



University
of Manitoba

ANNUAL REPORT

2026

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MOMENTUM:
LEADING CHANGE TOGETHER



MOMENTUM

2026 annual report on the
University of Manitoba
Strategic Plan 2024-2029

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Message from the Provost and Vice-President (Academic)

Grounded in the University of Manitoba's commitment to leading change together, and informed by the **MomentUM Implementation Plan**, the **2026 MomentUM Annual Report** celebrates work underway across the institution to advance our strategic priorities. Institutional data, unit-level reporting, and narrative examples provide an evidence-informed view of how faculty, staff, and students are contributing across the three strategic themes of **MomentUM: Leading Change Together, UM Strategic Plan, 2024-2029**. The findings make visible areas of strength and collective effort, as well as where capacity, systems, or supports may need to be strengthened. They reflect an intentional and iterative approach that recognizes meaningful change unfolds over time through reflection, collaboration, and shared responsibility.

I invite the community to read this report to better understand where we are today, recognize and celebrate the work underway, and consider where continued effort and investment will have the greatest impact. The findings are intended to support shared learning and inform next steps in advancing our strategic goals and commitments.

I am grateful to the many faculty, staff, students, and community partners whose contributions are helping to shape the path forward. Special thanks are extended to the **MomentUM Implementation Steering Committee** and the **Truth and Reconciliation Framework Implementation Advisory Circle** for their thoughtful advice and continued guidance through the review of findings and the development of this report.

This report is shared with the Witnesses to the launch of MomentUM, who continue to hold the University of Manitoba to its commitments to advance Truth and Reconciliation.

Miigwech. Maarsi. Nakurmiik. Ekosi. Wopida tanka. Thank you. Merci.



Dr. Diane Hiebert-Murphy
Provost and Vice-President (Academic)

Executive summary

The **MomentUM Annual Report 2026** provides a baseline of progress across the University of Manitoba (UM) in advancing the priorities of **MomentUM: Leading Change Together (2024–2029)**. Drawing on institutional data, unit-level reporting, and selected narrative examples of initiatives from 2024–2025, the report highlights key findings, including areas where additional coordination or data are needed to support learning. The following summarizes key takeaways by strategic theme.

Creating knowledge that matters:

A broad range of research, scholarship, and creative activity is underway at UM, supported by central services, interdisciplinary collaboration, and high levels of student engagement. Identified areas for action include increasing the visibility of diverse research approaches and partnerships, strengthening shared understanding of community-based and Indigenous-focused research, and enhancing showcasing of UM expertise through publications, events, and knowledge-sharing activities.

Empowering learners:

UM is anchored in a strong foundation of professional learning opportunities for faculty and instructional staff, broad student participation in experiential learning across curricular and co-curricular contexts, and sustained investment in student supports that reduce barriers to access and persistence and support student success. Identified areas for action include strengthening shared understanding of Indigenous pedagogies in courses and programs, improving coordination of professional development, particularly for staff who support student success, and strengthening alignment between curriculum changes and learning environments, with clearer links to skills and competencies.

Reimagining engagement:

UM is grounded through sustained connections with community organizations, government, industry, and non-profits, and supported by events and programming that foster connection with internal and external communities. Strategic priorities focus on strengthening shared understanding of Truth and Reconciliation efforts, increasing the visibility of Indigenous success, and enhancing the informal campus experience to better support connection and belonging.

Together, these findings establish a foundation for ongoing learning and action. Next steps will focus on strengthening coordination across units, refining indicators and data sources, and deepening shared understanding of impact to support more consistent, meaningful reporting on progress toward UM's strategic priorities over the remaining years of the plan.

Introduction

The MomentUM Annual Report 2026 builds on a strong foundation of work already underway at UM, providing the context needed to measure progress toward shared priorities.

Following the launch of [MomentUM: Leading Change Together](#) in 2024, UM established a coordinated, institution-wide approach to advancing its strategic priorities. The resulting [MomentUM Implementation Plan](#) serves as the central framework guiding this work and is supported by a set of key indicators designed to track progress on shared goals and priorities. Recognizing that meaningful change unfolds in different ways across the institution, these indicators pair quantitative and qualitative data with unit-level examples and experiences to provide an initial baseline of where UM is now and to support ongoing learning over time.

The strategic goals outlined in MomentUM are supported through the priorities outlined in other key institutional plans. These include:

- [Change through Research: UM Strategic Research Plan](#)
- [Time for Action: UM Truth and Reconciliation Framework](#)
- [UM Anti-Racism Strategy](#)
- [Building Bold: UM's Master Capital Plan](#)

A new [Mental Health and Well-Being Strategy](#) and updated [Strategic Enrolment Management](#) and [Sustainability Action Plans](#) will guide future work. Academic and administrative units continue to actively align their plans with MomentUM, advancing shared goals through unit-level priorities and actions. Together, this work reinforces the commitments of MomentUM and supports the coordinated, institution-wide approach to change.

Visit the [MomentUM: Leading Change Together website](#) to explore the institutional plans that guide us to learn, to understand and innovate, and to bring together diverse voices and perspectives that build a better future for our university, community, province, and world.

Reading this report

Understanding current work supports learning, accountability, and change over time.

The 2026 annual report situates current goals and priorities within a foundation of work already underway at UM. Drawing on institutional data and unit-level reporting from the 2024–2025 year, it establishes a baseline for reporting on progress. It signals where action on strategic priorities is strong and where it is still emerging. In some areas, data to support reporting is well developed while in others, gaps exist, pointing to opportunities for learning and improvement. This report is not a comprehensive account of all activity across the institution but provides a summary and examples to illustrate the work being done to advance strategic priorities.

Time for Action provides essential context and a framework for UM's responsibilities in advancing meaningful Truth and Reconciliation. Measuring progress is supported by the **Truth and Reconciliation Framework Implementation Advisory Circle**, which reviews and advises on key indicators that advance Truth and Reconciliation. This structure strengthens accountability by shifting emphasis from reporting activity to understanding impact, relationships, and systemic change. The findings of the Advisory Circle are woven throughout this report.

Drawing on a range of quantitative and qualitative data, findings are intended to reflect both point-in-time measures and institutional activities and experiences. Existing data sources do not yet fully capture relational work, lived experience, or long-term community-based impact. Making gaps visible is an intentional outcome of this phase of work and will inform future efforts to strengthen data collection, establish shared definitions of impact, and deepen story-based learning. Annual reporting on the implementation of the strategic plan will evolve, becoming richer and more meaningful as new information and stories are added, and progress is measured.

Initiatives shared by units across the university through the reporting process reflect the depth and breadth of work underway. While hundreds of unit-level initiatives were received, this report can only highlight a small piece of this work. Additional unit-level examples of new and ongoing work and initiatives aligned with MomentUM and other institutional plans are shared through UMToday stories and on the MomentUM Implementation intranet page. These stories showcase how faculty, staff, and students are advancing strategic priorities and serve as a source of insight and inspiration, supporting shared learning, connection, and momentum. Readers are invited to visit the [MomentUM Implementation](#) intranet page to explore more.

Data sources:

Administrative and reporting systems, including Aurora Student, Slate, and VIP.

Communication and event platforms, including UM Today, the UM events calendar, umanitoba.ca, and the UM intranet.

UM surveys, including the [UM Community Experiences Survey \(UMCES\)](#) and [Awareness and Perception Market Research Surveys](#).

Activity reporting aligned to unit roles and mandates, including the Centre for Advancement of Teaching and Learning, Office of Research Services, and Student Affairs.

Academic and administrative unit submissions, collected through the annual budget and resource planning process.

Note: detailed data by key indicator is available on the [MomentUM Implementation](#) intranet page or upon request.

Where we are now

Findings of the annual report are framed through the lens of the fundamental commitments and strategic themes of the strategic plan.

MomentUM is structured around three strategic themes—Creating knowledge that matters, Empowering learners, and Reimagining engagement—and informed by three fundamental commitments—Fostering a vibrant community, Advancing Reconciliation for meaningful change, and Building a sustainable future. Based on this framework, the annual report offers insight into current work and experiences across UM.

Fostering a vibrant community

UM is committed to equity, inclusion, well-being, and respect, and in creating the conditions for all members of the university community to thrive. Findings highlight a breadth of activity aimed at strengthening belonging, advancing equity, and supporting the well-being of the UM community. This includes student services and supports, community-building initiatives, and professional development opportunities.

While current data, including participation rates and program offerings, provides important context, it is limited in its ability to fully capture lived experience, relational work, and the ways systemic barriers may shape participation across the institution. The **2025 UM Community Experiences Survey (UMCES)** reports overall positive perceptions of feeling valued and supported within home units, noting that experiences vary across demographic groups.

Strengthening how community, belonging, and well-being are understood and reflected is an ongoing learning process. UM's new **Anti-Racism Strategy** and upcoming **Mental Health and Well-being Strategy** form important frameworks and shared approaches to assessing impact as this collective work continues.

Advancing Reconciliation for transformative change

Time for Action emphasizes moving beyond reporting activity to understanding impact, relationships, and systemic change, while also recognizing and celebrating Indigenous excellence. In this context, reporting on UM's commitments to advancing Truth and Reconciliation focuses on how Indigenous knowledges, relationships, and voices are being meaningfully embedded across the institution. This includes recognizing where progress may be uneven, the



Translating EDIA dialogue into action

The EDIA Community of Practice (CoP) brings together UM staff, faculty, and students to explore ideas and actions that advance equity, diversity, inclusion, and accessibility. Through discussion and shared learning, the CoP builds capacity, strengthens cross-campus relationships, and supports the development of new practices and approaches.

conditions that shape this work, and the supports required to advance change. An ongoing learning process based on humility, reflection, and sustained attention is needed to strengthen understanding of how Truth and Reconciliation is supported and reflected in practice.

Reporting is supported through unit-level Reconciliation Action Plans and the identification of unit roles and responsibilities that help advance, coordinate, and sustain efforts across the institution. While respecting local context and capacity, and recognizing that units are at different stages, there is opportunity to strengthen consistency through shared approaches that articulate what Truth and Reconciliation may look like across different levels.

Language plays a critical role in expressing meaning, relationships, and responsibility. Future reporting presents an opportunity to more intentionally embed Indigenous language and concepts in ways that reflect Indigenous ways of knowing, being, and relating. This work must be undertaken in good ways, through co-development with Indigenous communities, to ensure language is used respectfully, accurately, and meaningfully.

Building a sustainable future

UM must meet present needs while safeguarding the well-being of future generations through responsible stewardship of social, cultural, economic, and environmental resources. Sustainability-related activity at UM is embedded across teaching, research, engagement, and operations, including initiatives aligned with the **Climate Action Plan**, the new **Master Capital Plan**, and investments in spaces, and programming that advance sustainability literacy and action. External benchmarks provide important reference points for monitoring progress and identifying areas for improvement.

Reporting identifies challenges in capturing the full scope, outcomes, and long-term impacts of sustainability initiatives. Because much of this work is distributed, iterative, and collaborative, often unfolding over multiple years and across units, it can be difficult to assess impact through existing indicators alone. Establishing a baseline highlights the work underway at the same time as identifying a need for more integrated reporting approaches to better understand how sustainability principles are embedded into decision-making, operations, and everyday practice across the institution.

Revitalizing Indigenous language learning

The Faculty of Arts has expanded Indigenous language learning through a free Summer Intensive Anishinaabemowin course and new Cree and Anishinaabemowin micro-diplomas, creating flexible pathways for students and community members to engage in language revitalization.

Connecting land, birds, and community

The UM Indigenous Birding Club brings students, staff, and faculty together through Indigenous-led, land-based birding activities that support well-being, community connection, and Indigenous ways of knowing, while fostering ecological awareness and conservation.

When asked whether UM is meeting its fundamental commitments, 80% of the 2025 UMCES respondents agree that UM is fostering a vibrant community; 88% agree that UM is advancing Reconciliation for transformative change; and 78% agree that UM is building a sustainable future.

Creating knowledge that matters

In leading change, UM will demonstrate advancements in exceptional research, scholarship, and creative activities to create knowledge that matters and that positively impacts the communities with whom we engage. UM will be increasingly sought out for our expertise and recognized for our contributions.

UM, Manitoba's U15 and largest research-intensive university, is a leader in addressing pressing challenges including climate action, water and food security, social justice and human rights, and health and well-being. Research at UM is closely integrated with teaching and learning, providing opportunities for students to work alongside leading scholars across diverse disciplines. Supported by world-class facilities and centres, including the Churchill Marine Observatory, Ongomizwin Indigenous Institute of Health and Healing, the new Desautels Concert Hall, and a \$57M investment in new vaccine and biomanufacturing facilities, UM's impact benefits Manitoba and beyond.

Change through Research focuses on strengthening this work by attracting and retaining talented people, fostering partnerships and collaboration, enhancing research platforms, and improving supports. Grounded in respectful, community-led approaches and strong partnerships with Indigenous and northern communities, UM's research advances knowledge, supports Truth and Reconciliation, and contributes to a more sustainable and innovative future.

In 2024–2025, UM was home to 50 Canada Research Chairs, a Canada Excellence Research Chair, a CERC Laureate, a Canada 150 Research Chair, and over 50 research centres and institutes. To increase visibility of post-doctoral fellows, the Faculty of Graduate Studies was renamed to the Faculty of Graduate & Postdoctoral Studies (FGPS). UM received \$239.2M in sponsored research funding, including \$11.6M in Canada Research Support Funds (RSF), and ranks among Canada's top universities for research grants and contracts. Its impact is reflected in a growing innovation portfolio (with 42 new inventions disclosed and 24 patent applications filed), and strong contributions in arts, humanities, and community-based research that enrich culture, inform policy, and strengthen communities.

Visit [UMToday](#) to learn more about research, scholarship, and creative activity at UM.

Advancing health through biomedical engineering

Researchers in the Price Faculty of Engineering are developing biomedical technologies to address critical health challenges, including nanorobots for cancer immunotherapy, microrobots to support heart attack treatment, and a nature-inspired nanogel for rapid bleeding control.

Supporting innovation through connection

IDEA START is UM's new hub for entrepreneurship and innovation, connecting students, faculty, staff, and alumni with mentorship, learning opportunities, and collaborative spaces to support innovation, venture development, and cross-disciplinary collaboration.

Reimagining human-AI relationships

Love and AI <> AI Agents is an interdisciplinary initiative led by Mosaic that brings together faculty from the School of Art, Computer Science, Architecture, and Soil Sciences to rethink how the humanities engage with AI, with a focus on agency, relationality, and learner empowerment.

The following section provides an overview of findings related to key indicators under Creating knowledge that matters for the 2024-2025 reporting period. Detailed key indicator data is available on the [MomentUM Intranet page](#).

GOAL: Inspire knowledge creation by supporting and promoting an environment of excellence.

Institutional supports and recognition of diverse approaches to knowledge contribute to an environment of excellence across UM.

- The Office of Research Services supported 1,417 grant and 238 contract applications, with 827 grants and 221 contracts awarded, totaling \$168.5M across diverse disciplines and funding sources.
- 86% of research-based master's students and 90% of doctoral students received some type of financial support (U15 report, 2023-2024)
- Median funding amounts were \$18,276 for master's (10th percentile \$0; 90th percentile \$35,257) and \$26,882 for doctoral students (10th percentile \$536; 90th percentile \$52,121) (U15 report, 2023-24).
- Examples highlight a broad range of community-based, Indigenous-led, creative, and scientific inquiry.

Student engagement in critical inquiry and diverse ways of understanding the world is embedded across the UM learning experience.

- 213 graduate students and 206 undergraduate students were employed as research assistants.
- 213 Undergraduate Research Awards (URAs) and 88 NSERC Undergraduate Student Research Awards (USRAs) were awarded.
- Indigenous students made up 14% of undergraduate and 10% of graduate research assistants and received 8.5% of URAs and 25% of NSERC USRAs.
- Examples highlight opportunities for students to engage in research-related activities outside of programs, including exhibitions, competitions, research days, and other knowledge-sharing events.

Identified area(s) for action:

- Improved project-level tracking to more fully understand scope, collaboration, and community-based activities. The Office of the Vice-President (Research and International) is currently reviewing systems, including research ethics systems, to strengthen reporting.

GOAL: Identify sustainable and high-impact solutions through increased collaboration and connection across our campuses.

Research, scholarly, and creative activity reflects a high degree of disciplinary diversity and varying forms of collaboration across disciplines and projects.

Celebrating post-doctoral research and mentorship

The Faculty of Graduate and Postdoctoral Studies recognizes postdoctoral excellence through the Distinguished Postdoctoral Fellow Award and the James House Postdoctoral Fellowship Mentoring Award, honouring outstanding research, innovation, and mentorship across disciplines.

Expanding access to health services

Students in the College of Rehabilitation Sciences and the Gerald D. Niznick College of Dentistry are expanding access to neurological rehabilitation and dental screening services in community through partnerships with Riverview Health Centre and NorWest Co-op Community Health.

Showcasing cutting-edge research

The Faculty of Kinesiology and Recreation Management's 2024 annual Research Day, focused on Indigenous health and wellness, and brought together students and faculty through expert-led panels, a keynote address, and a student poster competition.

- The Major Projects Office supported 41 large, multi-partner project proposals involving interdisciplinary and, in some cases, international research teams. 12 projects were funded, totaling more than \$24.7M.
- Examples highlight a wide range of initiatives that promote inter- and multidisciplinary research, including shared research infrastructure, institutionally supported institutes and centres, and capacity-building activities that support collaborative proposal development.
- Examples highlight work under the thematic areas of **Change through Research** including community-based water and climate research, Arctic partnerships, sustainable agriculture, infrastructure innovation, and community-engaged creative practice.

GOAL: Build reciprocal relationships with communities to anticipate and identify solutions to emerging societal, cultural, economic, health, and environmental needs of Manitoba and beyond.

UM builds and strengthens relationships through responsible and respectful engagement with external partners, including community organizations, governments, industry partners, non-profits, and Indigenous communities.

- The UM Human Research Ethics Office received 23 faculty protocols categorized as Indigenous Research (excluding health-related studies, which are collected separately and not available for the reporting year).
- Examples reflect community-based and community-engaged research focused on long-term relationship-building, including Indigenous-led and Indigenous-partnered work in policy development, planning, and land-based learning.

Promoting and sharing UM expertise is an important part of relationship-building and knowledge exchange.

- 228 UMToday stories were categorized as research, scholarship, or creative works; 219 UM experts appeared in 426 unique media stories.
- UM events and initiatives that share expertise include the 'UM Knowledge Exchange' and season 3 of 'What's the Big Idea?' podcast.
- Visibility of Indigenous scholars is enhanced through 7 talks hosted by the Indigenous Scholars Speakers Series, alongside 18 UM Today stories categorized as Indigenous research and 19 research-related events promoted in Indigenous-focused event calendars.

Identified area(s) for action:

- Clearer understanding of how research connects to communities, including how Indigenous partners are meaningfully involved in shaping research questions, governance, and knowledge interpretation.
- Continued improvements to event-tracking platforms and story-tagging practices to strengthen how work is captured and communicated.

Making the leap to net-zero agriculture

Researchers in the Faculty of Agricultural and Food Sciences are leading LEAP (Leveraging Ecosystems to Transform Agriculture on the Prairies), an interdisciplinary NSERC/SSHRC initiative advancing co-designed, net-zero farming systems in partnership with farmers, First Nations, and industry.

Supporting Indigenous-led research partnerships

The Office of the Vice-President (Indigenous) and the Major Projects Office are strengthening grant facilitation for research by, with, and for Indigenous peoples, through a dedicated Facilitator of Research with Indigenous Communities.

Partnering to advance environmental research

Researchers in the Clayton H. Riddell Faculty of Environment, Earth, and Resources are using co-developed approaches that support community priorities to advance environmental research through partnerships with Moose Cree First Nation, Weenusk First Nation, and partners in Naujaat and Igluligaarjuk.

Empowering learners

In leading change, UM will empower learners through learning experiences that meet the needs of an increasingly diverse student body. We will provide researchers, instructors, staff, and learners with the knowledge, skills, and supports they need to achieve their goals.

UM serves more than two-thirds of Manitoba's university students and is home to one of the largest Indigenous student populations in Canada, alongside an international student community representing more than 120 countries. In 2024–2025, UM enrolled 26,651 undergraduate students and 3,922 graduate students, with Indigenous learners representing 10.1% of undergraduate and 7.0% of graduate enrolments. During the same period, UM awarded 4,499 undergraduate degrees, including 384 to Indigenous students, and 1,158 graduate degrees, including 62 to Indigenous students. In 2024, UM celebrated its 100th Rhodes Scholar, the most of any university in western Canada.

UM is Manitoba's sole medical/doctoral university. Supporting lifelong learning, it offers a comprehensive range of undergraduate, graduate, and extended education programs, including over 250 undergraduate pathways combining 60 degrees with more than 100 disciplines, over 140 graduate programs, and 45 programs accredited or certified by professional bodies. With a strong foundation in sciences and liberal arts, UM offers many professional programs unique to the province. These include programs in health sciences, architecture, engineering, and law, among others. UM produces most of Manitoba's social workers, school administrators, interior designers, city planners, artists, business leaders, entrepreneurs, and a significant portion of its nurses.

UM transforms the learning experience through experiential opportunities that connect learning to practice. Over 50 programs offer co-operative education, and experiential learning is embedded across 1,700+ undergraduate and graduate courses and co-curricular activities. International student exchanges are supported through 50 partnerships in over 20 destinations.

Through comprehensive wrap-around student supports and services, UM is focused on helping learners progress, persist, and graduate. In 2024–2025, UM invested \$39.9M in student services and provided \$90.1M in student financial support.

Goals and actions to strengthen retention and student success will be advanced through the **Strategic Enrolment Management (SEM) Plan** for release in 2026.

Visit [UMToday](#) to learn more about teaching and learning at UM.

Supporting licensure for internationally trained lawyers

New micro-diplomas in Canadian Public Law and Canadian Private Law, offered through the Faculty of Law provide a clear and flexible pathway for internationally trained lawyers to meet requirements for licensure in Canada.

Launching side hustles through entrepreneurship

Offered through the Stu Clark Centre for Entrepreneurship in the I.H. Asper School of Business, the How to Start a Side Hustle Program supports UM students, alumni, and staff with practical, hands-on learning to launch new ventures.

Honouring Hoka Canku as a pathway to education

Hoka Canku (The Blue Heron Pathway) is a new pathway into the Bachelor of Education developed in partnership with ACCESS, the Division of Extended Education, and the Faculty of Education, creating early connections for Indigenous students exploring teaching as a career. The pathway was formally named through ceremony in 2025.

The following section provides an overview of findings related to key indicators under Empowering learners for the 2024-2025 reporting period. Detailed key indicator data is available on the [MomentUM Intranet page](#).

GOAL: Respond to changing needs and learners through the creation and advancement of supportive systems for learning and success.

Professional development and learning opportunities support faculty in responding to diverse learner needs in the classroom.

- 47 faculty participated in the Centre for Advancement of Teaching and Learning's (CATL's) sessions on health and wellness; 87 faculty participated in sessions on Indigenous knowledges and Reconciliation.
- 66 faculty participated in the Division of Extended Education's EDIA: Foundations course.
- 71 participants completed the Summer 2025 Institute for Indigenous Content Literacy.

Course and program delivery is designed to support student access and flexibility across schedules and learning contexts.

- 55% of UM course sections were scheduled in primetime (9:30–2:30, Monday–Friday), ranging from 20% to 91% depending on the unit.
- 46 course sections (10+ seats), enrolling 650 students, were added to the schedule within two weeks of term in response to student demand.
- Examples highlight innovative program delivery informed by community needs, including teaching in community and flexible program models.

Student supports remain a critical component of learner success.

- Financial Aid and Awards distributed \$46.8M in awards, scholarships, and bursaries, including 17,351 (\$25.4M) undergraduate awards, and 3,736 (\$21.4M) graduate awards. Indigenous learners received 3,062 (\$4.5M) undergraduate and 418 (\$2.1M) graduate awards.
- UM Libraries funded 13 Open Educational Resources (OER) projects.
- The student Connection Desk was launched, helping to connect students with UM services and supports.
- Examples highlight advising, health and well-being supports, and coordinated wraparound services across the student lifecycle, including student access to Elders and knowledge keepers.

GOAL: Build sustainable futures for learners by increasing opportunities for innovative and meaningful learning opportunities.

Innovative learning experiences support student learning across disciplines and contexts and contribute to the student experience.

- 19,840 undergraduate students participated in 54,233 curricular experiential learning experiences and 1,214 students participated in co-curricular offerings.

Supporting diverse learners through mentorship

The Max Rady College of Medicine has established physician-led mentorship roles to support learners from diverse and marginalized communities, fostering safe environments and guidance as students progress through their medical training.

Bringing social work training to community

The Faculty of Social Work delivers the Bachelor of Social Work through community-based cohorts that expand access to rural and Northern communities. In 2024, a new cohort launched with Island Lake First Nations Family Services and Norway House Cree Nation Education, Training, and Culture.

Supporting queer and questioning students

The Faculty of Education developed a dedicated resource website for Queer and Questioning students, with faculty funding supporting the research and development of inclusive content to improve access to information and support.

- 1,177 graduate students participated in 3,362 experiential learning activities beyond those already embedded in theses, practica, and dissertations and 112 students participated in co-curricular offerings.
- Examples highlight field-based and land-based learning, community-based projects, research experiences, work-integrated learning, and leadership and mentorship activities.

Academic programs create clear pathways for students by strengthening alignment between curriculum and skills needed to succeed.

- Academic units who completed program reviews in 2024–2025 all identified planned program changes in response to recommendations.
- Senate forms have been updated in 2025–2026 to better understand rationale for course and program changes.
- Work is underway to align Career Compasses with the UM Competencies Framework to help students articulate the skills and competencies developed through academic experiences.

Learning experiences that integrate Indigenous knowledges and languages form an important part of advancing Truth and Reconciliation.

- 27 (45%) undergraduate degrees and 10 (7%) graduate programs included Senate-approved Indigenous content requirements through required courses or content integrated across program curricula.
- Indigenous language learning was supported through 11 course sections, including Cree and Anishinaabemowin offerings, with new pass/fail Indigenous language courses approved for 2025–2026.
- The 2025 UMCES reports 82% of Indigenous student respondents agree that UM is making progress on advancing Reconciliation.

Identified area(s) for action:

- Indicators capture the presence of Indigenous content and language offerings but provide limited insight into how Indigenous pedagogies and ways of teaching are embedded across courses and programs, including the role of Indigenous scholars and community-informed approaches.

GOAL: Fostering an exceptional student experience by strengthening teaching and student support services across the university.

Learning spaces contribute to student success by supporting teaching and learning, accessibility, and evolving instructional needs.

- Space upgrades are planned over a multi-year period, with 24 learning space upgrades completed in 2024–2025.
- Tracking Indigenousization of spaces and use of outdoor spaces is being strengthened to broaden understanding of instructional use of diverse spaces.

Engaging men in sexual violence prevention

The Sexual Violence Resource Centre launched Men in Dialogue (MinD), a pilot program that engages men in sexual violence prevention through facilitated discussion groups and outreach events, creating space for reflection, learning, and culture change.

Learning through Métis fiddling

Led by renowned Hall of Fame fiddler Patti Kusturok, the Desautels Faculty of Music launched a first-of-its-kind, for-credit Métis fiddling program, that emphasizes oral tradition, community building, and the unique, upbeat swing style of Red River Métis music.

Developing research skills across the learner lifecycle

UM Libraries expanded research skills training through the Library Essentials, Graduate Student Research, and Knowledge Synthesis workshop series, with 48 students completing experiential credit offerings in 2024.

Student success depends on equipping faculty and staff with the tools and opportunities needed to support teaching, learning, and student services.

- CATL delivered 116 teaching and learning sessions to 1,369 participants; 51 participated in sessions on accessibility in teaching; and 271 completed the Teaching and Learning Certificate program.
- FGPS's Graduate Education Mentoring (GEM) workshops engaged 373 faculty and staff across 14 sessions, and Student Affairs delivered more than 75 targeted professional learning opportunities, including 20 Working in Good Ways sessions.
- Academic policy and CATL web pages averaged more than 20,000 views per month; intranet pages related to academic administration and student services averaged over 10,000 views per month.
- Examples highlight initiatives that promote collaboration across roles and units.

2025 UMCES findings point to the importance of coordinated approaches to building faculty and staff capacity to support student success. 80% of all student respondents report that their academic support needs are being met, compared with 87% among Indigenous student respondents; satisfaction with non-academic supports is reported by 69% of all students and 74% of Indigenous students.

Identified area(s) for action:

- Findings highlight opportunities to expand and coordinate professional development for staff whose roles support student success as well as consolidating approaches to promoting offerings and reporting participation.

Reimagining engagement

In leading change, UM will be a partner of choice with the greater community. We will be a destination to learn, create, work, and play. In reimagining engagement, we will connect and thrive as a community for today and tomorrow.

UM advances external engagement through partnerships with employers, industry, governments, communities, and research collaborators. Together, partners support co-op, work-integrated learning, applied research and innovation, sector-specific training, and policy development. Community engagement ranges from early outreach programs, including the inaugural Faculty of Arts Summer Camp, to large-scale public events, like TedX, International Women's Day with

Expanding EDIA learning

The Division of Extended Education expanded EDIA learning for internal and external audiences, launching a new internal EDIA micro-certificate for EDIA Foundations offering, while also developing a new EDIA course for external participants, delivered in Fall 2025.

Broadening access to affordable education

Student Accessibility Services, Financial Aid and Awards, and academic units worked together to expand access to scholarships and bursaries for students with reduced course loads, helping to remove financial barriers, promote equity, and support student success across the university.

Marking a national championship

The Bisons Women's Volleyball Team won the 2025 U Sports National Championship, securing their eighth national title with a 3–1 victory over Montreal before a sold-out home crowd at the Investors Group Athletic Centre.

Knight Lecturer Christine Sinclair, and Homecoming 2024 which welcomed more than 9000 alumni. Fundraising efforts in 2024–2025 further strengthened engagement, bringing \$89.3M in new resources in support of UM’s mission.

In 2024–2025, UM supported a community of more than 10,000 faculty and staff and continued its long-standing recognition as a top Manitoba employer and one of Canada’s best diversity employers. Engagement is shaped by institutional commitments to equity, anti-racism, and Truth and Reconciliation, with guidance provided by the new **Anti-Racism Strategy** and **Time for Action: UM’s Truth and Reconciliation Framework**. Under the leadership of the Vice-President (Indigenous), UM advances efforts to create safe and supportive learning and working environments, strengthen Indigenous student, faculty, and staff success, and deepen relationships with First Nations, Métis, and Inuit communities. These commitments were reflected in significant moments in 2024, including the Respectful Rematriation and Repatriation Ceremony, and ongoing support for the National Centre for Truth and Reconciliation.

UM is reimagining its spaces to better support connection, collaboration, sustainability, and excellence. In 2024, UM celebrated the official openings of the Churchill Marine Observatory and the Desautels Concert Hall. The Office of the Vice-President (External) launched **What Kind of Bison Are You?** reenvisioning the UM brand to strengthen engagement through a shared sense of belonging while celebrating individual identity across UM physical and virtual spaces. Through **Building Bold**, UM is addressing deferred maintenance, modernizing classrooms and labs, and advancing climate commitments, including a goal of net-zero emissions by 2050. Ongoing and planned projects—such as learning space renewal, major research facilities, and new academic buildings—reflect a long-term commitment to creating welcoming, accessible, and adaptable environments that support engagement now and into the future.

Visit [UMToday](#) to learn more about community and engagement at UM.

The following section provides an overview of findings related to key indicators under Reimagining engagement for the 2024–2025 reporting period. Detailed key indicator data is available on the [MomentUM Intranet page](#).

GOAL: Strengthen and build mutually beneficial and reciprocal external relationships through meaningful and authentic engagement.

Reciprocal relationships are built through sustained, meaningful engagement with communities, partners, and organizations, and best reflected in the breadth of ongoing and emerging partnerships across UM.

- Examples highlight long-term relationships grounded in shared priorities around health, food security, education, and policy development.

Supporting wildfire evacuation efforts

During recent wildfire evacuations, UM staff and volunteers mobilized quickly to support the Province’s emergency response by providing on-campus housing, meals, and services for evacuees and hosting fire crews with space to rest, regroup, and prepare for deployment.

Strengthening cultural safety in health care

In partnership with Shared Health, Ongomiizwin – Indigenous Institute of Health & Healing launched **We Will Take Good Care of the People**, an Indigenous cultural safety training program for health-care employees and members of the Rady Faculty of Health Sciences.

Engaging students in food security

In partnership with Harvest Manitoba, the Faculty of Agricultural and Food Sciences provided hands-on volunteer experiences that helped more than 80 students deepen their understanding of food security through food sorting and meal preparation activities.

Relationship building includes welcoming external partners and community members to UM through events, programming, and gatherings.

- 2025 UMCES reports that 52% of all students and 41% of employees enjoy spending time on campus to participate in activities beyond required work or study.
- Examples highlight public lectures, conferences, exhibitions, outreach, and career fairs that use campus spaces to foster connection and dialogue.

Reputation plays a vital role in building and sustaining relationships, offering insight into how engagement efforts are experienced beyond UM, including efforts to advance Truth and Reconciliation.

- 76% of respondents in the 2025 Probe Omnibus Poll reported a favourable impression of UM.
- UM Perceptions Surveys report particularly strong favourable perceptions among prospective students (93%), current students (89%), and alumni (90%).
- Results from polls indicate mixed awareness of UM's efforts to celebrate Indigenous success and advance Truth and Reconciliation. 33% of public respondents agreed that UM celebrates Indigenous faculty, staff, students, and alumni, although agreement was higher among prospective and current students, and alumni.
- Indigenous student participation data from 2024–2025 shows continued engagement with UM across the learner lifecycle, with 1,951 undergraduate applicants, 2,682 undergraduate students, 275 graduate students, and 446 degrees awarded.

Identified area(s) for action:

- Continue to strengthen relationships with Indigenous communities and develop more consistent approaches to sharing and celebrating Indigenous success across the institution.

GOAL: Empower staff, faculty, and students to thrive and succeed by creating a culture of belonging, well-being, and inclusion.

Staff, faculty, and students must feel a sense of belonging and well-being to thrive in work and studies.

- 2025 UMCES reports 81% of all faculty, staff, and student respondents feeling valued within their home units, while 83% of students and 80% of employees report satisfaction with progress toward their personal academic and career goals, respectively.
- Examples highlight ways to encourage innovation, creativity, and connectivity in the workplace to support faculty and staff in their work.

Centering Inuit youth, land, and Inuit Qaujimagatuqangit

Restoring Balance is a collaborative initiative between the Manitoba Inuit Association, Ongomiizwin – Indigenous Institute of Health & Healing, and the Centre for Earth Observation Science to co-develop Inuit-specific science camps guided by a Youth Advisory Council and centred through Inuit voices.

Connecting Indigenous youth, Elders, and community

Through the first annual New Buffalo Education Gathering, and the 19th annual Elders and Traditional Peoples Gathering, UM brought together Indigenous youth, students, Elders, Knowledge Keepers, and community to share knowledge, strengthen relationships, and support pathways to education.

Expanding access through digitization

UM Libraries established a Digitization Centre to expand access to research and archival collections and support new ways for students and researchers to engage with library materials.

UM continues to invest in strengthening institutional capacity in equity, diversity, inclusion, and accessibility.

- 6,312 faculty and staff completed annual anti-racism training.
- 208 faculty and staff participated in EDIA Foundations programming through the Division of Extended Education, and 246 in workshops advancing equity-based practices offered by the Office of the Vice-Provost (Equity).
- Additional learning opportunities were delivered through the Faculty of Graduate and Postdoctoral Studies, Learning and Organizational Development (LOD), Student Affairs, and the Office of the Vice-President (Indigenous), including 13 Traditional Territories Acknowledgment Workshops.

Strengthening the reliability of identity data is an important piece of understanding how welcoming and sustaining UM is as a diverse place to work and learn.

- UM's current self-declared identity data shows that 7% of faculty and instructional staff respondents and 12% of support staff respondents identify as First Nations, Inuit, or Métis, noting figures may not fully reflect actual representation.
- The Office of the Vice-Provost (Equity) is implementing initiatives to improve collection of identity data to better address systemic barriers impacting diverse groups across UM. This work is supported through the development of an Affirming Indigenous Citizenship Policy led by the Office of the Vice-President (Indigenous).

At UM, Truth and Reconciliation is guided by Wâhkohtowin, a deep understanding of relationships with one another and the responsibilities those relationships carry.

- 2025 UMCES data indicates that 81% of self-identified Indigenous respondents reported feeling valued; 82% of self-identified Indigenous respondents agree that UM is making progress regarding Reconciliation.
- Examples provide the most meaningful insight into how Indigenous knowledges, relationships, and responsibilities are being taken up in practice, reflecting both the complexity of this work and varied levels of engagement across the institution.

Identified area(s) for action:

- Initiatives and events that incorporate Indigenous knowledges and cosmologies must extend beyond description to understand context, progress, and movement over time, recognizing that units are at various stages in this work.
- Ongoing reflection on how to effectively capture Truth and Reconciliation efforts and communicate the impact will remain a focus for the Truth and Reconciliation Framework Implementation Advisory Circle.

Fostering allyship and equity in science

The Faculty of Science allyship workshops and Your Voice, Your Space conversations equip faculty, staff, and students with practical tools to communicate allyship and engage in open dialogue in support of safer and more inclusive learning, research, and work environments.

Creating space for Two-Spirit dialogue

Through Community Engaged Learning, Two-Spirits Talking became a student-led program offering conversation circles and community events, including a ribbon-clothing workshop where 10 students created ceremonial clothing for themselves.

Fostering dialogue through a Lunch and Learn Series

The School of Art hosted two events as part of the *Rounding Out* Lunch and Learn Series, including a land-based learning walk and a visit to the National Centre for Truth and Reconciliation, creating opportunities for learning, reflection, and shared understanding.

GOAL: Achieve sustainability and accessibility targets through community decision-making processes and institutional initiatives.

Improvements to spaces across UM reflect commitments to sustainability, accessibility, and community connection, supporting learning, gathering, and shared use while creating opportunities to reflect Indigenous ways of knowing through design, naming, and purpose. As space initiatives often extend across multiple years, documenting both works completed and underway supports thoughtful planning and provides a fuller understanding of commitments to sustainability, accessibility, and the Indigenization of spaces.

Minor capital projects (under \$1M) form the backbone of space renewal, delivering small-scale, high-impact improvements that keep spaces safe, accessible, and responsive while supporting belonging, visibility, respectful engagement, and UM's academic and research mission.

- 300 minor capital projects (133 completed) supported renewal to: learning spaces (21 projects completed, 27 in progress), research spaces (32 completed, 33 in progress), office spaces (39 completed, 33 in progress), and shared common spaces (41 completed, 74 in progress).
- Targeted investments advanced the Indigenization of spaces, including the Wawatay Program study and events space in the Faculty of Science, the Indigenous Student Space in the School of Art, and the installation of a new Indigenous mural in the Price Faculty of Engineering.

Progress toward sustainability objectives is reflected through initiatives aligned with the **Climate Action Plan**, including efforts to reduce waste and greenhouse gas emissions and to integrate sustainability and accessibility into long-term infrastructure and capital planning.

- UM has received a gold rating from STARS (Sustainability Tracking, Assessment & Rating System).
- UM holds rankings in 6 Sustainable Development Goals (SDGs) in the Times Higher Education Impact Rankings for SDGs.
- Examples highlight how programs and initiatives led by faculty, staff, and students illustrate how sustainability is advanced daily through teaching, research, and engagement.

Creating welcoming spaces through art

The Diversifying the UM Art Collection Initiative brings together students and non-academic staff to select and acquire artwork from underrepresented communities. In 2024–25, the initiative focused on acquiring artwork by 2SLGBTQIA+ artists.

Sustainable design through biobased materials

The BIOM_Lab Research Group in the Faculty of Architecture advances sustainable design through biobased materials research. In 2024 this included field testing bacterial cellulose panels and a public installation showcased at Nuit Blanche, examining low-impact materials and their potential for more resource-efficient building practices.

Next steps

Building on this foundation, plans for next year include improving data collection, deepening understanding of impact, and supporting accountability.

Building on this year's report, the next phase of MomentUM implementation will focus on strengthening how progress is measured, interpreted, and communicated. Across all three strategic themes, there is a need to improve data consistency and project-level tracking to better reflect the diversity, depth, and relational nature of work, including interdisciplinary collaboration, community engagement, and the lived experiences of faculty, staff, and students. Increased coordination across reporting systems, platforms, and indicators will support improved reporting and contribute to greater clarity on progress on strategic priorities.

There is also an opportunity to strengthen how efforts to advance Truth and Reconciliation are shared and understood. To support this work, the Truth and Reconciliation Framework Implementation Advisory Circle will guide the development of a shared framework to assist units in articulating different levels of engagement and assessing progress. This will provide greater consistency for how examples and stories are interpreted and reported across the institution.

These findings have been reviewed with senior leadership to help focus institutional efforts and establish clear priorities and targets for future reporting. This collective review will support alignment across plans and initiatives, inform where resources and attention are most needed, and strengthen UM's ability to assess progress and change over time.

Acknowledgments

The 2026 MomentUM Annual Report reflects the collective efforts of many across the UM community. Its development was informed by the time, insight, and commitment of faculty, staff, students, and community partners who contributed data, examples, and thoughtful feedback throughout the reporting process.

We extend our sincere thanks to members of the MomentUM Implementation Steering Committee and the Truth and Reconciliation Framework Implementation Advisory Circle whose guidance, dialogue, and shared commitment to UM's strategic goals and responsibilities helped shape the framing and interpretation of this report.

We are also grateful to the many individuals and units who contributed through unit-level reporting, conversations, and data collection. Their perspectives, knowledges, and experiences helped ensure that this report reflects both the breadth of work underway and the realities of advancing change across diverse contexts and disciplines.

This report is a testament to the value of collaboration, shared learning, and collective responsibility. As we continue to advance MomentUM: Leading Change Together, we look forward to ongoing partnership with UM faculty, staff, students, and community partners as we learn from this work and take next steps together.

MomentUM Implementation Steering Committee Membership

Chair:

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John Sorenson, Associate Head, Department of Chemistry, Faculty of Science

From deans/directors:

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Heidi Marx, Dean, Faculty of Arts

From faculty:

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Brenda Gunn, Professor, Faculty of Law

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