

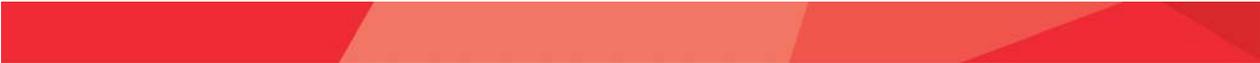


# THE UNIVERSITY OF WINNIPEG

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## THE UNIVERSITY OF WINNIPEG 2015 STRATEGIC DIRECTIONS DISCUSSION GUIDE





## INTRODUCTION

The University of Winnipeg has experienced a decade of growth, development, and innovation. In August, 2014, Dr. Annette Trimbee began her term as the President and Vice-Chancellor of The University of Winnipeg. This is an appropriate time to pause and reflect on our current state, the environment within which we operate, and engage in conversation and decision making about the direction and priorities of our University community.

Several questions have been posed by the Board of Regents to guide this process. This document contains those questions along with some background information. While not exhaustive, the information provided is intended to serve as a starting point for discussion.

The goal of this process is to provide a clearly articulated framework that can be used to guide and prioritize strategic decisions at UWinnipeg. The development of this framework will include attention to our current and anticipated resources, as well as information related to targets, measures of success, and timelines to achieve our goals.

### What We've Heard

Over the past few years, there have been several campus and community consultations related to strategic planning, such as the Academic Renewal process in 2008-09 and the Strategic Review process in 2011-12. Opportunities for consultations have also occurred through initiatives such as the development of the RecPlex Community Charter and the research conducted by the team from Boyden (Global Executive Search Firm) for UWinnipeg's recent Presidential search.

The views, opinions, and recommendations that resulted from previous consultations are of value, and worthy of consideration in the current discussions. Common themes are noted below:

- Develop institutional priorities for UWinnipeg and use those priorities to guide decision making in an open and transparent manner.
- Recognize concern regarding the financial position of UWinnipeg and allow for continued productive, civil conversations about challenging budget constraints.
- Develop clearly defined measures of success, and ensure that members of the University community understand what metrics are being used to make decisions.
- Recognize UWinnipeg is home to many highly accomplished and motivated faculty members. Recognition and support for the academic core of the institution (both teaching and research) should be maintained and strengthened.
- Maintain the values that our institution is known for (e.g., small class sizes, faculty-student interaction, opportunities for undergraduate students to engage in research) while growing in areas that will accentuate our reputation (e.g., graduate programming, faculty research).
- Acknowledge increased accessibility for and increased enrolment of traditionally underrepresented students is important, however, also acknowledge that supports for this demographic of students are equally important to ensure student success.
- Provide support and services to all students during their time at UWinnipeg.

## Process and Timeline

The Board of Regents is stewarding this process and has been working on the content and details since September 2014. Workshops to discuss the questions proposed in this document will be held on campus in March and April 2015. There will also be the opportunity to provide written feedback. Following this, a report on what was heard will be produced in June 2015 and distributed to the UWinnipeg community and workshop participants for feedback. A report on the Strategic Directions for UWinnipeg will be produced in September 2015 for final approval.

It is important to highlight that this process focuses on institutional strategic direction setting. There are other planning processes that are occurring on campus at the same time, such as the annual budget process and the work of Senate. Any decisions regarding the scope and timeline of initiatives related to our articulated strategic directions depend on the budget and more detailed plans.



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# HISTORY OF STRATEGIC PLANNING AND STRATEGIC DECISIONS AT UWINNIPEG

## History of Strategic Planning at UWinnipeg

### A. UWinnipeg's Mission Statement and Goals

- a. Developed as part of the President's Taskforce on the Future of the University (Final Report distributed in September, 1991)
- b. Approved by Senate on January 15, 1992
- c. Approved by the Board of Regents on January 27, 1992
- d. First published in the 1994-95 Academic Calendar
- e. Reviewed in 2003; members of the University reaffirmed their belief in the value of the Mission Statement as it stands.

### B. Strategic Plans, Processes, and Task Forces

- a. President's Task Force on Student Accessibility (1990)
- b. The President's Taskforce on the Future of the University Final Report (1991) distributed and used as a guiding document with regards to the University's activities and goals.
- c. Ad Hoc Committee on the Status of Women Employees (November 1991)
- d. Doing Things Differently at The University of Winnipeg (January 1995; Response to the Roblin Report)
- e. Curriculum Review Committee Final Report (1996)
- f. Strategic Plan for Arts and Science (May 1997)
- g. Report of the Advisory Review Committee on the University Library (November 1998)
- h. Report of the Task Force on Recruitment and Retention (February 1998)
- i. Strategic Plan approved by the Board in 2004, intended to cover a period of 5 years. The plan is provided to incoming President Axworthy.
- j. An update to the Academic Plan is approved by Senate in 2009. The plan outlines the eight strategic priorities that have been developed from the 2004 Strategic Plan: Academic Excellence, Sustainable Operations, Student Diversity/Access, Outstanding Student Experience, Community Learning, Adequate Infrastructure, Outstanding Staff and Faculty, and Accountability.
- k. President's Task Force on Access (2007)
- l. Task Force on Graduate Studies (2008)
- m. President's Task Force on Athletics and Academics Report (2009)
- n. President's Task Force on First Year Curriculum (2010)
- o. 2011 Strategic Review Exercise: Summary and update on initiatives and directions during the second term of President Axworthy. Final report published September 2014.
- p. Presidential Task Force on Academic Renewal is established (2012). Two major outcomes are achieved by April 2014 with the development of an On-line Learning Growth Plan and the articulation of a Gender Equity Report which will be taken to the Senate and Board.

## History of Recent Major Strategic Decisions at UWinnipeg

### A. Increased Accessibility and Support for Traditionally Underrepresented Students

- a. New Aboriginal Student Services Centre opened (2004)
- b. Student Central opened (2005)
- c. University of Winnipeg Community Renewal Corporation founded (2005)
- d. Wii Chiiwaakanaak Learning Centre opened (2005); Building named in honour of Helen Betty Osborne at 511 Ellice Avenue (2006)
- e. Innovative Learning Centre created (2006) (Eco-Kids Summer Camp, Eco-Kids on Campus program) (now called Adventure Camp and Science Kids)
- f. Opportunity Fund initiated (2007 Fast-Track Bursaries and Tuition Credits), growing out of President's Task Force on Access
- g. Global Welcome Centre opened (2008)
- h. Model School opened (2008)
- i. Community Learning Policy approved by the Board of Regents (2009)
- j. Master's in Development Practice Indigenous Advisory Circle constituted (2010)
- k. Broader University Indigenous Advisory Circle constituted, growing out of MDP Indigenous Advisory Circle (2011)
- l. Opportunity Fund Tuition Waiver for youth raised in the child welfare system component implemented (2012)

### B. Graduate Program Development

- a. Graduate Studies Task Force (2008); six autonomous Masters programs initiated (Indigenous Governance; Applied Computer Science and Society; Bioscience, Technology, and Public Policy; Cultural Studies; Environmental, Resource and Development Economics; and Masters in Development Practice)

### C. Undergraduate Program Development

- a. Merging of Social Sciences and Humanities Areas into a new Faculty of Arts (2005)
- b. Faculty of Business and Economics founded (2008)
- c. Faculty of Kinesiology and Applied Health founded (2012) (now Gupta Faculty of Kinesiology and Applied Health)

### D. Campus Development

\$217 M Capital Program completed (2004-14), including: Asper Centre for Theatre and Film; Richardson College for the Environment & Science Complex; McFeetors Hall; Great-West Life Student Residence; UWSA Daycare; Buhler Centre; Conversion of Greyhound Station into AnX; creation of Spence Mall; creation of the Green Corridor and Portage Avenue Commons; renovation of Wesley Hall (including Convocation Hall) and Duckworth; United Health & RecPlex; conversion and re-purposing of science labs into classrooms (Ashdown and Manitoba Halls, Lockhart)

## THE UNIVERSITY OF WINNIPEG: PRINCIPLES AND VALUES

### Mission Statement (from the 2014-15 Academic Calendar)<sup>1</sup>

*“The University of Winnipeg is committed to excellence in post-secondary education through undergraduate and selected graduate programs, rooted in the liberal arts and culminating in degrees such as those in Arts, Science, Education, and Theology. In pursuit of our mission, we are guided by the knowledge that our primary responsibility is to our students, to whom we strive to offer a community which appreciates, fosters, and promotes values of human dignity, equality, nondiscrimination and appreciation of diversity. We view both accessibility and excellence as important goals, and will endeavour to make the University as accessible as we can while maintaining high standards of quality in our academic programs. In the practice of scholarly enquiry through both teaching and research, we provide students with breadth and depth of knowledge, the skills to communicate effectively and to make informed decisions, an understanding of the ethical problems facing our society, and an appreciation of the full range of human, aesthetic, and environmental values. The University of Winnipeg values academic freedom, self-governance and community service.”*

### Guiding Principles (from the 2014-15 Academic Calendar)

*“The following abilities are central to a sound undergraduate liberal arts and science education: the ability to express oneself clearly and to read and listen critically; the ability to think logically and analyze quantitatively and qualitatively; the ability to relate the methods of the natural and social sciences to our natural and social environment; the ability to make informed and discriminating ethical and other value judgments; and the ability to interpret persons, things, events and circumstances from multiple philosophical, historical, cultural, and scholarly perspectives. An undergraduate liberal arts and science education enhances professional programs and provides a basis for life-long learning.*

*In keeping with the traditions of our founding colleges, The University of Winnipeg is concerned with developing our students' intellectual capacities, and their sense of self-worth and of responsibility to the community. We seek to increase their awareness of important moral issues, to develop and foster their concern for the welfare of others, and to enrich their understanding of the interdependence of all aspects of life in the modern world. This may be achieved through the application*

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<sup>1</sup> The current mission statement for UWinnipeg does not reference the recently created Faculty of Business and Economics and the Gupta Faculty of Kinesiology and Applied Health. Changes to the mission statement must be reviewed and approved by both The Board of Regents and Senate. Following the process outlined in this document, changes to the mission statement can be considered and put forward to The Board of Regents and Senate.



*of multi-disciplinary approaches to the study of important issues wherever possible.*

*The unique character of The University of Winnipeg derives from the fact that we are a medium-sized university with a primary focus on undergraduate liberal education. This enables us to offer considerable breadth and depth in our programs while maintaining reasonable class sizes and enhanced interaction among students and between students, faculty and staff. It is an important part of our mission to preserve and, wherever possible, to enhance this character through carefully planned academic development and attention to the needs of our students, both full and part-time.*

*The University will continue to seek improvements in its physical facilities and amenities, including ways in which the University can have a positive impact on the broader environment. These actions will require increased attention to matters of funding, through continued advocacy before the provincial government and the public on the University's financial needs, and through efforts to raise funds from the private sector in support of programs, facilities and scholarships.*

*In the true spirit of the nature of universities, The University of Winnipeg has an important role in the creation of new knowledge and the exploration of new ideas. Through support of the research and other scholarly activities of faculty members, including participation in graduate studies both within the institution and in collaboration with other universities, the University ensures that teaching and learning keep pace with the ever-changing state of knowledge. Further, we are committed to providing our undergraduates with opportunities to participate in, and contribute to, these activities at a relatively early stage in their academic development. Through the new United Centre for Theological Studies, The University of Winnipeg will work in partnership with other colleges and universities and with various denominations and religious traditions to provide certificate and graduate programs in Theology and Counselling. Our commitment to excellence is extended to include secondary education through The Collegiate, and to life-long learning through Professional, Applied and Continuing Education (PACE).*

*As essential components of the University tradition, the values placed on equality and diversity, academic freedom, self-governance and community service, provide the environment whereby a community of scholars, students, and faculty may have the freedom to examine ideas responsibly, and to participate in the academic operations of the institution through processes which reflect a balance between democracy, efficiency, innovation, and accountability. Our mission and role in society requires that we foster an exemplary employment environment and adopt policies and measures which foster an atmosphere free from racism, sexism, and all other forms of stereotyping, harassment, and discrimination. The University of Winnipeg values the contributions of all staff members to our*

*academic enterprise, and will endeavour to provide a healthy work environment, improved career opportunities, and job satisfaction.*

*The University of Winnipeg strives to pay particular attention to ways in which institutional resources – human, cultural, athletic, and recreational – can improve the quality of life in the broader community. This includes cooperation with business, industry, government, and community groups, and actions which ensure that the public is well-informed about the University and has ample opportunities to communicate with it.*

*The University of Winnipeg recognizes that our most valuable community resource is our alumni. We are committed to maintaining our ties with our graduates through open communication, through increased involvement of our alumni in the activities of the University and the Alumni Association, and by providing opportunities for further education.”*

## **Recent University of Winnipeg Board Policies**

A policy is a course or principle of action. It is used to guide decision making, actions, and activities that take place within the boundaries set by them. Policies are often developed based on the framework of a strategic plan or strategic priorities. The UWinnipeg Board of Regents approved several new strategic policies in the last decade, some of which are summarized below.

### ***Community Learning Policy (see Appendix A)***

**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. (April, 2011)

### ***Sustainability Policy (see Appendix B)***

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

**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. (June, 2007)

### ***Respectful Working and Learning Environment Policy (see Appendix C)***

**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. (June, 2013)

### ***The University of Winnipeg Board of Regents Indigenous Advisory Circle Policy (see Appendix D)***

**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. (November, 2011)