

March 6, 2017 – Convocation Hall – Scott McCullough and Marcella Poirier facilitating.

In addition to ACE Committee members, a total of 11 faculty and staff members attended from a variety of backgrounds (Anthropology, Economics, Biology, Art Gallery, Physics, Accessibility Services, Library and Psychology.)

Group One:

1. 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?

- **Library:** Enhanced library space that preserves collections of all kinds; social sharing space, community space; support for faculty; knowledge repository for faculty output; visual impact; preserves things in a responsible way (currently cannot preserve records properly); faculty needs mostly electronic; need storage for graduate theses.

We need an accessible place where people can put hands on objects. We need display space to engage and highlight research.

One space that currently works well is the area in front of the archives – it is functional and supports collaboration.

- **Classrooms:** Design innovation to accommodate multi-pedagogical methods is required. Need multi-media in classrooms optimized for mobile devices and laptops; need chalkboards; classroom layouts “portrait” “Landscape” and “circular” modes, needs to be changeable to accommodate teaching styles (3M classes near Lockhart are good).

Communication between faculty and scheduling would be helpful to clarify needs and limitations to best support effective teaching.

- **Labs:** cannot provide competitive labs because of cap on research funding, need more research labs.
- **Accessibility:** physical access is fundamentally a barrier across campus with particular challenges around stairs and the escalators. The Anthropology department cannot appropriately accommodate Indigenous Elders due to physical barriers within the space. Way-finding and signage are not clear and consistent. Clear visual cues and directions would be helpful. Improving and communicating the Campus Accessibility Plan is an opportunity to serve students, staff and community.
- **Other:** graduate students have no space of their own.

2. What improvements would you make to campus to support Indigenization and support for Indigenous methods of research and scholarship?

- Need an Indigenous house and consolidation of space
- Highlight Indigenous role-models and mentors particularly in the sciences.
- Anthropology and archive collections important to Indigenous communities need display and physically accessible space.

3. 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?

- Canada Research Chairs – identify certain fields for targeted awards, hire the right people to bring in money, revise cap on research funding to move up to next funding level
- Digital infrastructure needed for knowledge mobilization – servers, web developers, data management
- Accommodating and hosting conferences with flexible space and movable furniture , larger rooms, better electrical outlets, offsite and online conferences (Cisco room)
- Room scheduling a problem now – those responsible for scheduling may not be aware of the nature of classroom needs based on discipline, some information needs to be shared. Communication between faculty and scheduling would be helpful to clarify needs and limitations to best support effective teaching.
- Better co-ordination of exam scheduling for large areas such as Riddel or the Rec plex

Group two:

1. 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?

- **Physical** areas for improvement: better way-finding signage, Balmoral entrance not convenient
- Trying to access Student Central not easy re: accessibility via Portage Ave
- Dream is new skywalk connecting Rice and main campus
- Van shuttle between main campus and Richardson would be good (accessible, could get donor to sponsor the van with logo)
- Is the website compatible for those with visual impairments?
- Clinical psychologist – can we do assessments for students re: undiagnosed learning issues (U of M has this capacity) (UWSA Health Plan?)
- Universal design as a teaching tool
- We have good communication with physical plant re: solving accessibility issues as they arise

2. 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?

- Be more like University of Lethbridge, more known for research themes across disciplines, can attract more grad students, fellows etc.

Group three:

1. 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?

- Need a Centre for Teaching to help improve pedagogy (miffed that CTLT disappeared without explanation)
 - Most universities have such Centres.
 - Teaching excellence is often tied to physical space.- see below
- Research office is more of a clearing house for tri-Council grants; needs to be more proactive to find new sources of funding (Note: no awareness by faculty of new research position)
- There has been a loss of research funding broadly

- Need more formalized workshops to help faculty to mentor each other and assist with grants
- Does our research expertise go beyond our departments (eg: economics dept doing work with Immigration but no one knows); Skywalk series good for general audience
- Science bldg. was supposed to have classroom for 300 but did not. That is needed
- Short videos to share research (well produced) would be good (Note: faculty unaware of Bruce Hanks or his role)

2. 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?

- Art Gallery not co-located with collections/office, inefficient (example of worst practices in art storage)
- Art works stored in small closet not accessible to students or classes could have much more engagement
- Teaching excellence is often tied to physical space. This is especially the case with art-works which need display areas, storage and conservation areas. To teach about the art, need to explain the context and that requires display space.
- Generally, there is a lot of inefficient use of spaces in multiple buildings. Some rationalization of space would help a lot, and not cost a lot. EG:
 - Buhler has no student space for project collaboration, at night classes are empty could be repurposed (barrier seems to be no security); students leave campus early – no space - when could remain to study in groups
 - Lack of collaborative spaces affects potential office hours of faculty, student/faculty relationships, and collaborative work.
 - Allow for a student room-booking system.
 - Classrooms not accessible after hours. Security concerns have trumped flexible efficient use of spaces.
 - Buhler generally not well designed as an educational facility for the 21st century
 - Students cannot use outdoor patio on space 2nd floor Buhler controlled by Plug In
 - Plug-In not aligned with the University Art collection of department.
 - Science Complex study open corral spaces are distracting rather than collaborative. Poor design. Poor usage. Third floor Admin is underused.
 - Accessibility issues in many areas (Centennial) spiral staircases, transition between bldgs.
 - Could we do more with rooftop spaces – gardens, seating. Make use of these existing spaces

3. Are student financial supports appropriately distributed among a wide enough range of disciplines? Should they be more targeted in specific areas or broadly diverse?

- Generally faculty unaware of what student financial supports we offer
- We have a lot of small scholarships of \$500 would be better to offer fewer, larger,
- some are very restrictive so criteria only applies to very few. Results in poor students getting scholarships because they are the only applicants.
- Want more bursaries that are needs-based
- Graduate studies scholarships seem to be at discretion of Dean and could be used more effectively to attract more grad students (competitive) – budgeting nightmare
 - Funding awarding should be part of the intake process.

- We are losing top grad student applicants because they competitively apply at universities, and UofW faculty have no idea what they can offer applicants.
- In Biology, do not have enough teaching bodies to meet our course obligations
 - An underlying problem is the university has doubled in student population, but the number of faculty has not kept pace. Faculty overwhelmed with course-load. High numbers of sessional instructors.
 - Service Courses eat up Human Resources.
 - Overall student population up 40% in past decade but faculty numbers remain unchanged

March 23, 2017 at 8:30 am – Convocation Hall – Marcella Poirier facilitating.

In addition to ACE Committee members, a total of 13 faculty and staff members attended from a variety of backgrounds.

Group One:

1. What improvements would you make to campus to improve the student experience and retention of undergraduate students?

Our spaces

- Need more hang out spaces for students to socialize and study together
- Can be noisy in library (some dedicated rooms, do students know about these?)
- Leaking roof in library – the library needs attention
- More charging stations and plug ins for students in classes and shared spaces
- Vibrant campus is also an after-hours and lunch hour (bands in Bulman Centre in past)
- Winter city: we should use our outdoor spaces eg: heaters, skating rink on lawn
- Summer/fall local farmers market on Spence
- Safe spaces with security and open visuals
- Security clustered at front of Centennial but none at Ellice
- Our buildings are part of what we are teaching: is security office at entrance the best? Maybe an info booth for visitors? (inclusion, community)

Retention

- U of M has social worker more proactive to work with students on academic probation
- Problem: many first yr students not coming to class
- Faculty don't know where students can get jobs after graduation to help explain why this course is relevant need more integration between academic advising and career services and know the fields that are hot and emerging

2. What improvements would you make to campus to support Indigenization and support for Indigenous methods of research and scholarship?

- Consider a UWinnipeg Indigenous faculty, Elders and staff professional network
- Need more Indigenous knowledge ourselves to bring into the classroom (faculty)
- Need baseline Indigenous history training/understanding (staff)
- Have more events to celebrate Indigenous life on campus (for all)
- Indigenous identity locations on campus spread out (do we want an “island” or a “community”?)
- Need “upstander” training for staff to confront racism when we encounter it
- International students not exposed to Indigenous history (do more here)
- We need to influence K-12 system to provide Indigenous history

- We need to be prepared to go outside our comfort zones. Exciting opportunities

3. Are student financial supports appropriately distributed among a wide enough range of disciplines? Should they be more targeted or broadly diverse?

- Don't understand the different rules for our student aid programs (prizes vs awards)
- Student awards comes down to 1.5 hour dense committee meeting
- the same high achievers tend to get on a "funding gravy train" early on while many others miss out – working students may not have time for volunteering and community service
- Gap in understanding of our student supports and donors and Foundation
- Childcare is essential for students who are parents – are there ways to give to scholarships/bursaries to students who need childcare support to access education?
- Student aid is very silo-ed
- Are students only taking 3.5 courses because they have to work more?
- Create new subcommittee to examine our student aid and awards through a new lens

Group Two:

1. 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?

- Buhler Centre needs student spaces where they can work together (problem across campus)
- RCESC has good spaces but students frustrated when events held in Atrium
- Library needs attention
- Mismatch between staff hours (8:30 to 4:30) and class times (8:20 to 10 pm)
- Some bad classroom spaces; Buhler walls thin; classes could use paint (drab, white)
- Look at new ways to use technology in classrooms and need flexibility to rearrange classrooms outside of lecture style
- General cleanliness in all areas important

2. Are student financial supports appropriately distributed among a wide enough range of disciplines? Should they be more targeted or broadly diverse?

- Can we get money to students through internal research grants?
- Work-study programs are win-win (experiential learning)
- What is the demand for student financial support vs supply? We don't know
- MSERC students need to have a 4.3 to access these

3: 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?

- How do we encourage faculty to take advantage of the supports that exist?
- Do we give people extra credit on their annual activity reports? (should be mandatory)
- Experienced lecturers could give feedback to newer faculty

Mobilization

- Needs to be more organized. We don't know what our researchers are doing
- How can we track research systematically? Based now on self-identifiers
- What is knowledge mobilization? Is it commercialization? Need a common definition to work with

- Are we biasing research towards applied vs theoretical? Faculty should be consulted on this shift
- Know more on how our faculty contribute to the whole eg: tracking publications (web-based activity report?)
- How do we fund and fundraise for this outreach eg: Let's Talk Science; Science Rendezvous;
- There is private sector money for research that is untapped, no matching system in place

Group Three:

1: 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?

- Need a library for the 21st century bringing people in for inspiration, engagement and knowledge mobilization
- Need more learning spaces in library and Centennial designated seminar spaces with potential to use in Indigenous learning
- More support for technical/media staff to assist in these spaces
- Post-doc students have no spaces
- Graduate student lounge needed
- Need more student exhibit spaces
- Should engage Indigenous architects
- Chapel should be repurposed for worship and teaching

2. What improvements would you make to campus to support Indigenization and support for Indigenous methods of research and scholarship?

- Entire campus should be Indigenized rather than just one building
- Need more visual evidence of Indigenization on campus
- The significance of Indigenous scholarship should be in the library
- Indigenous Studies department needs to grow and be supported

March 30 at 12:30 to 2:00 pm Convocation Hall

GROUP ONE:

What improvements would you make to campus to improve student experience and retention of undergraduate students?

- More supports for newcomers and refugee students , a place to be a community with supports (different than international students, unique needs)
- A few emergency child care spots on campus for students (eg: professional development day, mom has to stay home because kids are off school)
- Provide alternative to expensive textbooks and be advocates for that; support faculty who want to move away from only textbooks to digital, open textbooks etc
- Need a student centre area for leadership and civic engagement – we have peer mentors, ambassadors, no network for them to meet and learn and grow as leaders
- Create a “learning commons” library needs spaces, retrofitting, rethink ; including TAs who can offer homework help at night – need “flexi” spaces – archives need new space

to have visibility and engagement; library hours should be later during exams (many offer 24 hr libraries)

- Need an on-line room booking system for students so they know what is available and can reserve study rooms

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?

- Student poster days in high visibility area like 4th floor buffeteria
- New student Journal is awesome
- Library can help faculty transition from disseminating their research to on-line/ social media/digital platforms not just academic journals
- Young faculty can teach established faculty about on-line and web tools
- Faculty should be able to apply for tenure using new metrics for outreach (not only journal publishing)
- Gap between knowledge mobilization and how it can happen: what does this term even mean? It is very “ivory tower” and scary
- How can we better integrate research with our students residents on campus who are a think tank ()check: Waterloo U Velocity)

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?

- Families in residence need more winter-summer play spaces for young children (2nd floor lounge at McFeetors not used) – more family nights for students with kids at library/RecPlex
- Make campus more accessible (doors etc) many places are not navigable
- Hear parking complaints for students in residence and their visitors (tickets)
- Complaints about poor lighting on campus (do a safety audit)
- Safe Walk program great but hours not. Start later and go later (to midnight)

GROUP TWO MARCH 30 CONTINUED

What improvements would you make to campus to improve student experience and retention of undergraduate students?

- RECPLex is underutilized. More engagement for students to use recreation facilities. This should be seen as a retention strategy through recreation. Many universities use this model. The UofW used to have a much more active student body in recreation. Could rebuild this as retention.
- Supports for student- counseling are needed at the RecPlex
- More student meeting spaces are needed, collegiate spaces.
- The university has focused on working with the surrounding community – but there has been no effort to build the community ‘within’. This is affecting retention.
- Make 1st year courses smaller (best teachers should teach 1st year = retention). Class size, and quality of first year classes is critical for retention. By consensus, all departments should place their best teachers into intro courses.

- Need more data/analysis on which programs working well (re: retention)
- Course releases are a problem. There are too many, and this increases teaching loads for those faculty left teaching.

What improvements would you make to campus to support indigenization and support for indigenous methods of research and scholarship?

- What does Indigenization really mean? 'Indigenization' is poorly defined by the UofW – what it looks like and how it would actually happen in a more holistic way.
- If the university wants to do indigenization then they have to do it right. NO half measures. Commit completely.
- Go for more holistic approach re: health and wellness, more ceremony spaces are needed (smudging). This speaks to student health and well-being.
- More Indigenous language programs – this is about representation.
- Need a gallery space to provide context and history for Treaty One and whole issue of Indigenization (ie: visibly explain this)
- Every opportunity to hire more Indigenous faculty and staff and more culturally-appropriate supports
 - This is critical. A huge opportunity for individuals to enter the protected world of the university and get foot in the door of the middle-class
 - Changes the face of the university
 - Affirmative action. Indigenous staff should be pushed.
- Supports for indigenous staff and faculty are also needed. Indigenous faculty in particular have to address significant challenges brought to them by students that other faculty don't see. This is fatiguing, and difficult work.
- Should we have a sweat lodge on campus?
- Difficult for students to access counseling services on campus. They are not accessible and visible. This is a created barrier.
- Required indigenous courses have experienced some pushback. Profs have felt targeted. But there is no support for them. These courses, and indigenization have not been clearly thought through – how it is going to work, and how it impacts people.
- UofW needs a sweatlodge. Practical but also symbolic.

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?

- Need more non-departmental student lounge and study spaces
 - Departments tend to control spaces and create silos. This is natural, but has resulted in continual decreasing shared student space.
- Off campus problems:
 - Need better connectivity for eg: Selkirk Ave campus

- Ongoing problems with internet and basic tech support.
- Wait times of a week or more. Results in every small task becoming time consuming or impossible.
- No remote diagnostics off-campus.
- UofW is too cheap to lease the bandwidth to solve the problem (lease the wire)
- Inclusive spaces for transgender, sexual orientation. This is an ongoing challenge at the RecPlex they see every year. This is about the dignity of space – showers, lockers, privacy and the ability to participate without 'outing' oneself.
- UofW – 70% of students are female, but physical activities are only 40% female. Huge numbers of women are not participating. Opportunity and challenge.
- Need more lab spaces. Significant growth in the uni's research.
- Office spaces for faculty, instructors and staff in crisis – because of lack of space.

GROUP THREE MARCH 30

What improvements would you make to campus to improve student experience and retention of undergraduate students?

- More plugs for laptops
- Study space in RecPlex is not real study spaces, not functional
- Make space more integrated with Collegiate eg: lunch hours = mentorships
- Top of list above all: library renovation
- Revenue positive – bank ATMs (?????? WHAT DOES THIS MEAN)
- Need more flexible and adaptable spaces
- Maintenance: need cleaner spaces, sturdier furniture (donated furniture destroyed not good for donor families to see that)

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? COMBINED WITH: 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?

- For Classics we could use some offices instead of classrooms easier to teach a 5-person language class in an office
- More flexible spaces independent of the “big scheduling”
- Some spaces overused, some are underused
- U of M students can book study rooms and enter them with their student card, no hassle approach
- Each department should have some budget to make choices about how they use their space, more entrepreneurial
- Just needs small pots of money to accomplish some things
- Behind any capital investment there should be a need for it, not just “playing with it” eg; 3D printers

April 4, 2017 from 5:00 to 6:30 pm Convocation Hall

THERE WAS ONE GROUP OF PARTICIPANTS:

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?

- Need appropriate spaces to do research in Centennial and Lockhart, labs are old, **top need** is clean water source (de-ionized not distilled) and clean counter spaces to ensure integrity of experiments
- Co-locate spaces better eg: research and graduate studies together (co-location of all research centres into one area could also save \$, fewer admin staff)
- Research services need to be more visible, friendlier (internal knowledge mobilization would be enhanced)
- Post-doc researchers need central we underuse this resource, 20 on campus shoe-horned all over, they need a collaborative space and we would benefit greatly
- Set up a Speaker's Corner (soap box) like Hyde Park in London

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?

- Students need more study spaces, library areas underutilized and awkward
- Women and Gender Studies in Buhler Centre, is this a good fit? PACE could use more space for classes
- Process for allocating space is a mystery, space is hoarded, who do we ask, how is it decided who gets spaces
- A University-wide design service is needed, no standards, we end up with bad design and poor quality (lighting, carpets, signage, furniture)
- Security office and general entrance to Centennial (inside and out) not inviting (dead tree, empty flower beds)
- EGH is too steep, not accessible, this space needs re-imagining
- Wesley Hall should not house the high school. It is the community face of UWinnipeg. Collegiate should consider fundraising for a new high school building
- Our art, anthropology and archives collections should have a visible home accessible to public (would be great in Wesley)
- Bulman Centre has an entire floor of unused space including an auditorium (confusing to get there, even the elevator instructions are difficult)
- Our use of spaces should not be determined by donors (eg: Leatherdale Hall could be available to all faculty)
- Outdoor spaces at Centennial not used, need greenery, patios, rooftop usage

What improvements would you make to campus to support Indigenization and support for Indigenous methods of research and scholarship?

- Need more visual cues – Indigenous art, sculpture, murals, gardens
- What is the Indigenous history of Winnipeg and our campus? A visual history for all to see should be displayed
- Should we consider an Indigenous house (suitable for ceremony, smudging) OR should we partner with Thunderbird House as a community class/space
- Consider a University shuttle bus to Thunderbird House and Merchant's Corner (Selkirk Ave)(more opportunities for students/community engagement)
- Support for Indigenous research and scholarship should have a centralized home, need to have more ways to connect with each other professionally

Are student financial supports appropriately distributed among a wide enough range of disciplines? Should they be more targeted or broadly diverse?

- Our fundraising should be flexible not targeted so we can be flexible especially for awards-scholarships (broad criteria is best)
- PACE does not really have awards and supports for students and Part Time students are not eligible for loans
- Staffing issue – we seem to be very under-resourced in student financial aid
- Generally we should offer more financial supports for part time, non-traditional students
- Our whole strategy around international students needs to be examined and better understood on campus – why?
- Tap US markets more and be prepared to help students get here, especially international students who are side-stepping the US right now – huge opportunity

April 13, 2017 from 8:30 to 10 am Convocation Hall

GROUP ONE:

Are student financial supports appropriately distributed among a wide enough range of disciplines? Should they be more targeted or broadly diverse?

- We are creating an on-line application system, add financial literacy program tailored to students where they are at, when they need it (plus workshops) (eg) how to go to grad school without huge dept
- We have some expertise on campus to draw on
- Entrance scholarships good because add pride but make them smaller amounts and more of them
- Need more data on who needs what and the intent of our awards
- Our non-traditional students likely need more supports
- Make financial offers earlier to students to stay competitive in recruiting
- How do we keep students here after year one (financial help)
- Poorly used Graduate and Professional Studies expense bursary (how do we reach students)
- Increase use of social media for student outreach
- Many of our gifts are locked in to criteria we do not control

- Create the right sales tactic for donors
- Opportunity Fund terrific students tell their stories and donors give (real stories matter)
- I Heart event really moving because of student speakers

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?

- We cannot keep up, physical plant is stressed
- Low flow faucets help Kyoto but hard to get clean hands without hot water (safety issue)
- Library has lots of ugly spaces and poorly maintained areas with leaks, mice, wobbly shelves, mold under carpets (safety)
- Archives and other collections have no proper storage space, we could grow a great archives program with focus on inner city collections, two-spirited, Indigenous but nowhere to house this
- Eckhardt Gramattee library not easily accessed and rare collections at risk – A category status at risk, same for Gallery 1C03 collection
- Cannot hold classes for Archival Studies Program no space
- Library/archives/classrooms should be moved out of Centennial Hall, bldg. should be re-purposed

What is required for an engaging, enabling, meaningful, accessible campus for all?

- Software for visually impaired not compatible with our computers (some technology barriers for accessibility that should be examined)
- Mezzanine levels in library not accessible
- Need a freight elevator in Centennial Hall to move goods
- Our research stories need to be more accessible, toot our horn more, greater use of social media
- Front line staff the human face for non-traditional students and crucial to creating accessible environment
- Information dissemination on campus not great: too many student email addresses
- Need more inter-departmental communicating
- Need an intranet for interdepartmental news and conversations (faculty bulletin is one way communication)

GROUP TWO

What is required for an engaging, enabling, meaningful, accessible campus for all?

- “No one left behind” need flexible classrooms, smart classrooms spaces, cabinet “intelligent design”

- Campus hard to navigate or find elevators, difficult for accessibility – a “warren” without accessible paths of way-finding
- Library needs overhaul with collaborative spaces
- Gallery 1C03 needs major repairs
- We are the only institution in the world with a “Safe Cities for Women and Girls” designation – we aren’t great at self promotion. We should use more social media.

What improvements would you make to campus to support Indigenization and support for Indigenous methods of research and scholarship?

- Hire more Indigenous staff and faculty and increase Indigenous students
- Do not assume all Indigenous students require additional supports
- Important to build relationships with students
- Not clear what Indigenization means, different for everyone
- Need to address racism on campus
- Need sensitivity (upstander) training for faculty and staff

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?

- The piece-meal and worn condition of the buildings and lack of aesthetics in repairs on campus do not convey pride of place. There is no cohesion to the look and feel.
- Library should become a learning commons
- Lack of safe centralized storage for field researchers eg: tents, canoes (stored by faculty at home), the rented storage facilities have been difficult to gain access to when researchers return at night and have not felt safe for researchers
- Student Services space too small, packed, hot
- Spaces should be more engaging
- To support students, the housing should be more affordable
- RANDOM: Let’s become the first tuition-free university in Canada

GROUP THREE

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? (this group REFRAMED THIS AS Ethics and Space discussion)

- Proud of our space we need to maintain and take care of what we have

- Need quiet spaces, study spaces, collaborative spaces
- Paint and spruce up (affects morale); rodent control
- More seating in UpLinks; create student study rooms accessed by student card
- Understand more why students leave (retention)
- Safety a big issue for Collegiate students (tutor rooms being redesigned)
- We need a complete lighting plan for campus
- Library leaking
- Rice Annex has a big selection of chairs where students can collaborate
- Places to display student works would make it their space, not ours
- Takes a long time to get things done re: space don't understand the process
- Create an app to should you how to get around

May 5, 2017 – UWSA Offices

Jino, Scott McCullough
4 members of UWSA Exec

Note: this meeting was done in a much looser format than previous consultations; though we did touch on all of the prepared questions. Comments below are not organized by the order of the questions.

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- Accessibility in the library is an issue:
 - Mezzanine areas are not accessible – this is particularly problematic as these are the 'quiet' study areas
 - There are NO quiet study spaces for those with access challenges
 - Access lounge – Access lab is a success
 - UWSA recommends expansion of this or further similar initiatives.

(sent by UWSA via email after the meeting) With the introduction of Bill 15, we think it is important to have a safe space on campus for survivors of sexual assault, to gather, and support each other.

- There are many empty classrooms on campus, but a severe lack of collegial spaces and quiet study spaces.
 - Can we build a system where the empty spaces can be used as study halls?
 - Many students are going to Millennium Library, UofM Bannatyne Campus, or Riddell hall to study/work.
- **Riddell Hall DOES NOT WORK** as a study space – too busy, too noisy, too many food smells, etc. Does not even work as a social space.
- Regarding use of class-spaces as study halls:
 - Could we get electronic swipe access to vacant class-spaces? With a digital posting of what rooms are available?
 - This is the system used at UofT, UofC, CMU

- Students use their student cards, or Salto cards to get into classrooms
- These multi-use class/study spaces should be grouped together so security can walk by and look in.
- **Menno Simmons** – student lounge has no wifi
- **Buhler** – student lounge has not god-damn chairs. Not much of a lounge without chairs.
 - Lack of chairs is a problem across campus in student spaces.
- **Outdoor Spaces:**
 - City of Winnipeg is eliminating benches across the downtown – UWSA would like to see benches on our front lawn
- Doors between **Duckworth and Recplex** auto-lock in the evening. Forces students to walk outside. Feels unsafe. Can this be coordinated better?
- Sustainability: CSO doing good work meeting targets
 - Divestment is a BIG issue to the student body and UWSA
 - UWSA Recognizes the challenge in the current funding environment
- **Richardson College:** brand new building, but they didn't make plugs available for student computers. HUGE problem that should be solvable.
 - Small things like this have the biggest impact--**Plugs and Study spaces**. Could be easy to fix.
 - Think of the long work-table with power available at the Goodwill.
 - UWSA has been in long conversation with building services about lack of plugs in public spaces in Richardson. Have been told it is too expensive to provide plugs.
- Richardson College has a computer lab in the basement that is under-used (barely used at all). The door is locked. Why can't students use this space and computers?
 - Worse, UWSA fought for two years to get a printer for students working in Richardson – then it was put in the locked, unused computer lab against everyone's wishes. No-one knows why. So there is still no printer in RC for students. If a student wants to print an assignment, they have to cross campus to the library, print and return to RC. Huge waste of time, and inconvenience.
 - Again, this should be an easy fix. Why can't the printer be accessible? In a public area? Why can't students use this lab?
- Aboriginal Student Council: current located in Ab. Student. Service Ctr.-2nd floor of Lockhart. Being evicted to make room for more administrative space.
 - Where can they go? They didn't have much space and now they are evicted.
 - This council often meets with elders and vulnerable students. Where are these conversations supposed to happen?
- This is another example of an ongoing problem of student spaces being taken over by faculty administration or classrooms.
 - Across campus students are being kicked out of student lounges which are taken over by admin. Often happens in summer when students not around to defend.
- As student groups are evicted from student lounges, UWSA has provided some space, but they have had to stop because they can't provide for all, and issues of equity are a problem.

Financial:

- There is concern about Provincial government priorities for scholarships – changes in the wind – moving to merit based rather than needs based.

- Concerns that low-income student will suffer
- The opportunity fund is great, but need more.

ASSC Lounge:

- There is a security and safety issue that needs to be addressed.
- The doors lock after 4pm, but students knock and get let in, or sneak in.
- Students there late and after hours.
- The problem is that this access is well known, so many ex-students, or non-students sneak into the space to use the computers.
- Additional problem is that former students can still log-in to the computer systems.
- Difficult to police, but something should be done. A vulnerability.