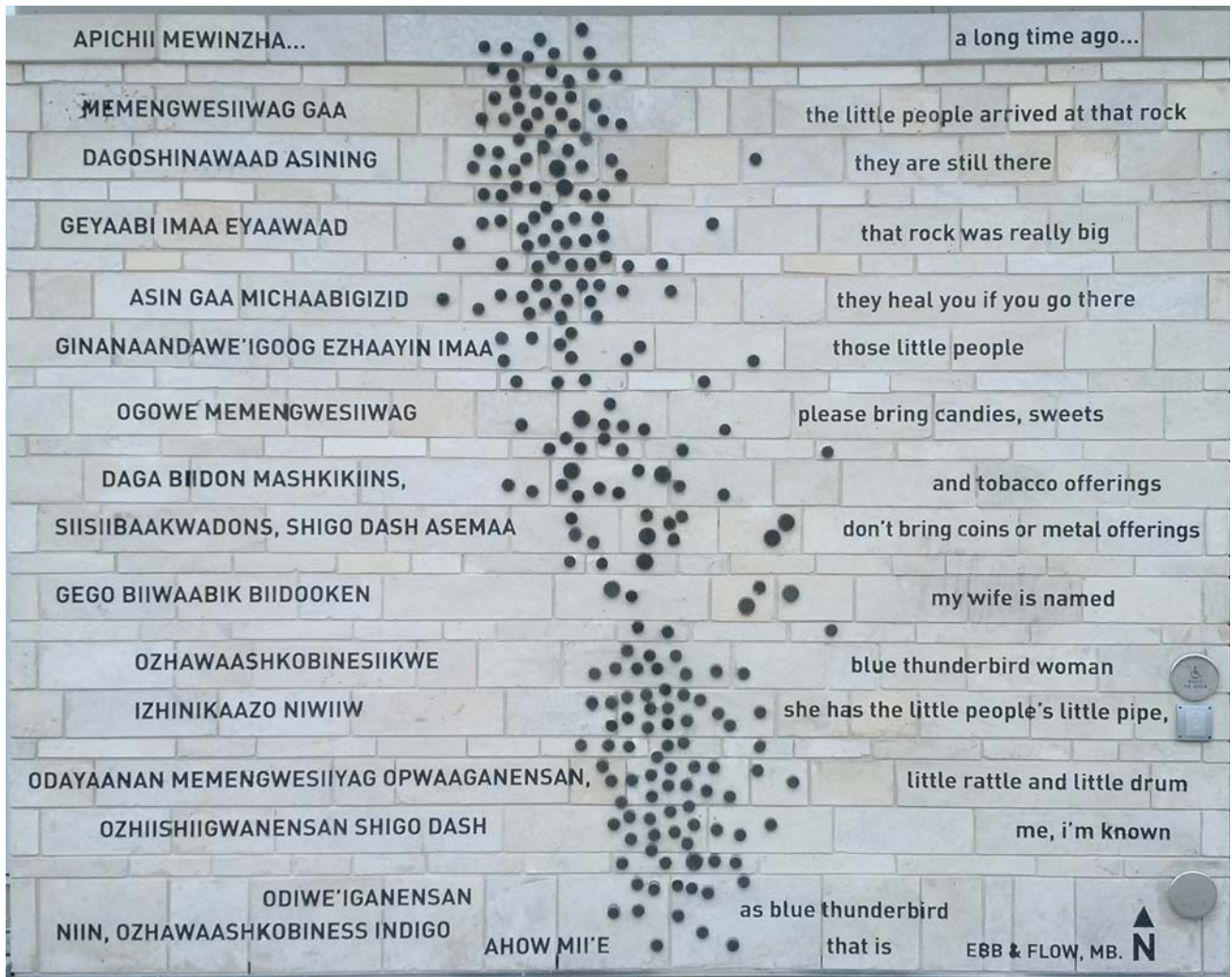




ASSET AND CAMPUS ENHANCEMENTS (ACE):

“WHAT WE HEARD”

Spring/Fall 2017



ASIN, meaning stone in Ojibwe, is a collaborative public artwork, unveiled on campus June 20, 2017



1.0 INTRODUCTION

The University of Winnipeg is a thriving hub located in downtown. Our campus is comprised of a diverse mix of people, buildings and spaces with 10,000 students and approximately 800 faculty and staff. Our location is both an asset and challenge. While being downtown and centrally located provides easy access to the campus and nearby amenities, we are also constrained by the area’s density and the fact that growth is complicated.

With a range of buildings constructed and adapted since Wesley Hall’s construction in 1896, our footprint is unique and complex. Over the past 100 years, the addition of new buildings has altered the campus in dramatic fashion. Perhaps most striking was the 1970 addition of Centennial Hall, which *Progressive Architecture* described as an “exceptionally bold response to three major problems: expansion without land, difficult climate conditions and a desire to dissolve rigid disciplinary school boundaries.” (*Progressive Architecture*, 1973, p 85).

Following the construction of Centennial Hall, it was not until the mid-2000s when the University launched an ambitious Campus Development plan. This plan resulted in a neighbourhood and campus transformation that included the doubling of our student population, adding substantially to our built form. UWinnipeg became an anchor in downtown renewal. The investment was nearly \$250 million in new construction, and included the addition of student housing, a new daycare, the construction of a new science complex, and a newly formed Faculty of Business and Economics along with a new wellness and multi-use recreation venue. While the campus plan was ambitious in scale, it was also pragmatic in the sense that growth was linked to our need for new and modern facilities, especially for a growing student population.

1.1 The Asset and Campus Enhancement Plan As Part of Our Planning Framework

The Asset and Campus Enhancement (ACE) process launched in 2017 with the goal of helping inform the development of the upcoming Capital Campaign by providing insight and direction from faculty, staff and students. The context for the ACE format drew from The University of Winnipeg’s five Strategic Directions:

- Academic Excellence and Renewal;
- Student Experience and Success;
- Indigenization;
- Research Excellence;
- Knowledge Mobilization and Impact; and
- Financial and Institutional Resilience

Since the launch of these strategic areas of focus, additional work has been undertaken to position UWinnipeg for continued academic and research excellence. This includes developing our first Integrated Academic and Research Plan (IARP) in the fall of 2016 and updating our Institutional Sustainability Strategy. The IARP process brought together stakeholders to establish a five-year pathway grounded in the Strategic Directions and the desire for a strengthened academic core. The development of the Sustainability Strategy similarly engaged stakeholders to renew our sustainability work and to align this



work with the Strategic Directions. Both of these plans include specific commitments related to capital and asset enhancements. In fact, part of the impetus for the ACE consultation process stems from an IARP recommendation calling for a reinvestment in our current and aging built environment.

2.0 KEY FINDINGS

The Asset and Campus Enhancement (ACE) process launched formally in March 2017 with the goal of undertaking a series of consultations to listen and assess the views of campus stakeholders on what enhancements were required to support faculty, staff, and students in advancing the Strategic Directions and the actions emanating from the IARP.

Over the course of six consultations, faculty, staff, and student representatives contributed numerous insights, thoughts, and suggestions that were coded into three broad but key thematic areas: campus improvement, general campus functions, and specific programs.

The following is a high-level review of the key findings:

ACE Overview:

- Investing in the general renewal of our campus assets including the modernization of Centennial Hall and other signature buildings was seen as a key priority;
- Recognizing that the library requires specific attention that cuts across themes, including providing better space for various uses, offering more support for cutting edge programming, and ensuing infrastructure renewal and expansion better suits the needs of current and future users;
- Providing more student spaces such as lounges and other amenities to support groups and collaborative efforts among students across campus;
- Investing in a better “connected” and “powered” campus to ensure students can get work done by having additional power outlets and the spaces for students to gather to work and study;
- Ensuring deliberate actions are taken to Indigenize the campus (built environment and visual);
- Creating classrooms that are more flexible and cutting-edge as well as a general “sprucing up” of spaces by investing in technologies as well as basic furnishings for learning comfort and advancement;
- Offering more supports for teaching excellence to improve pedagogy and mentorship;
- Exploring supports for Indigenous faculty and staff;
- Tracking and publicizing faculty research more systematically to enhance our knowledge mobilization efforts; and
- Creating more awareness of the financial supports offered to and available for students.



3.0 METHODOLOGY AND PROCESS

The ACE process was managed by a committee tasked with seeking input and coordinating feedback among stakeholders on campus. The ACE members include Jino Distasio, Serena Keshavjee, Craig Willis, Gina Sylvestre, Julie Nagam and Neil Besner (until his retirement in June). Advisors: Chris Minaker, Mike Emslie, Brian Daly. Facilitators: Scott McCullough, Marcella Poirier, and David Thomas (*Appendix One - facilitators*) and Communications support: Diane Poulin. The committee was initially chaired by Bill Balan with Jino Distasio assuming the Chair position in March. The Committee met several times to establish the process and the questions used and to develop the introductory overview that was provided at the start of each session.

The ACE Planning Committee was specifically asked to obtain input on a number of strategic areas including:

- **Activities:** including knowledge mobilization, research, Indigenization, research chairs, and other activities.
- **Programs:** including scholarships, bursaries, endowments, international student programs, and other supports.
- **The Physical Campus:** including collegial student spaces, stewardship and consolidation of new development, sustainability, energy efficiency, integrated spaces, conservation spaces, and other needed physical spaces.

Through March and April 2017, a series of open, facilitated consultations were held in Convocation Hall at different times to allow for maximum faculty, staff, and student participation:

- Monday, March 6 from 12:30 to 2:00 pm
- Tuesday, March 14 from 5:00 to 6:30 pm (postponed)
- Thursday, March 23 from 8:30 to 10:00 am
- Thursday, March 30 from 12:30 to 2:00 pm
- Tuesday, April 4 from 5:00 to 6:30 pm
- Thursday, April 13 from 8:30 to 10:00 am
- Thursday, May 5 at 9:00 am with UWSA representatives

The ACE sessions were open, with facilitators providing direction and support. A member of the committee opened each session and established the objectives for the discussion. The facilitator(s) then guided the tables. Attendees assembled in small groups with each selecting a scribe and a reporter. At the end of each session, the scribe handed in the ideas generated by each group to the ACE committee. The open meetings were publicized in the following manner:

- Dedicated website with link from UWinnipeg homepage
- Faculty and staff bulletin (weekly)
- Social media platforms (Twitter/Facebook)
- Email invite from President to all faculty and staff



A total of 61 people attended the facilitated sessions with a mix of faculty and staff. Three Board of Regents members also participated (*Appendix Two - discussions*). Several written submissions were also received (*Appendix Three – written submissions*).

Participants were asked to select three of the following to discuss at each table.

- Thinking about the physical spaces you use on campus, what improvements would you like to see to be more effective in your research, teaching, learning and support of students? (selected by 12 groups)
- What improvements would you make to campus to enhance research and teaching excellence, impact and knowledge mobilization of faculty? How can we be more effective in sharing our research with internal and external audiences? (selected by 7 groups)
- What improvements would you make to campus to support Indigenization and support for Indigenous methods of research and scholarship? (selected by 6 groups)
- Are student financial supports appropriately distributed among a wide enough range of disciplines? Should they be more targeted in specific areas or broadly diverse? (selected by 5 groups)
- What improvements would you make to campus to improve student experience and retention of undergraduate students? (selected by 4 groups)
- What is required for an engaging, enabling, meaningful, accessible campus for all? (selected by 2 groups)
- What improvements would you make to campus to improve sustainability? (selected by 0 groups)¹

The facilitators moved each table through the session ensuring that adequate time was spent on each question while also leaving ample time for a verbal report to the larger group.

4.0 WHAT WE HEARD: THE STORY UNFOLDS

The following section explores the results of the “What We Heard” analysis. The intent is to provide a broad overview of the thematic areas raised in the various session and submissions presented to the committee. Overall, there was an emphasis on strengthening the physical spaces on campus through reinvestment and renovation. The general sentiment was that we have come out of a period of substantive growth of our campus footprint and it was now time to focus attention on the existing spaces

¹ Campus-wide engagement process for the Sustainability Strategy took place throughout the fall 2016 and early winter 2017, and campus stakeholders had multiple opportunities to share their views on this question over the course of several months just before the ACE consultation began. Participation in this process was very strong and is a likely explanation for this question not being taken up again in this forum.



to enhance the overall experience of our faculty, staff, and students through modernization and upgrading.

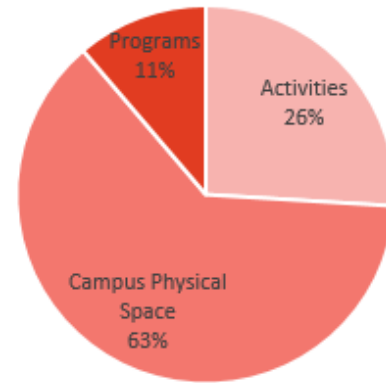
4.1 Data Analysis

Qualitative data from the ACE engagements and submissions were coded into 285 entries. This was accomplished using NVivo software to organize the 285 distinct points of discussion into 32 separate and distinct categories under three themes: physical campus, activities, and programs.

It was possible that entries were entered into more than one of the three themes based on content of the comment.

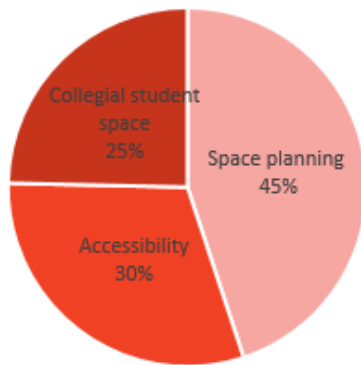
Of these categories, campus physical space was discussed the most with 179 individual coded responses, accounting for 63% of comments. This was followed by activities and programs.

ACE Themes



4.1.1 Campus Physical Space

Campus Physical Spaces



In the ACE consultations, physical space dominated discussions and focused primarily on the need to improve existing spaces. This included recognizing the challenge to meet multiple and flexible teaching styles, identify and plan for underutilized spaces, and adapt the campus to meet accessibility and safety requirements. In each consultation, there were a number of recurring themes such as: a perceived lack of cohesion in the overall campus design; a lack of vision for planning interior space improvements; and the increasing functional obsolescence of many existing spaces on campus.

Participants also communicated a gap between the type of space required for teaching and a lack of accommodation with the current scheduling/planning system. Classroom and lab design was discussed at every session emphasizing the diverse pedagogical requirements of various faculties and illustrating the need for design of innovative and more flexible space.

Lack of comfortable seating in lounges was identified as a deficiency in the Buhler building specifically and across campus generally. Overall, a number of issues and ideas were raised with respect as building specific and include:

- Buhler’s lack of student space for project work, which was viewed as affecting the ability to collaborate.



- The general sense of a lack of access to classrooms after hours that limit flexibility and efficient use of spaces.
- The Plug-In Gallery's control of the second floor patio area in the Buhler Centre was perceived to limit student access to valuable real estate for student gathering and collaborative work.
- A concept for a Bryce Hall-Way of Learning, which might include video and audio stations built into the walls on each side of the hallway where visitors and could learn about oral history and the diverse projects developed at UWinnipeg.
- The science complex requires an increased number of electrical outlets for student use, along with accessible printing for students and improved access to the basement computer lab.
 - Feedback also pointed to the need for a large lecture theatre (perhaps 300+).
- Gallery 1C03 requires art storage. In addition, participants emphasized that teaching excellence is often tied to physical space. This is especially the case with artworks, which require display areas, storage, and conservation areas.
- Participants felt there is a need for a gallery space to provide context and history for Treaty One, Truth and Reconciliation, and our process of Indigenizing campus in an engaging and intentional way.
- Anthropology was singled out as having a requirement for accessible space with displays to engage and highlight research where people can touch and interact with objects and artefacts.
- Creating space for our art, anthropology, and archives collections in a visible home accessible to the public is an important direction for the future of knowledge mobilization.

Consistent with what was heard during the IARP process, and as reflected in IARP commitments, the many challenges facing the library were raised at every consultation. There is a need for a 21st century library learning commons with enhanced space that preserves collections of all kinds. Library redevelopment should include consideration for social sharing space, community space, support for faculty, knowledge repository for faculty output, visual impact, and the ability to preserve materials in a responsible way. Library discussions also included a need to improve safety and address the lack of physical accessibility. Repairs and maintenance issues were also listed as significant and ongoing. The scale of the interventions discussed for the library varied by consultation; one participant summarized a potential project as “a RecPlex for learning” where knowledge mobilization can successfully engage students, community, faculty, and staff.

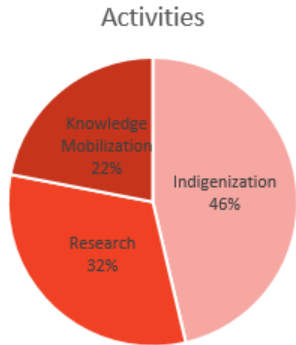
Lack of strategic planning for the library to meet campus needs was of concern for participants. This further supported the commitment in the IARP to develop a separate plan for the library. It is critical to assess the level of need and the scope of any future direction needed to modernize the space and supports. To transform the vision into a real campus enhancement, a development plan needs to include professional space planning, design, construction review, costing, and a financial plan.

Quality space planning and design were identified as a critical task to meet the diverse needs on campus. Commitments in the Sustainability Strategy related to facility maintenance and renovations will play a role in achieving this quality, while further steps will also be required.



4.1.2 Activities

Activities included discussion of needs for post-doctoral support, improving student retention, supporting teaching, and professional development. Indigenization and the need for additional implementation opportunities and supports emerged as the most discussed activity. Indigenization within our programs and activities, as well as the built environment were seen as critical areas of emphasis.

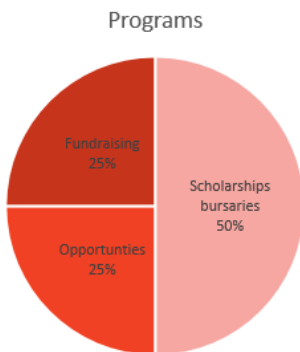


Knowledge mobilization was the third-most prominent theme under activities. Discussion was around the need to have links between various departments and the library to enhance knowledge mobilization with students and community. These discussions crossed over into discussions of campus physical spaces. Included in this discussion was the role of art in knowledge mobilization activities.

All these themes align with the major commitments in the IARP, and the conversations that took place can help shape the way these commitments are implemented.

4.1.3 Programs

Programs accounted for 32 of 285 responses and focused primarily on scholarships, bursaries, and endowments with a particular interest in acknowledging students who may fall outside of conventional awards. There is a need to understand and create more awareness among faculty and staff about the array of financial supports currently offered to students, and to examine if these supports are as effective as possible and the means by which students are made aware of and access such awards.



Here again, we find alignment with the major commitments in the IARP, and the conversations that took place can help shape the way these commitments are implemented.

4.3 ACE Sub-Category Discussion

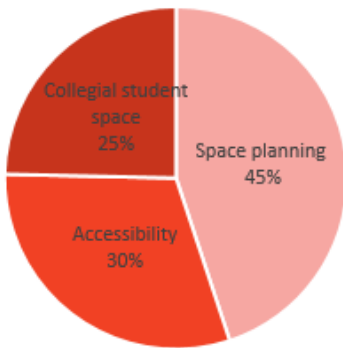
Within the three categories of Campus Physical Space, Activities, and Programs, the 285 responses were organized into 32 data codes. The top five coded responses include:

Indigenization:	33
Space Planning (high level)	31
Required Spaces	28
Accessibility & Safety	21
Library	21



Indigenization emerged as the most discussed subject of the ACE process with 33 comments of 285. Discussion groups were provided with a choice of seven questions for the ACE session with sufficient time to discuss three. Indigenization was selected by groups at every session. Enhanced guidance to successfully understand, implement, train, and support Indigenization on campus as a strategic direction was a common theme.

Campus Physical Spaces



Discussion of the campus prioritized concerns regarding space planning, design, and use of space to best accommodate teaching and learning. Accessibility of campus was a significant concern followed by a strong perception that this campus needs more places for students to gather and work collaboratively. In the category of campus, space planning/design accounts for 45% of comments/concerns, accessibility 30% and collegial student “hang-out” and collaborative work space 25%.

Of the ten sub-categories of discussion of physical space, the library, Buhler, Bryce Hall, Richardson College, Gallery 1C03, and the specialized needs of the anthropology department were all addressed – but were not in the majority of comments. Participants communicated a lack of strategic planning for

campus to meet the most pressing needs.

5.0 CONCLUSION

Over the course of the ACE consultation, attendees described a number of important areas for consideration. There was broad support for investing in our current campus with general improvements and modest redevelopments consistent with our mandate to act sustainably and address Indigenization while being fiscally responsible. The mood of the consultations also recognized the intention articulated in our Strategic Directions to stay about the same size we are right now. We have emerged from a period of growth into an era that focuses internally, in the words of one participant, “the small things can have a big impact.”

ACE consultations have helped identify specific physical spaces, activities, and programs in need of attention, while the IARP and the Sustainability Strategy provide broad commitments that will inform design and implementation processes as we address these specific priority areas. These broad commitments are to:

- Examine our physical research infrastructure and compliance standards to ensure safe working environments for faculty and staff.
- Create flexible, open, digital media spaces on campus to allow students, faculty, and external users to interact with technology for teaching, research, and sharing information.
- Participate in digital infrastructure initiatives to build capacity at UWinnipeg in data management and dissemination of information.



- Achieve a 50% reduction of scope 1 (direct emissions related to operations – i.e. heating) & scope 2 (indirect emissions – i.e. electricity) GHG emissions compared to a 1990 baseline by 2020 and achieve 0 emissions by 2035.
- Aim for 5% of total energy use on campus to be derived from unconventional renewable energy sources (solar, geothermal, wind, sustainable biomass) by 2025.
- Aim to align facilities management to reflect the equivalent of LEED Operations & Maintenance standards by 2021; continually integrate reporting metrics from LEED O&M implementation into ongoing annual reporting to achieve full alignment and reporting capacity by 2021.
- Ensure that all new buildings and major renovations are built to the highest possible standards appropriate to the given project and context. By July 2017, draw on LEED, LivingBuilding, Passive House, and Green Globes to develop (a) transparent decision-making criteria that will be used to determine the most appropriate approach for a given project; (b) a publicly available internal sustainability project checklist; and (c) standard template of sustainability RFP requirements for all projects. Report on projects annually.

In addition to these broad commitments, the IARP identified one particular area of campus in need of updating: the library. This priority was confirmed during ACE consultations.

Key themes coming out of ACE consultations related to activities and programs aligned with the major commitments in the IARP. The conversations that took place during these consultations can help us shape the way these commitments are implemented.

Looking at campus physical spaces, this process invited two new overarching commitments in addition to those found in the IARP and the Sustainability Strategy.

These are:

- Ensure quality space planning and design. There is a strong desire to see rational and transparent processes here;
- Implement design principles throughout physical spaces that reflect our Indigenization goals. While the idea of building a sweat lodge on campus continues to be heard, we also heard a broad call to consider the many other visual and design elements of our campus that can be part of our Indigenization process.

This process has also clarified that accessibility will be a key element to consider as we put into practice our commitment in the IARP to examine compliance standards to ensure safe working environments for faculty and staff.

While some specific opportunities were identified in the Buhler Centre and the Richardson College for the Environment & Science Complex, two priority areas for physical campus enhancements appear to have been confirmed:

- Modernization of the library and related areas, including Gallery 1C03 and art storage space, Rare Books and Archives, and Archeological Holdings in Centennial Hall;



- Updating Centennial, Bryce, Manitoba, Ashdown, and Lockhart Halls to improve student and faculty spaces in these core campus areas.

To ensure meeting commitments in our IARP, enhancements to digital spaces and infrastructure would be integral aspects of work in both of these areas. The same can be said for efforts related to safety and accessibility. In keeping with our sustainability commitments, we can anticipate work related to the building envelopes and energy systems of these core campus buildings, including renewable energy projects. We can also expect all building and renovation work to reflect our efforts to align facilities management, building, and renovation process with our new sustainability targets.

6.0 NEXT STEPS

The completed *What We Heard* document will be posted on the UWinnipeg website and advertised in the faculty and staff bulletin.

The ACE report will inform discussions administration has with the Province on operating and capital funding, Board of Regent operating and capital decisions, as well as the development of UWinnipeg's next capital campaign, envisioned for 2018.

Updates are posted on the Strategic Directions website at: <http://www.uwinnipeg.ca/strategic-directions/index.html>