

APPENDIX A

THE UNIVERSITY OF WINNIPEG POLICY

NUMBER: 2011.02

SUBJECT: COMMUNITY LEARNING

EFFECTIVE DATE: April 1, 2011

RESPONSIBILITY: Board of Regents (*Administration Liaison – President*)

1.0 Purpose:

To provide an institutional framework for the management and support of community learning activities, with a view to increase access to and participation in post-secondary education for those who are traditionally underrepresented in the University population, with a focus on Indigenous people and new Canadians.

2.0 Scope:

This Policy applies to any program or service at the University, that is not already part of an existing department or faculty, and is defined as a “community learning” initiative through consultation with the President.

3.0 Principles:

3.1 Community Learning refers to the active integration of the University into the social, cultural, and educational life of the community. Specifically, community learning consists of:

(a) The provision of innovative learning opportunities for various populations currently underrepresented in the University population. These include: Indigenous students, visible minorities, students with disabilities, new Canadians, students who are the first in their family to attend university, students from rural communities, and those who work full-time while attending university;

(b) The use of the resources of the University to analyze and address social, economic, cultural and environmental issues in partnership with community organizations and other groups;

(c) The cultivation of dynamic and reciprocal relationships between the University, and the surrounding community, in which University resources are used to facilitate community-University learning development, in ways that are sustainable in social, economic, cultural and environmental terms and;

(d) The understanding that these initiatives serve as learning opportunities for our students and others from within a broad range of local and global communities.

3.2 The University will set and review community learning objectives from time to time, and audit progress against these objectives.

3.3 The President is responsible for the maintenance and administration of this Policy, and the communication and promotion of the Policy, both within and outside the University, and will report openly on the University's community learning performance at timely intervals.

4.0 Review:

This Policy shall be reviewed at least once every five years.

APPENDIX B

TITLE: SUSTAINABILITY POLICY

NUMBER: 90.0001

EFFECTIVE DATE: January 1, 2007 REVIEW DATE: January 2011

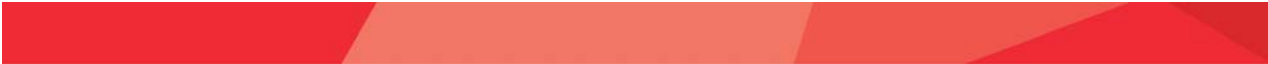
AUTHORITY: The Board of Regents

Purpose:

The University of Winnipeg will maintain a sustainability management system to ensure that University operations, activities, programs and facilities are sustainable.

Scope: This Policy applies to the facilities and activities identified in Appendix “A” – Scope of the Sustainability Policy.

Definitions:



Sustainability means the capacity of a thing, action, activity or process to be maintained indefinitely and meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Responsibilities:

1. The University will comply with applicable legislative requirements, including federal/provincial statutes, regulations, standards and guidelines, and applicable standards established by the International Organization for Standardization (ISO), as amended from time to time.
2. The President is responsible for the maintenance, administration of this Policy, and the communication and promotion of the Policy, both within and outside the University, and will report openly on the University's sustainability performance at timely intervals.

Accountability:

The University will set and review sustainability objectives from time to time, and audit progress against these objectives.

Goals:

In order to achieve the sustainability management system, the University seeks to meet the following goals:

1. To fulfill its mission and goals as an education and research institution without compromising the ability of present and future generations to fulfill their own goals.
2. To equip students with the skills and knowledge, and encourage research and scholarship, that will enable people to actively contribute to a more sustainable world.
3. To develop academic and research programs, offer services and carry on its activities in such a way as to:
 - a) reduce consumption of non-renewable resources and the wastes generated from them,
 - b) use all renewable materials and energy resources at rates equal to, or lower than, their natural rates of deposition, reformation or reproduction in the ecosphere and,
 - c) reduce and eventually eliminate the toxicity of these operations to the productivity and diversity of the ecosphere.
4. To encourage the development and adoption by students, administration and faculty, of modes of transportation that progressively reduce consumption of nonrenewable resources, renewable resources, and energy resources, and that eliminate discharges of toxic substances and wastes to the ecosphere.
5. To integrate environmental, social and economic considerations in all aspects of management decision-making.
6. To further develop its sustainability management system, to address and include the social and economic dimensions of sustainability.
7. To establish decision-making processes, policies and procedures for sustainability which encourage participation by all those affected by the decisions made
8. To continuously improve the University's sustainability management system.

Policy Review

This Policy is to be reviewed in accordance with University policy review practice.



APPENDIX C

TITLE: RESPECTFUL WORKING AND LEARNING ENVIRONMENT POLICY

AUTHORITY: University Administration

RESPONSIBILITY: President delegated to the Vice-President Human Resources, Audit & Sustainability

EFFECTIVE DATE: June 1, 2013

Purpose: The purpose of the Respectful Work and Learning Environment Policy is to support a climate of mutual respect in the workplace and learning environment so that members of the University community are free from harassment and discrimination.

Scope: This Policy and the related procedures apply to anyone who is an employee or student of the University engaged in duties or activities having a substantial connection to the University, on or off campus. Third parties, including but not limited to, contractors, volunteers and visitors to the University are expected to conduct themselves in a manner consistent with this Policy. Compliance with this Policy shall be a term of all contracts and agreements with the University and is a condition of access to the University. This Policy is not intended to discourage or prevent individuals from exercising any other legal rights they may have pursuant to any other law, including the right to file a complaint with the Manitoba Human Rights Commission.

Responsibility: The Vice President Human Resources, Audit & Sustainability, on behalf of The Administration of the University, is responsible for the development, administration and review of this policy.

Definitions:

1. Discrimination

1.1 For the purposes of the application of the Policy, discrimination shall be as defined in the *Manitoba Human Rights Code* as follows:

- (a) differential treatment of an individual on the basis of the individual's actual or presumed membership in or association with some class or group of persons, rather than on the basis of personal merit; or
- (b) differential treatment of an individual or group on the basis of any Applicable Characteristic referred to in subsection 1.2; or
- (c) differential treatment of an individual or group on the basis of the individual's or group's actual or presumed association with another individual or group whose identity or membership is determined by any Applicable Characteristic referred to in subsection 1.2; or
- (d) failure to make reasonable accommodation for the special needs of any individual or group, if those special needs are based upon any Applicable Characteristic referred to in subsection 1.2.

1.2 Applicable Characteristics

The Applicable Characteristics for the purposes of clauses 1.1(b) to (d) above are:

- (a) ancestry, including colour and perceived race;
- (b) nationality or national origin;
- (c) ethnic background or origin;
- (d) religion or creed, or religious belief, religious association or religious activity;
- (e) age;
- (f) sex, including sex-determined characteristics or circumstances, such as pregnancy, the possibility of pregnancy, or circumstances related to pregnancy;
- (g) gender identity;
- (h) sexual orientation;
- (i) marital or family status;
- (j) source of income;
- (k) political belief, political association or political activity;
- (l) physical or mental disability or related characteristics or circumstances, including reliance on a service animal, a wheelchair, or any other remedial appliance or device;
- (m) social disadvantage.

2. Harassment

For the purposes of the application of the Policy, harassment may be sexual or personal in nature and shall include the definitions set out in the *Manitoba Human Rights Code* and the *Manitoba Workplace Safety and Health Regulations* as follows:

2.1 The *Manitoba Human Rights Code* defines harassment as:

- (a) a course of abusive and unwelcome conduct or comment undertaken or made on the basis of any Applicable Characteristic referred to in subsection 1.2 above; or
- (b) a series of objectionable and unwelcome sexual solicitations or advances; or
- (c) a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or
- (d) a reprisal or threat of reprisal for rejecting a sexual solicitation or advance.

2.2 *Manitoba Workplace Safety and Health Regulation #217* defines harassment as:

- a) objectionable conduct that creates a risk to the health of a worker; or
- b) severe conduct that adversely affects a worker's psychological or physical wellbeing. "Conduct" is deemed to include a written or verbal comment, a physical act or gesture or a display, or any combination of them. Conduct is deemed to be "objectionable" if it is based on race, creed, religion, colour, sex, sexual orientation, gender-determined characteristics, marital status, family status, source of income, political belief, political association, political activity, disability, physical size or weight, age, nationality, ancestry or place of origin. Conduct is deemed to be "severe" if it could reasonably cause a worker to be humiliated or intimidated and is repeated, or in the case of a single occurrence, has a lasting, harmful effect on a worker. Sexual harassment may also involve sexually oriented behaviour or gender-based abusive and unwelcome conduct or comment that has the purpose or effect of creating an intimidating, hostile or offensive environment. The prohibited behaviours may be physical or verbal and may include one or more of the following: unnecessary physical contact such as touching, patting or pinching; unwelcome sexual remarks or jokes that put down one's gender; and displaying insulting materials such as pictures, cartoons or printed matter.

Personal Harassment is not based on any of the Applicable Characteristics for discrimination, and includes but is not limited to:

- a) objectionable and unwelcome comments or actions directed toward a specific person or group of persons which serve no legitimate work or academic related purpose and have the effect of creating an intimidating, humiliating, hostile or offensive environment or excluding, isolating or undermining an individual's effectiveness in the workplace/learning environment for no legitimate work or academic-related reason; and
- b) verbal or written abuse or threats.

Examples:

The definitions and understanding of what constitutes harassment and discrimination continue to evolve as a result of developments in case law and changes in legislation. Therefore, the following examples are provided as illustrative and informative for the purpose of the Policy and Procedures.

1. Examples of Human Rights Harassment and Discrimination

Behaviours that may constitute discrimination and harassment for the purposes of the Policy include but are not limited to:

- a) derogatory written or oral comments and gestures such as name-calling, slurs, graffiti, pictures, remarks or jokes based on any characteristic referred to in the Definitions section of the Policy;
- b) evaluations of performance based on any characteristic referred to in the Definitions section;
- c) behaviours stating or implying actual or perceived abilities or inabilities based on any characteristic referred to in the Definitions section;
- d) applying stereotypes or generalizations based on any characteristic referred to in the Definitions section;
- e) refusal to work with or share facilities based on any characteristic referred to in the Definitions section above; and
- f) inappropriate questions or sharing of information about a person's sexuality or sexual orientation.

2. Examples of Sexual Harassment

Examples of sexual harassment may include, but are not limited to:

- a) sexist remarks, jokes, innuendoes or taunting about a person's body, appearance, characteristics or clothing;
- b) displaying of pornographic or other sexually offensive or derogatory pictures or material;
- c) persistent and unwelcome invitations or request for dates;
- d) leering, ogling or other sexually oriented gestures;
- e) inappropriate touching; and
- f) sexual assault.

3. Examples of Personal Harassment

Examples of personal harassment may include but are not limited to:

- a) repeated or continuous incidents of yelling, screaming or name-calling;

- b) repeated or continuous threats to terminate employment or contracts for reasons unrelated to performance;
- c) repeated or continuous threats to withdraw funding, scholarships, employment or advancement opportunities for reasons unrelated to performance; and
- d) inappropriate and unsubstantiated comments addressed to a person which have the effect of undermining a person's role in the workplace or classroom.

Reasonable Accommodation

The University strives to be accessible and accommodating to all its constituents. The University is committed to providing reasonable accommodation for its constituents whose special needs are related to an Applicable Characteristic as defined in the Manitoba Human Rights Code and set out in the Definitions sections of the Policy. Notwithstanding any other provision of the Policy or Procedures, it is not discrimination or a contravention of the Policy or Procedures to:

- a) make reasonable accommodation for the special needs of an individual or group, if those special needs are based upon any Applicable Characteristic ;
- b) plan, advertise, adopt or implement an employment equity program or other special program that has, as its purpose, the amelioration of conditions of disadvantaged individuals or groups, including those who are disadvantaged because of any Applicable Characteristic; or
- c) conduct research approved by the University of Winnipeg Senate Committee on Ethics in Human Research and Scholarship.

Principles:

The University is committed to and actively supports equal opportunity, equity, social justice, mutual respect, diversity and the dignity of all people. The University recognizes that every member of the University community has the right to participate, learn and work in an inclusive and respectful work and learning environment that promotes equal opportunities and prohibits discrimination and harassment.

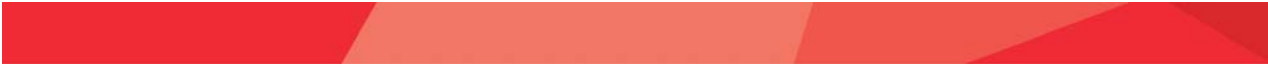
The University does not condone behaviour that is likely to undermine the dignity or productivity of any of its members, and prohibits any form of discrimination or harassment, whether it occurs on University property or in conjunction with University related activities. The University and all members of the University community, particularly those in leadership roles, share the responsibility of establishing and maintaining a climate of respect within this community and of addressing any situation(s) in which respect is lacking.

In addition, the University is committed to meeting its obligations as an employer under both the *Manitoba Human Rights Code* and the *Workplace Safety and Health Act*, and will ensure, so far as it is reasonably practicable, that no member of the University community is subject to human rights discrimination or harassment, sexual harassment or personal harassment as defined at law and in this Policy.

The University will endeavour to ensure that individuals who believe that they have been subjected to harassment or discrimination are able to express concerns and register complaints without fear of retaliation or reprisal. The University will act promptly and efficiently to deal with incidents of harassment and/or discrimination, and take corrective action respecting any member of the University community who breaches this Policy. The University is committed to academic freedom and freedom of thought, inquiry and expression among our members, which may result in respectful disagreements regarding beliefs or principles. However, all members of the University community have a duty to act in a manner consistent with human rights law and University policy. The University explicitly acknowledges the legitimate right and responsibility of academic staff members to evaluate students, correct inappropriate student behaviour, insist on order in the classroom and if necessary evict those who disrupt order in the classroom (See Student Non-Academic Misconduct policy). Student complaints of an academic nature, and issues of academic dishonesty and misconduct on the part of students, are addressed through Senate policies and procedures and are under Senate jurisdiction, except to the extent the complaints also include allegations of misconduct involving harassment or discrimination, any of which may require the application of this Policy. Further, the University explicitly acknowledges the legitimate right and responsibility of administrators, managers and supervisors, to evaluate job performance and to provide direction and feedback to employees. The University also explicitly acknowledges the right and responsibility of members of Departmental Personnel Committees and Chairs of Departments to provide peer evaluation to members of their Departments. When done in accordance with the law, applicable collective agreements and University policies and procedures, these actions do not constitute a breach of this Policy.

Malicious Complaints

Although it is uncommon for someone to make a false claim deliberately, it can happen. A claim that is deliberately and maliciously filed in order to damage the reputation of an individual or group, or otherwise filed in bad faith, or which is known or ought to have reasonably been known by the complainant to have no reasonable basis in fact may be



considered harassment. Such complaints are not to be confused with complaints made in good faith that are ultimately found to be without merit. A malicious complaint may be the subject of a complaint under this Policy, and a malicious complaint may be grounds for discipline under the relevant policy, contract or collective agreement.

Implementation

The University will establish procedures and mechanisms to give effect to this Policy including:

- a) the establishment and implementation of comprehensive procedures to ensure that complaints of harassment or discrimination are effectively addressed.
- b) the appointment of a Human Rights officer whose duties shall include receipt, investigation and resolution of concerns and the provision of advice and assistance to faculty, staff members, students and administration in connection with concerns, advising where mediation may be possible, and the process and procedure with respect to formal complaints under this Policy;
- c) on a case by case basis, the appointment of an Investigator whose duties shall include the investigation of formal complaints, the provision of advice and assistance to staff members, students and administration in connection with concerns and complaints as requested, and the provision of information with respect to the process and procedures the investigation will follow in accordance with the University's policy;
- d) the provision of educational programs designed to enhance awareness of this Policy and procedures relating to it for all faculty and staff; and
- e) the communication of this Policy to students through the University of Winnipeg Students Association and/or other appropriate mechanisms.

Confidentiality

The University will not disclose the name of a complainant or an alleged harasser or the circumstances related to the complaint to any person except where disclosure is necessary to investigate the complaint or take action with respect to the complaint or where required by law.

Secondary Documents

The President, in consultation with the Vice-President (Human Resources, Audit and Sustainability) may approve Procedures which are secondary to and comply with this Policy, subject to any consultation required in accordance with Collective Agreements.

Review:

This policy shall be reviewed in conjunction with the Procedures review at least once every five years or as may be required by changes to applicable legislation.

Effect on Previous Statements

This Policy supersedes:

- (a) all previous policies and resolutions on the subject matter herein;
- (b) all previous procedures on the subject matter herein.



APPENDIX D

TITLE: THE UNIVERSITY OF WINNIPEG BOARD OF REGENTS INDIGENOUS ADVISORY CIRCLE POLICY

EFFECTIVE DATE: November 28, 2011

REVIEW DATE: five years after effective date

AUTHORITY: The Board of Regents

Purpose:

The University recognizes that it is on Treaty One land in the heart of the Metis Nation. The University chooses to operate with respect for all Indigenous Peoples. This policy will provide an institutional framework for an Indigenous Advisory Circle to contribute Indigenous perspectives to the University's governance, programs, and services.

Scope:

This Policy applies to the University's Indigenous Advisory Circle at The University of Winnipeg.

Responsibilities:

The President is responsible for the maintenance and administration of this Policy, and the communication and promotion of the Policy, both within and outside the University, and will report on the work of the University's Indigenous Advisory Circle at timely intervals.

Accountability:

In consultation with the Indigenous Advisory Circle, the University will set and review Circle objectives from time to time, and audit progress against these objectives.

Goal:

To ensure the inclusion of Indigenous Peoples' perspectives in the governance of The University of Winnipeg through an Indigenous Advisory Circle to the President.

Policy Review:

This Policy is to be reviewed in accordance with University policy review practice.

Indigenous Advisory Circle Background and Context

The University of Winnipeg Indigenous Advisory Circle evolves from the successful Master's of Development Practice Indigenous Advisory Circle constituted in September, 2010 to guide the development of the MDP program.

The Indigenous Advisory Circle will advise the President and Vice-Chancellor, the Associate Vice-President Indigenous, Government and Community Affairs, Senior Administrators, and the University community.

Structure:

The Advisory Circle will normally be composed of no fewer than eight Indigenous people: five Canadian, including at least one each from the Inuit and Metis communities; and three international Indigenous representatives, including one American; representing a broad range of Indigenous peoples.

The Advisory Circle will be appointed by the President and Vice-Chancellor of the University. A Chair will also be named by the President and Vice-Chancellor, and the Advisory Circle will be supported by the University's Associate Vice-President of Indigenous, Government and Community Affairs who will act as secretariat.

The Advisory's Circle's membership will be representative of urban, rural and northern Indigenous peoples in Canada and other international Indigenous communities. Members will have expertise and experience in a range of areas of concern to Indigenous peoples, but particularly education and development.

The term of members of the Advisory Circle will be for three years, with a potential for re-appointment for an additional three years.

Powers and Duties:

The Advisory Circle will be a visionary and advisory body, working together to bring the issues and experiences, expertise and perspectives of Indigenous peoples to the University. Members will consult regularly with representatives of Indigenous organizations throughout the country, and internationally, and with individuals who are working at the

community level on Indigenous issues, and make recommendations to the University to achieve its objectives of Indigenous inclusion.

Meetings:

Meetings of the Advisory Circle will be held four times annually, on or around the summer and winter solstices (June 21/December 21) and spring and fall equinoxes (March 21/September 21) in Winnipeg, the centre of Turtle Island.

Remuneration:

The members of the Advisory Circle will volunteer their time and serve without remuneration, and no member will directly or indirectly receive any pecuniary benefits from serving as a member. Members may claim out of pocket expenses such as travel to quarterly meetings in Winnipeg, in accordance with University policies.

Governance:

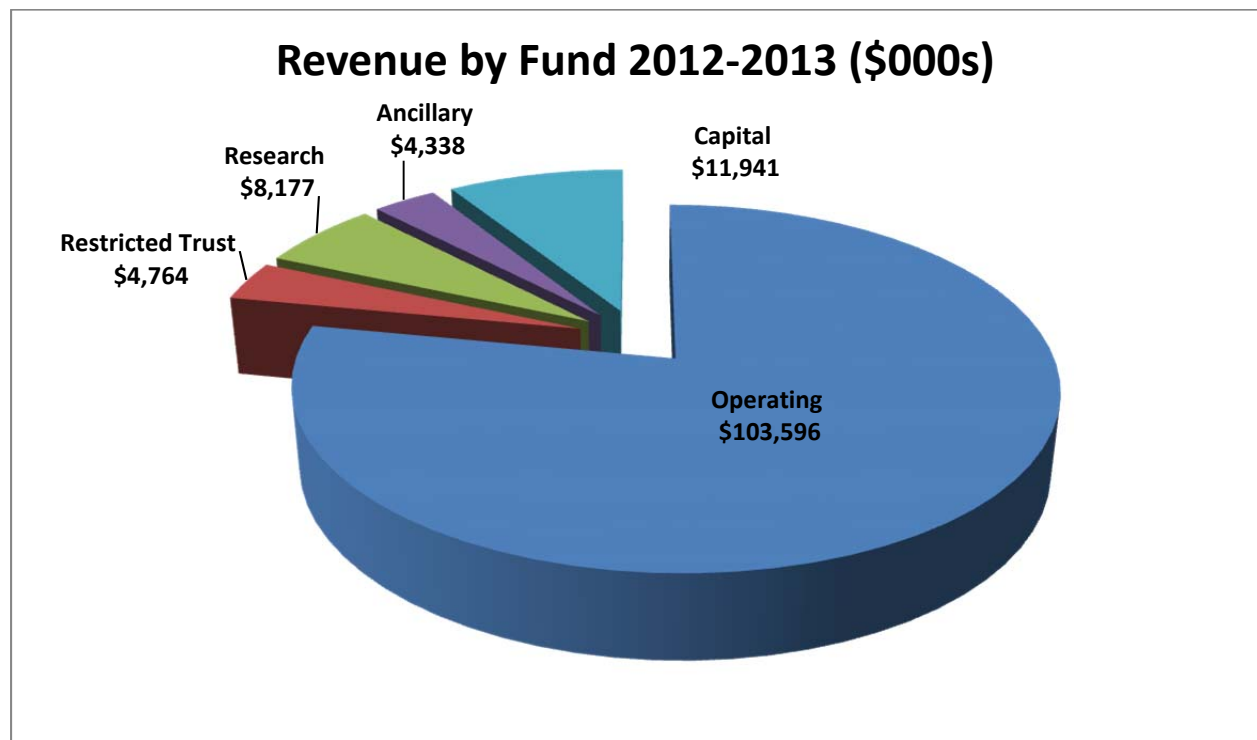
Representatives of the Circle will be welcomed at Board of Regents' meetings as observers. Board of Regents and Senate representatives will be welcomed in the Circle as observers.

Objectives:

- A. Guide and support initiatives, programs and services at The University of Winnipeg;
- B. Advise on matters related to local, national and international Indigenous communities;
- C. Assist in ensuring that the University and its governance, programs, and services are guided by an awareness and understanding of Indigenous peoples; and
- D. Improve access by advancing its fundraising objectives for scholarships and bursaries for Indigenous students.

APPENDIX E: INFORMATION ABOUT UWINNIPEG'S BUDGET

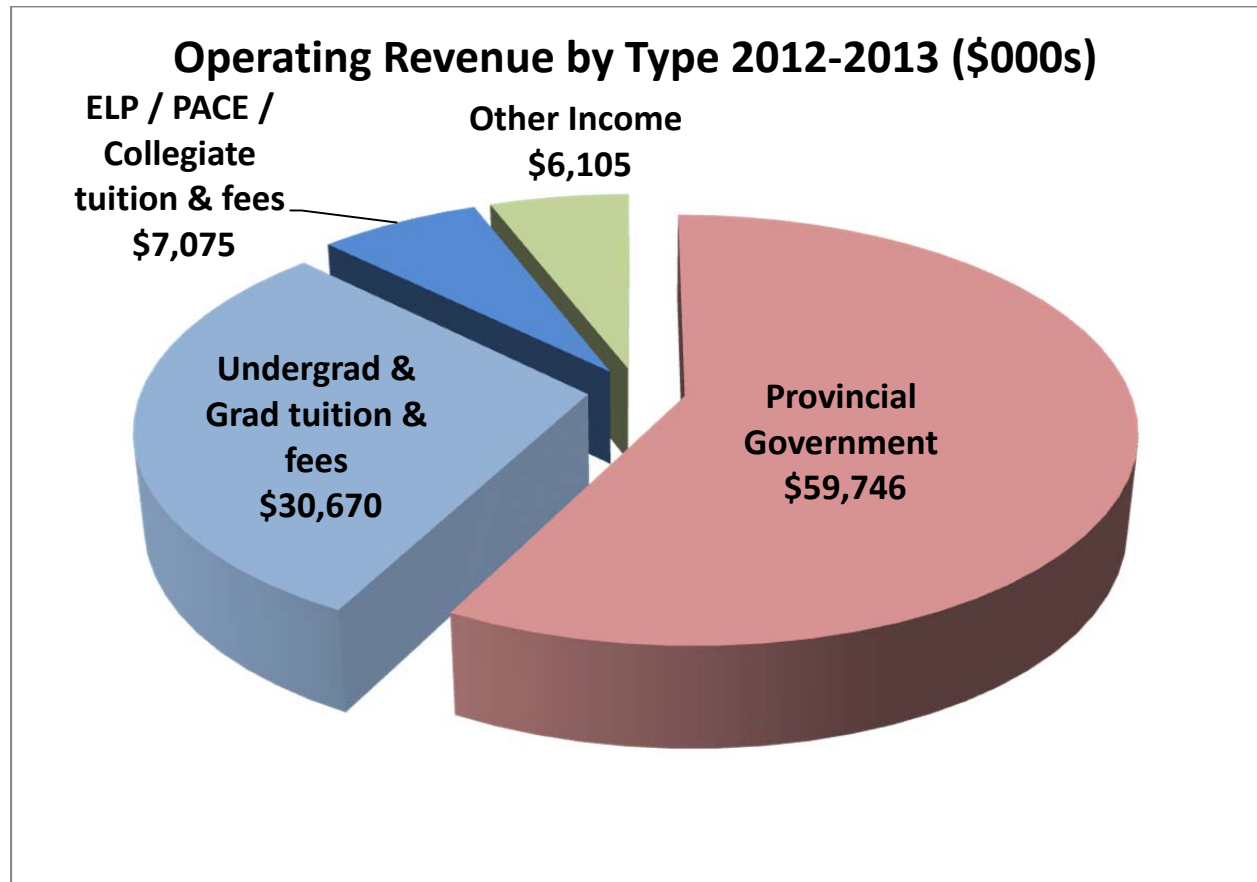
The University receives 58% of its operating revenues through an annual operating grant from the provincial government. Student tuition and fees provide approximately 36% of the University's operating revenues. The remaining 6% comes from other sources such as leases and revenue-generating programs including housing, parking and other sources.



Restricted Trust consists primarily of gifts for student awards, scholarships and bursaries. It also includes smaller amounts supporting library acquisitions and research.

The majority of ancillary revenue is derived from housing and meal plans with additional contributions from parking, printing, the bookstore and food services.

Research funding is received from third parties and spent by researchers in accordance with the terms of the grants.



Provincial government revenues include the operating grant, deferred maintenance funding and Access program funding.

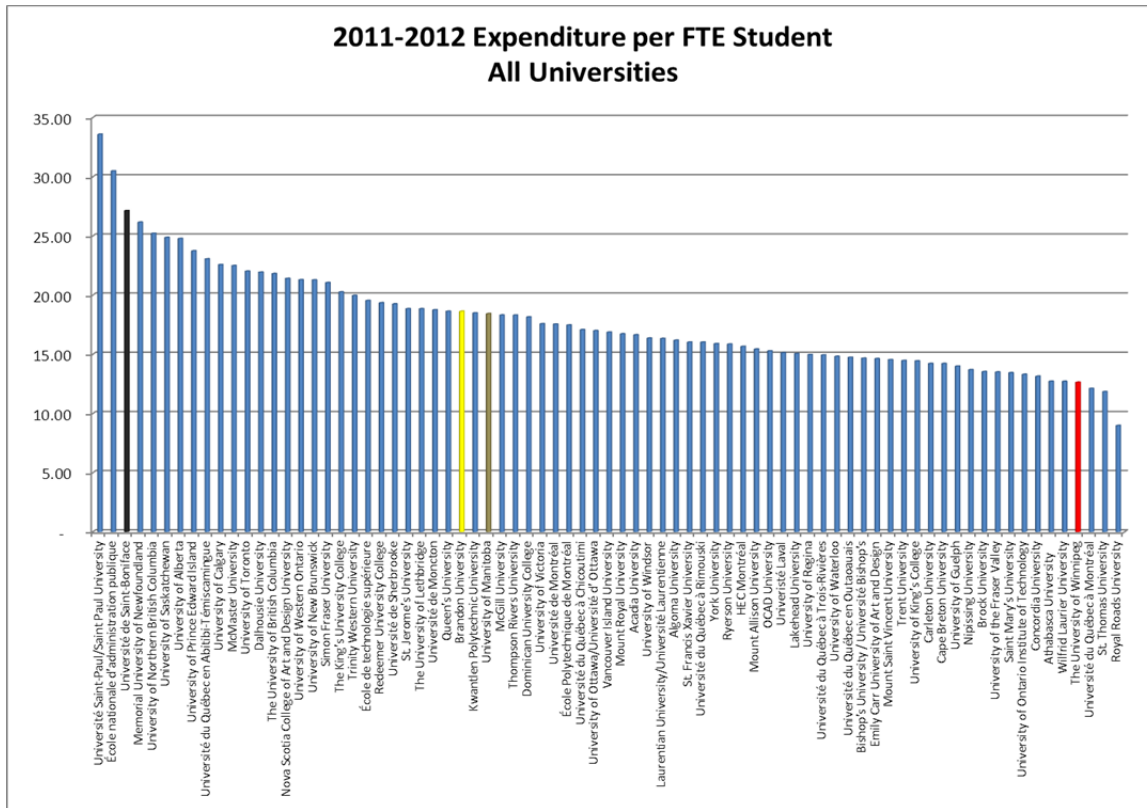
Other income includes rent from third parties, athletics revenues like tickets, sponsorship, the fitness centre and Athletic Therapy, IUS research contracts and other assorted revenues.

Historical funding imbalance

Historically, UWinnipeg has received a proportionally smaller annual operating grant per student from the province than other Manitoba universities, and it is among the lowest in Canada.

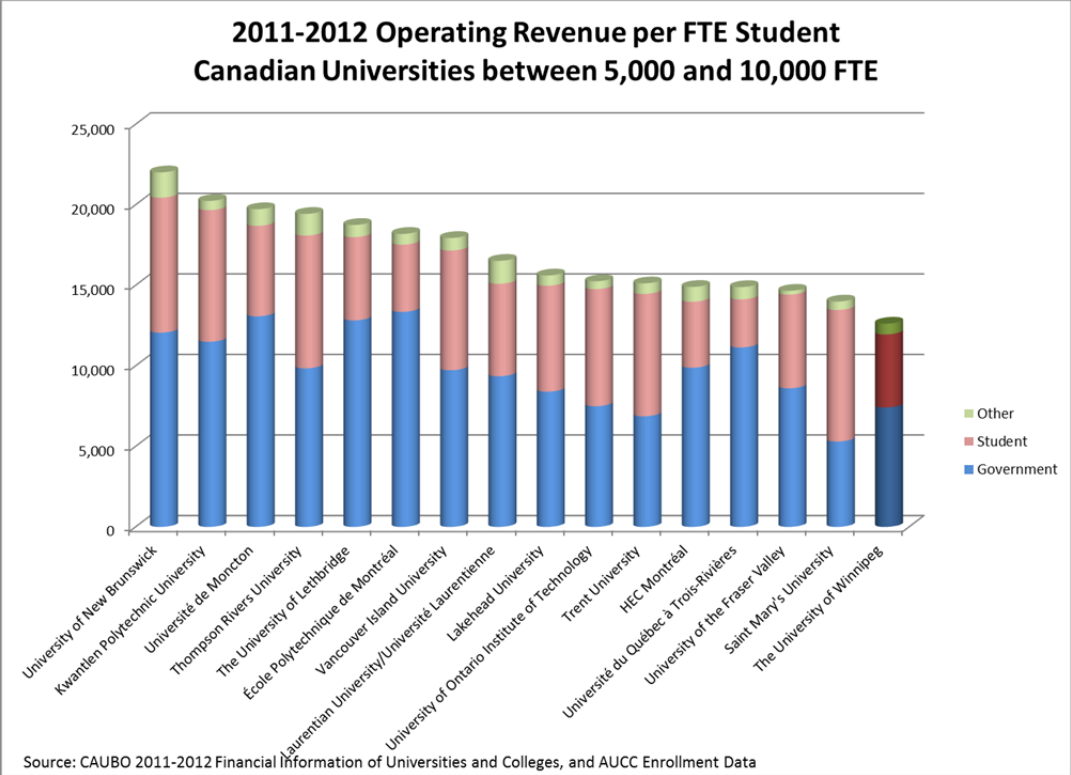
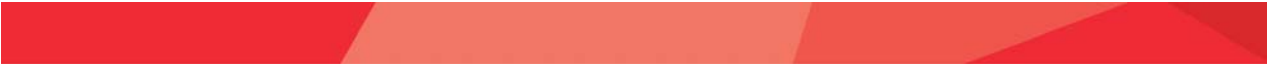
In the spring of 2014 the Chancellor, the chair of the Board of Regents, the President of the University, and the President of the UWSA — joined by representatives from UWFA and the Foundation — met with the Premier of Manitoba to discuss this funding disparity. The Premier

and Minister of Education and Advanced Learning acknowledged the problem and committed to working towards a long-term solution to the University's historical shortfall.



Above are comparisons showing our expenditures per student relative to other Canadian Universities.





This chart shows the difference in per-student revenue by type for Canadian Universities with between 5,000 and 10,000 students.

This analysis and our findings have recently been confirmed by Higher Education Strategy Associates, which found that if Manitoba were to use the granting formulas of Quebec or Ontario, UWinnipeg’s operating grant would respectively increase by \$18 or \$25 million annually.

Capital Budget

Building projects at UWinnipeg are funded by the Capital budget, which is separate and distinct from the Operating budget. The new buildings on campus are possible only because of generous public grants and private sector donations.

Our successful capital campaign has attracted more than \$217 million in private and government donations to our campus and downtown community. New construction has added 200,000 badly needed net square feet to campus (a growth of 24%, while student enrolment has climbed more than 40%). We are adding more affordable housing to campus and the community with the new Colony Street apartment complex, now under construction. Yet even with our new buildings, we have just 132 sq ft of space per student, placing us below average among universities in Canada.

The Province has granted the University \$13 million in deferred maintenance funds since 2009. This has allowed for our sustainability retrofit program which contributes to operational savings. However, significant needs remain — including accessible and adequate elevator service, Sparling Hall disrepairs, plus art, archives and museum space upgrades.

APPENDIX F: FULL LIST OF QUESTIONS

Section 1: University Programs and Student Body

All University Programs

1. *Considering the overall educational and research mission of UWinnipeg, the activities and priorities of other education related bodies (i.e., the K-12 system; Advanced Education; other post-secondary institutions), and societal needs, how do we talk about the purpose and value of UWinnipeg?*

Undergraduate Programs

2. *How do we assess the appropriate mix of undergraduate programs?*

Graduate Programs

3. *What is our vision for graduate studies at UWinnipeg? What is our direction for new programs (e.g., joint graduate program initiatives; independent; niche graduate programs)? What guides our decision to develop a new program independently versus jointly?*

PACE, ELP, and the Collegiate

4. *What are the purpose and value of PACE, ELP, and the Collegiate in relation to UWinnipeg degree-granting programs? How do we make decisions regarding growth in these areas?*
5. *How can we ensure that the relevant educational pathways to and from these programs are sufficiently articulated? How do we determine the appropriate number of joint and/or articulated programs?*
6. *How do we identify and eliminate mobility barriers between our programs?*

Student Body: Size and Composition

7. *What is our ideal size? How big do we want to be and how do we determine our approach to growth (e.g., balance intentional and organic)?*
8. *What are we doing to encourage people from traditionally underrepresented populations to enroll at UWinnipeg and how do we adapt and adjust to changing learner needs?*
9. *What is the right mix of domestic to international students?*

Quality Student Experience

10. *What are our goals regarding student experience and achievement? How do we assess actual experience and achievement against these goals?*

11. *What non-instructional/complementary services are appropriate for serving our student body? What is the appropriate level of service for these services?*

Section 2: Indigenous Knowledge, Peoples, and Inclusion

12. *How do we approach Indigenization³ at UWinnipeg?*

Section 3: Research

13. *What research activities are we known for currently? What research do we want to be known for in the immediate future?*

14. *What should we do to better align teaching and research activities?*

15. *How might we better support our research activities?*

16. *How do we provide more research-related learning opportunities to our students (at both the graduate and undergraduate levels)?*

17. *How do we best ensure that our research activities complement those of other institutions and the needs of the city, province, country and international community?*

Section 3: Impact and Knowledge Mobilization

18. *In what arenas (sectors, communities) do we want to have an impact? In what ways and to what degree do we want to have an impact in these arenas?*

19. *How do we know or how can we measure our institutional impact?*

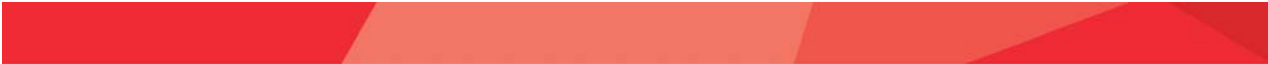
20. *What supports and resources do faculty, students, and staff need to achieve greater impact?*

21. *What kinds of partnerships will increase our impact? How do we increase demand for such partnerships?*

Section 4: Governance

22. *Is the scope of each of our governing bodies, controlled arm's length entities, and advisory groups clear, well understood and appropriate?*

³ The University of Regina defines Indigenization as “the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability.” Camosun College defines Indigenization as “the process of infusing Aboriginal knowledge and perspective into the structural layers of an institution.”

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- 23. How efficient and effective are these entities, individually and collectively? Do their subcommittees contribute to efficiency and effectiveness?*
- 24. How does each of these entities relate to the academic and administrative structures of the University and respond to the various government (federal, provincial, municipal) priorities?*
- 25. What could be done to improve policy development and integration within and between the governance, advisory and administrative structures of the University?*