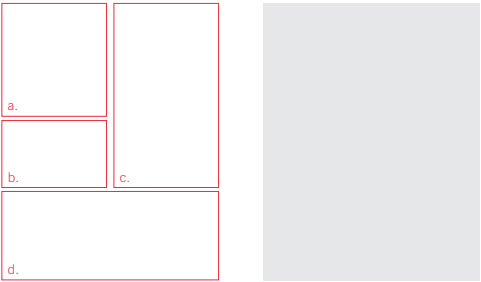
Dr. Mirjana Rokсандic (Anthropology) led a study of the first Neanderthal to be discovered in Serbia. The results have been published in the Journal of Human Evolution.

UWinnipeg academic researchers conduct work that sheds light on issues facing Indigenous people and their communities.

Dr. Mary Jane Logan McCallum (History) is conducting research on Indigenous people, history, and archives that will foster a centre of Indigenous historical knowledge production and training in Winnipeg.

Dr. Jaime Cidro (Anthropology) is researching how an Indigenous doula program can address poor health and social and cultural outcomes for First Nations women who travel to give birth.

Dr. Julie Nagam (History) is the first-ever UWinnipeg/Winnipeg Art Gallery Chair in History of Indigenous Art in North America. Her work investigates Indigenous stories of place to visually demonstrate alternative cartographies and challenge myths of settlement situated in colonial narratives.



a. **Research Funding**

Source: UWinnipeg Research Office. Data are for the fiscal year (March 1–April 30). External Funding includes CIHR, NSERC, SSHRC, CFI, CRC, Federal Research Support Fund, Federal Research Support Fund, Government Sponsors, Foundations, Industry, & Other Agencies.

b. **Research at UWinnipeg
Canada Research Chairs**

Source: UWinnipeg Research Office. Data are for the fiscal year (March 1–April 30). “In 2000, the Government of Canada created a permanent program to establish 2,000 research professorships—Canada Research Chairs—in eligible degree-granting institutions across the country. The program invests approximately \$265 million per year to attract and retain a diverse cadre of world-class researchers, to reinforce academic research and training excellence in Canadian postsecondary institutions.”

http://www.chairs-chaire.gc.ca/about_us-a_notre_sujet/index-eng.aspx

Number of Research Assistants

Source: UWinnipeg Human Resources Information System (HRIS). Data are for fiscal year 2018–19.

Number of Postdoctoral Fellows

Notes: Source: UWinnipeg Research Office. Data are for the fiscal year (March 1–April 30).

Research Intensity

Source: Research Infosource Inc. Research intensity is the total amount of sponsored research income per graduate student (full-time and part-time).

Fiscal year 2017–18

c. **Summary of Total Research Funding 2018–19**

Source: UWinnipeg Research Office. CIHR=Canadian Institutes of Health Research, NSERC=Natural Sciences and Engineering Research Council, SSHRC=Social Sciences and Humanities Research Council, CFI=Canadian Foundation for Innovation. Federal and Manitoba funding includes contracts, grants and Networks of Centres of Excellence (NCEs). Foundations, Industry & Other includes other provincial funding, US Federal funding, and international funding. Internal research funds includes \$250,000 of operating funds budgeted towards internal awards, with supplemental funding of \$200,566 contributed by the Research and Innovation Office; \$99,087 contributed from the NSERC and SSHRC General Research Fund, SSHRC Institutional Grant and our Internal Recoveries account; \$11,748 from the Anthony-Swaity Knowledge Impact Endowment Fund; \$19,802 from the Gupta Research Fund; and \$40,000 contributed for Research Start-Up Grants by the Vice-President, Academic Office, for a total of \$621,203.

d. **Knowledge Mobilization**

Source: theconversation.com/ca (accessed by the UWinnipeg Research Office)



Strategic Direction:
Financial and Institutional Resilience

_Composite Financial Index

*_Scholarships, Awards, and Bursaries**

_Revenue by Source

*_PACE and ELP Contributions**

_UWinnipeg Foundation Fundraising

The Board of Regents originally approved a three-year budget strategy in 2016, calling for UWinnipeg to increase revenues, decrease expenses, and balance its budget while supporting the Strategic Directions. As we enter the fourth year of the original strategy, significant progress has been made on many of the initiatives, and work continues on others.

We are committed to monitoring tuition fees against the amount of financial assistance provided to students. In 2018–19, funds equal to approximately 14.5% of undergraduate domestic tuition revenue were provided to students in the form of scholarships, awards, and bursaries. This is equal to the percentage provided in 2017–18.

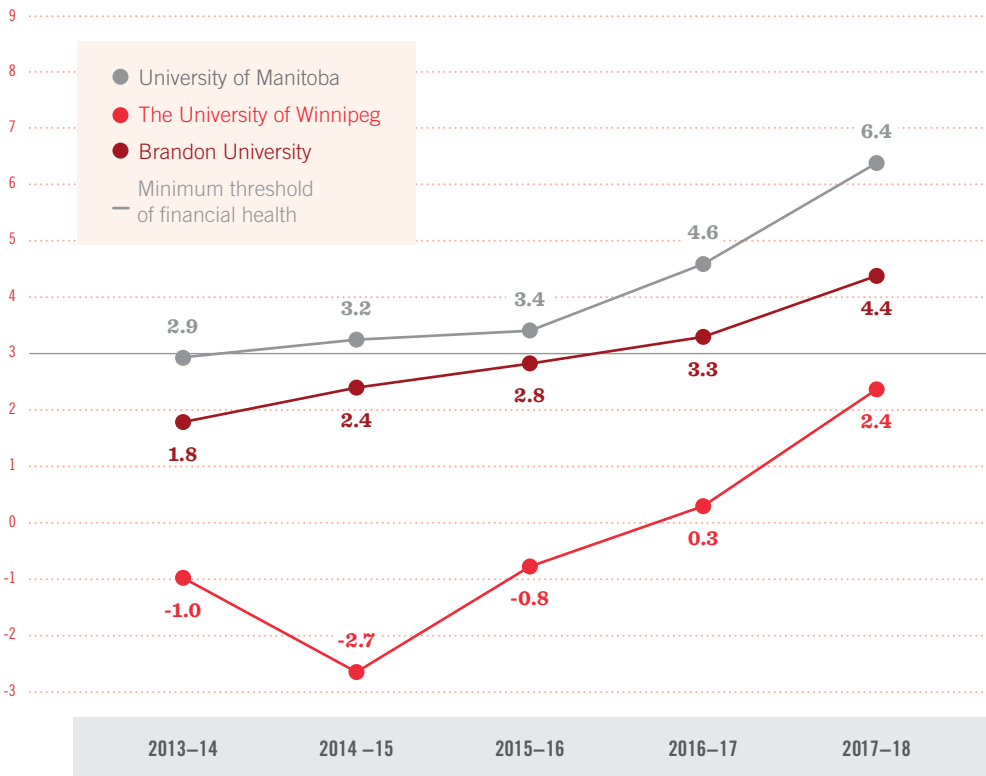
PACE and ELP have both exceeded their revenue and contribution targets from the original three-year budget strategy. This has allowed them to invest in their programs to further

increase their contributions and further subsidize core university programs. UWinnipeg is working with both programs to ensure a portion of the additional contributions they are making is used to invest in their programs, ensuring program quality and stable financial contributions in the future.

While UWinnipeg’s greenhouse gas emissions for 2018–19 fell by 11% from the previous year, the University has significant work to do in order to meet the ambitious environmental performance targets established in our current sustainability strategy. Achieving a 50% reduction in emissions by 2020 and meeting 5% of our energy needs with nonconventional renewable sources will require major investment in new projects and collaboration with external stakeholders.

**New to this year’s report*

Composite Financial Index (CFI)

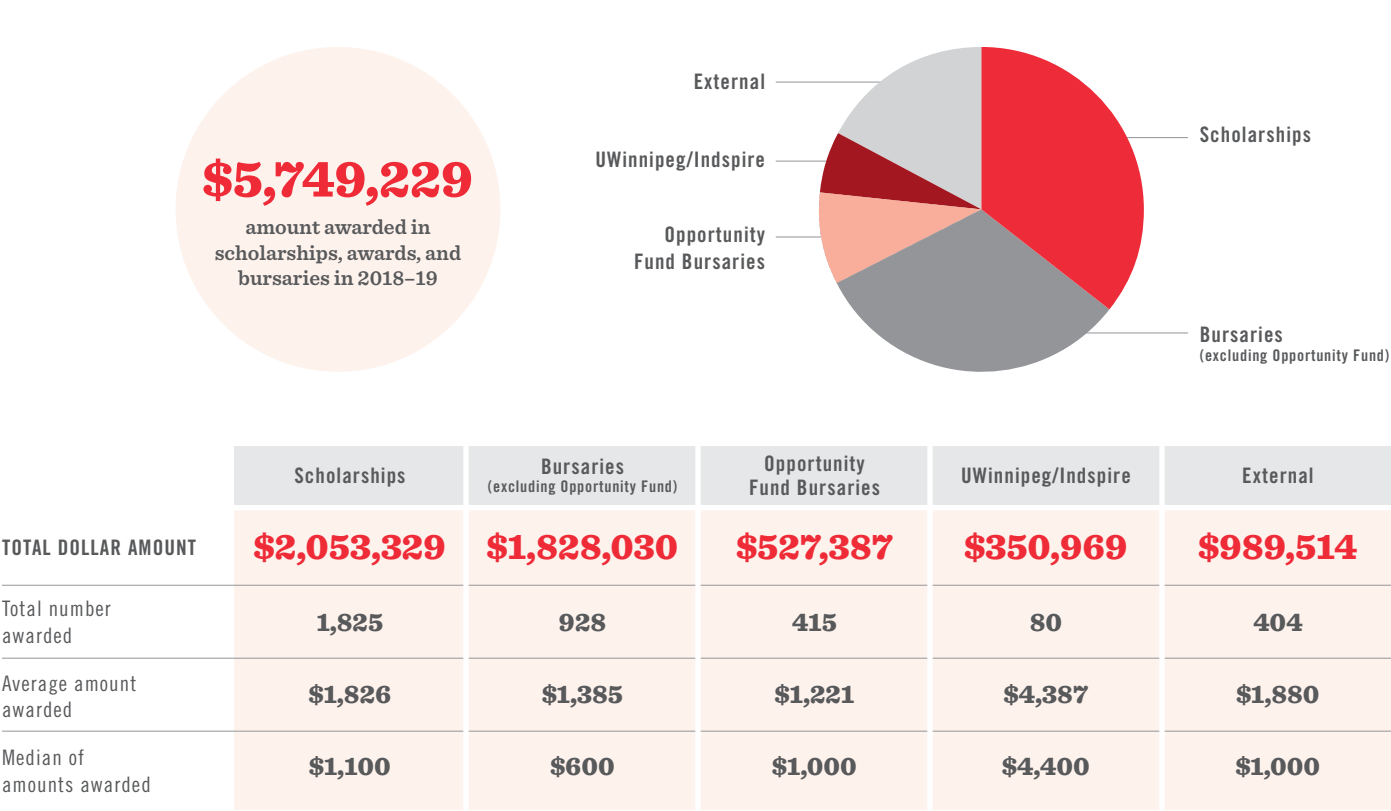


100%
increase in dollar amount of Opportunity Fund bursaries awarded in 2018-19 compared to 2017-18



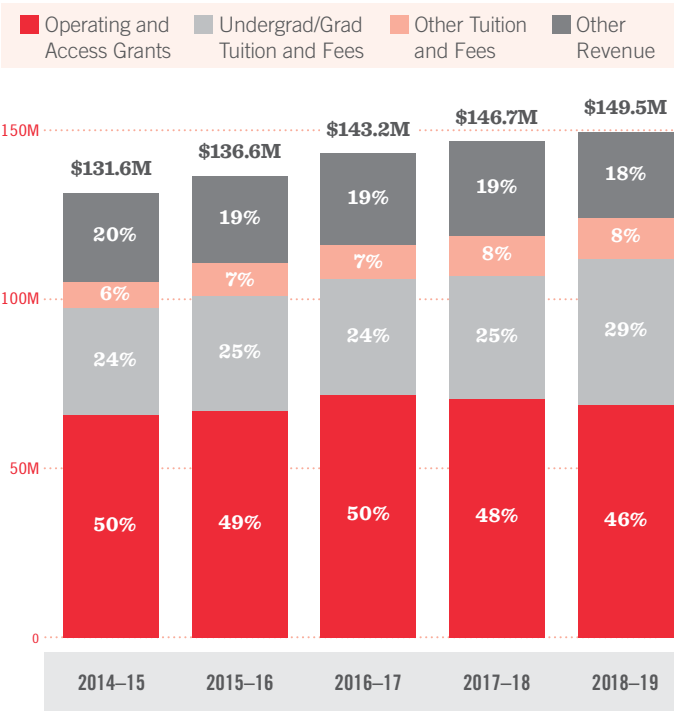
2,074
total number of students supported

Scholarships, Awards, and Bursaries

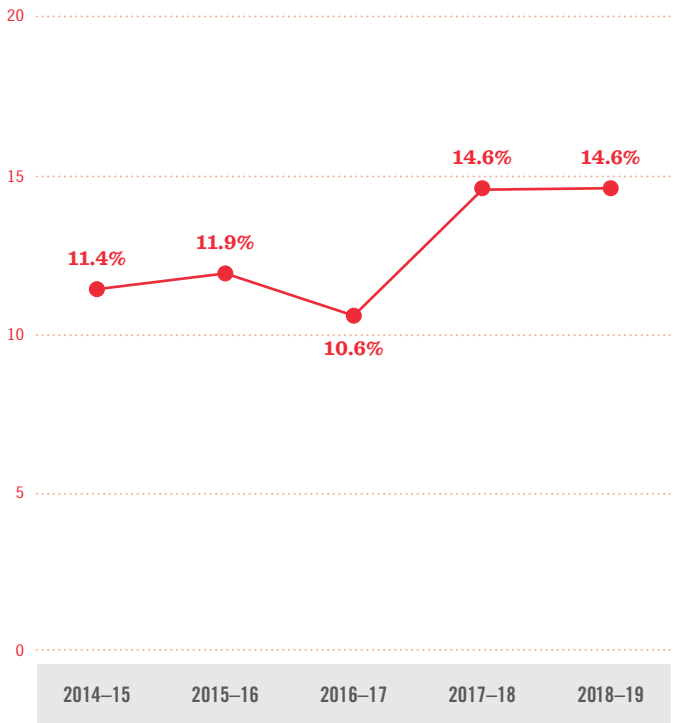


Revenue by Source

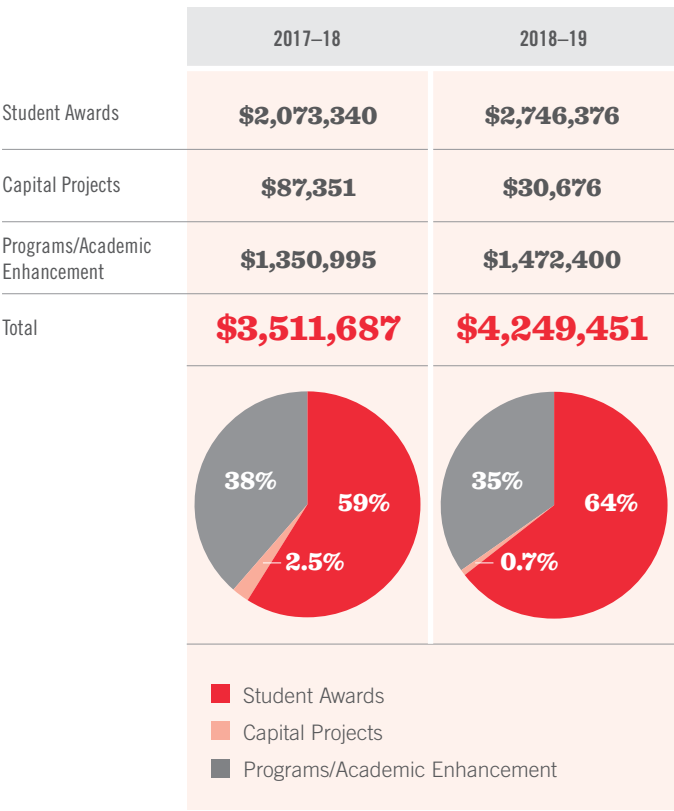
Proportion of total revenue



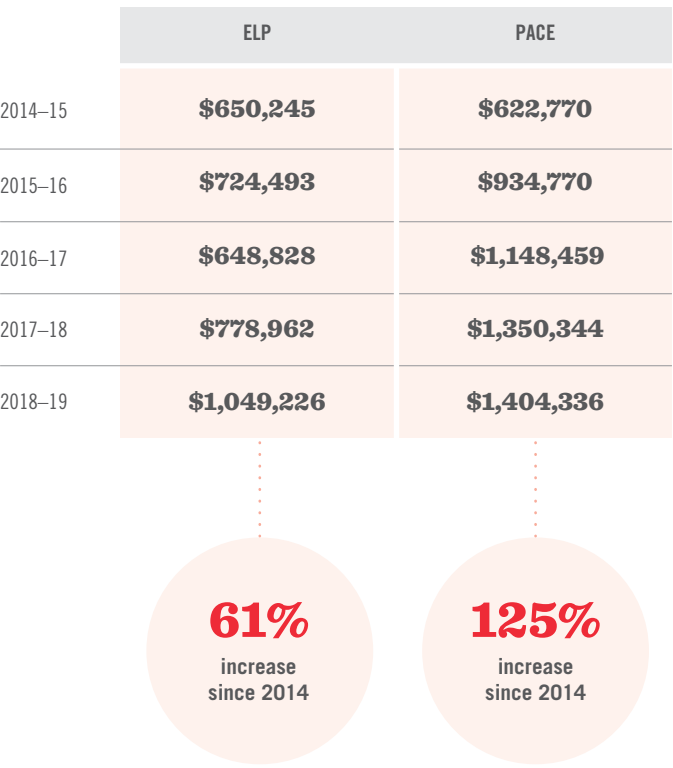
Student Awards as a Proportion of Undergraduate Tuition

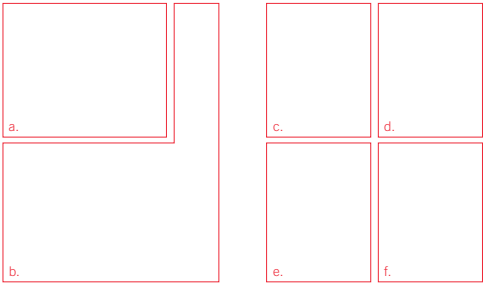


UWinnipeg Foundation Fundraising



PACE and ELP Contributions





a. Composite Financial Index

Source: The University of Winnipeg, the University of Manitoba, and Brandon University. Data are for the fiscal year. The Composite Financial Index (CFI) is a weighting and combination of four ratios that provide an overall score indicating the health of each entity. The four ratios are: The Primary Reserve (a measure of the sufficiency of resources and their flexibility), Viability (indicates the capacity to repay debt through reserves), Return on Net Assets (indicates whether the institution is better off financially this year than last), and Net Operating Revenue (indicates whether an institution’s annual operating cashflows cover its annual expenditures). The range of the CFI is -4.0 to 10.0; a score of 3 is often said to be the minimum threshold of financial health. The CFI ratios were developed and presented in 1999 by Ron Salluzzo and included in the seventh edition of Strategic Financial Analysis for Higher Education (2010; Prager, Sealy & Co., LLC, KPMG LLP, and Attain LLC).

b. Scholarships, Awards, and Bursaries

Source: UWinnipeg Awards and Financial Aid. Data are for the fiscal year (April 1 – March 31). Scholarships are merit-based: includes scholarships and prizes. Bursaries are financial need based: includes bursaries and awards. Awards also have a merit-based component. Opportunity Fund Bursaries are limited to the General UWinnipeg Opportunity Fund. In 2018–19, 415 students were awarded funds from the Opportunity Fund. Many donor funds have been established under the Opportunity Fund; these donor funds are included in the Bursaries roll up. UWinnipeg/Indspire is a cost shared initiative. Indspire provides the University with \$200,000 annually to fund this award. External includes all external awards including funds managed by the Winnipeg Foundation, Westland Foundation, Federal Government, Research Manitoba, etc. The total number of students supported (2,074) is a unique count and does not double count students who may have received more than one scholarships, bursary, or award.

c. Revenue by Source

Source: University of Winnipeg Financial Services. Data are for the fiscal year (April 1 – March 31). Other revenue includes: other government revenue (including research); gifts & bequests; interest income; ancillary revenue (Housing, Parking, Printing, Food Services, Bookstore, etc.); amortization of DCC; other revenues. Other tuition and fees are from PACE, ELP, Collegiate, etc., including application and other fees.

d. Student Awards as a Proportion of Undergraduate Tuition

Source: University of Winnipeg Financial Services and Awards and Financial Aid. Data are for the fiscal year (April 1 – March 31). Amounts reported are for undergraduate domestic students only.

e. UWinnipeg Foundation Fundraising

Source: The University of Winnipeg Foundation. Data are for the fiscal year (April 1 – March 31). Programs and Academic Enhancements includes fundraising for community and corporate chairs, as well as for 32 additional funds (e.g., Virtuosi, Journal of Mennonite Studies, Centre for Rupert’s Land Studies, PACE 55+, The Bat Box Proejct, the Axworthy Lecture series, etc.).

f. PACE and ELP Contributions

Source: University of Winnipeg Financial Services. Data are for the fiscal year.

On the Move

- Laurel Repski, former Vice-President, Human Resources retired in December 2018 after 12 years of service to the University. On January 28, 2019, Roberta Marsh assumed the role of Chief Human Resources Officer.
- Dr. Doug Goltz has been appointed Dean of Science, commencing July 1, 2019.
- Dr. Hugh Grant has been appointed Dean of Business & Economics, commencing July 1, 2019.
- Jennefer Nepinak has been appointed Associate Vice-President, Indigenous Engagement, commencing August 1, 2019.
- Dr. Mavis Reimer has been reappointed Dean of Graduate Studies, commencing July 1, 2019.

First-Evers

- The new Master of Arts program in Criminal Justice began in September 2018.
- Training for the new Sexual Violence Prevention Policy and Procedures was launched this year for students, faculty, and staff.
- Professional, Applied and Continuing Education (PACE) partnered with People First HR Services to launch a new Advanced Human Resources Certificate Program which is the first of its kind in Manitoba.
- UWinnipeg will soon be home to one of the largest solar panel installations inside the city. 540 solar panels have been installed on the roof of the Axworthy Health and Recplex. The system will provide approximately 20% of the RecPlex’s annual electrical consumption.
- A group of community artists led by Kenneth Lavallee and Annie Beach transformed UWinnipeg’s Helen Betty Osborne building by wrapping the exterior in a Star-Blanket inspired mural.

Improving Service

- Academic and Career Services developed and created a 9-part video series intended for first-year students detailing how to plan their program of study and select courses.
- The new Alumni and Donor database called Raiser’s Edge went live April 1, 2019, increasing system resilience and data quality, improving functionality to engage alumni, donors and community, and improved ability to manage events.

New and Renewed Partnerships

- The India Association of Manitoba and The University of Winnipeg have renewed their MOU, agreeing to extend the India Centre for a further five years.
- Post-Secondary Education Presidents in Manitoba have been working with the Manitoba Business Council to drive economic growth. In 2018–19 they developed a report, *Horizon Manitoba*, which makes a strong case for the enduring relevance of a university education.
- UWinnipeg is moving forward in partnership with the Jane Goodall Institute of Canada (JGIC) in collaboration with the Winnipeg 1 School Division and the Boys and Girls Club of Winnipeg to develop sustainability-related educational resources and programs based on the JGIC’s Roots & Shoots program.

Recognitions

- The UWinnipeg community was saddened by the passing of Dr. Marsha Hanen, who served as The University of Winnipeg’s President & Vice-Chancellor from 1989–1999. In June 2018, the University honoured Hanen by renaming the Spence Street corridor “Marsha Hanen Way.”
- Diversity operations at UWinnipeg held the top Canadian spot for Food and Dining in AASHE’s (Association for the Advancement of Sustainability in Higher Education) 2018 Sustainable Campus Index and 4th overall amongst all participating post-secondary campuses across the globe.
- The UWinnipeg Wesmen won the Duckworth Challenge this year, with wins in women’s and men’s basketball and men’s volleyball.
- In January, 2019, 50 business and economics students competed in JDC West, the largest business case competition in Western Canada. The UWinnipeg team took home a third place finish in International Business.
- Honorary degrees were bestowed upon Dr. Pawan Singal, Dr. David Courchene, Dr. Ruth Christie, Dr. John Mighton, Dr. Ida Bear, and Dr. Annie Boulanger.
- A successful application to the Sustainability Tracking, Rating and Assessment System (STARS) resulted in UWinnipeg maintaining its Silver ranking first awarded in 2015.



THE UNIVERSITY OF
WINNIPEG