



UNIVERSITY COLLEGE OF THE NORTH

ANNUAL ACADEMIC REPORT 2015-2016



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ABOUT UNIVERSITY COLLEGE OF THE NORTH

UCN'S GOVERNING COUNCIL ENDS

STATEMENTS ARE:

1. Knowledgeable, Empowered People and Communities
2. Respect for Aboriginal Cultures and Identities and for Diversity
3. Research Capacity Developed for the North
4. An Educated Populace for Social and Economic Development of the North
5. Accessible, Equitable, Affordable, and Relevant Further Education Where People Live

VISION STATEMENT



GUIDING PRINCIPLES

The following guiding principles serve as the foundation for the strategic plan for UCN:

- That UCN be learner-centred with the interests of the students placed above all others in order to support their growth through life's journey
- That UCN be characterized by a culture of respect, openness, inclusiveness, and acceptance
- That UCN reflects the Aboriginal reality and cultural diversity of the North
- That Elder involvement is respected throughout
- That UCN be dedicated to community and northern development in the widest sense: cultural, economic and environmental
- That UCN be regionally and community- based, adopting innovative curriculum design and delivery to serve a vast territory
- That UCN has a strong labour market

MISSION STATEMENT

The mission of University College of the North is to ensure Northern communities and people will have access to educational opportunities, knowledge and skills, while being inclusive and respectful of diverse Northern and Aboriginal values and beliefs.

VALUES

UCN seeks to create a sense of community in which staff and students value excellence, fairness, honesty, integrity, tolerance, respect and service. We believe our operations must be aligned with the principles of justice, respect for others and responsible care. UCN values academic freedom, equality and diversity. We strive to create a culture of open communication, shared decision making and equity of opportunity. We believe in the transforming effects of education and that we have a leadership role to play in the human resource development of the people of Northern Manitoba.

MESSAGE FROM THE VICE-PRESIDENT, ACADEMIC AND RESEARCH



Throughout 2015/16, the Academic and Research Division worked with faculty, staff and others to develop and implement UCN's Academic Plan 2015-2020, which was approved in December 2015. The Academic Plan 2015-2020 is aligned with kiskinohtahiwewin, UCN's Strategic Plan 2015-2020, and presents three pillars and 11 objectives:

Pillar 1: Wisdom, Truth, Honesty and Respect: Teaching, Research and Learning

- Ensure Relevance to Aboriginal and Northern Manitobans
- Strengthen Quality in all Courses and Programs
- Strengthen UCN's Research Culture
- Focus on Community and Industry Needs
- Improve Student Success

Pillar 2: Finding our Courage: UCN's Academic Organization

- Create Processes to Support Course and Program Oversight
- Ensure Effective Partnerships with IUS and CBS
- Establish Equitable Experiences for all UCN Programming

Pillar 3: Sharing Love, Showing Humility: Supporting Academic Excellence

- Create a Planning Culture
- Establish a Division-wide Understanding of Workload
- Promote the Better Use of Technology in Teaching and Learning

Faculties and departments within the Academic and Research Division prepare and implement annual Academic Action Plans to contribute to realizing the Academic Plan 2015-2020. The alignment between the Academic Plan 2015-2020 and kiskinohtahiwewin helps to ensure that the Academic and Research Division is a significant contributor to achieving UCN's four strategic directions, "Northern and Aboriginal Culture," "Innovative and Responsive Education," "Trades and Industrial Skills," and helping UCN to be "Student Centred".

UCN's Academic Plan 2015-2020 helps to ensure that UCN: supports our students; reflects the north's Aboriginal culture; serves the social and economic needs of northern Manitoba; and, ultimately, helps to prepare UCN for whatever opportunities the future may bring.

Dan Smith, PhD
Vice-President Academic & Research

UCN PARTNERSHIPS AND WORKING RELATIONSHIPS 2015-16

Aboriginal Education Research Forum
Aboriginal Financial Officers Association
Aboriginal Human Resource Association
Apprenticeship Manitoba
Assembly of Manitoba Chiefs
Assiniboine Community College
Association of Canadian Universities for Northern Studies
Blue Quills First Nations College
Brandon University
Bunibonibee Cree Nation
Cameco
Campus Manitoba
Canadian Association of Midwifery Educators
Canadian Association of Practical Nurse Educators
Canadian Association of Schools of Nursing
Canadian Institute of Marketing
Canadian Language and Literacy Research Network (CLLRNet)
Canadian Library Association
Career Trek
Centre for Rupert's Land Studies
Certified General Accountants Association
Certified Management Accountants Association (Chartered Professional Accountants Manitoba, effective Sept. 1/15)
Certified General Accountants Association of Manitoba (Chartered Professional Accountants Manitoba, effective Sept. 1/15)
Chartered Accountants Association of Manitoba (Chartered Professional Accountants Manitoba, effective Sept. 1/15)
Chemawawin Education Authority
Citizenship and Immigration Canada (Funder for ESL Program in 2014/15)
College of Licensed Practical Nurses of Manitoba
College of Midwives of Manitoba (CMM)
College of Registered Nurses of Manitoba
Commission on Dental Accreditation of Canada
Council of Prairie and Pacific University Libraries
Cree Nation Child and Family Services
Cross Lake Education Authority
Dental Assistant Educators of Canada
Employment Manitoba
First Nations and Inuit Health Branch
First Nations University of Canada
Flin Flon School Division
Fox Lake Cree Nation
Frontier School Division
Government of Manitoba, as represented by the Minister of Education and Training
HudBay Minerals Inc.
Hudson Bay Port Company
Hudson Bay Railway Company
Indian and Northern Affairs Canada
Interior Health Authority
Island Lake Tribal Council
Keewatin Tribal Council
Kelsey Recreation Commission
Kelsey School Division
Manitoba Dental Assistants Association
Manitoba Dental Association
Manitoba Education and Training
Manitoba First Nations Education Resource Centre
Manitoba Forestry Association
Manitoba Growth, Enterprise and Trade
Manitoba Health, Seniors and Active Living
Manitoba Hydro
Manitoba Hydro Telecom
Manitoba Indigenous & Municipal Relations
Manitoba Institute of Trades & Technology
Manitoba Keewatinowi Ininew Okimakanak
Manitoba Library Association
Manitoba Library Consortium, Inc.
Manitoba Métis Federation
Manitoba Multiculturalism and Literacy (Funder for ALC 2014/15 through Manitoba Education and Training)
Manitoba Public Library Service, Department of Sport, Culture and Heritage
Manitoba Public Post-Secondary Cooperative
Manitoba Sustainable Development
Mathias Colomb First Nation
Midwives Association of Manitoba
Mining Association of Manitoba
Misipawistik Cree Nation
Mosakahiken Cree Nation
Mount Royal College
Nelson House Atoskiwin Training and Employment Centre (ATEC)
Nisichawayasihk Cree Nation
NorQuest College
North Central Canada Centre for the Arts and Environment
Northern and Aboriginal Population Health and Wellness Institute
Northlands College
Northern Career Quest Mining

Northern Manitoba Sector Council
 Northern Regional Health Authority
 Norway House Cree Nation
 Nunavut Arctic College
 Opaskwayak Cree Nation
 Opaskwayak Education Authority
 Paskwayak Business Development Corporation
 Ltd.
 Pimicikamak Cree Nation
 Prairie Mountain Regional Health Authority
 Red River College
 Reel North Film Festival (Thompson)
 Royal Roads University
 Safety Services Manitoba
 Saskatchewan Polytechnic
 School District of Mystery Lake
 Skills Canada Manitoba
 Southern Regional Health Authority
 St. Theresa Point First Nation Employment and
 Training
 Sunrise Health Region
 Swampy Cree Tribal Council
 Swan Valley School Division
 Tataskweyak Cree Nation
 Tataskweyak Community Employment and
 Training Program (CETP)
 The Manitoba Museum
 The Pas Wellness Centre
 Thompson Multicultural Centre
 Thompson Newcomer Settlement Services
 Thompson Public Library
 Tolko Industries Ltd.
 University of Manitoba
 University of Manitoba Libraries
 University of the Arctic
 University of Winnipeg
 Vale - Manitoba Division
 Winnipeg Regional Health Authority
 York Factory First Nation (funding Mature High
 School Diploma in York Landing with
 Manitoba Hydro)



ARTICULATION AND ACCREDITATION AGREEMENTS 2015-16

University College of the North is committed to establishing agreements with institutions, agencies and accrediting bodies to maximize student mobility, portability and transferability of education. The University College of the North currently has a variety of articulation and accreditation agreements, as detailed below. The University College of the North also maintains a Credit Transfer Guide for course-by-course credit transfer to universities both within and outside of Manitoba. New articulation, accreditation and credit transfer agreements are currently under development.

UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Adult Education	Mature Student High School Diploma	UCN Adult Learning Centre, accredited by Manitoba Adult Learning & Literacy
Automotive Technology (high school)	Delivered by UCN for Margaret Barbour Collegiate Institute (Kelsey School Division No. 45) to its high school students	High School Vocational Credit Program
Bachelor of Education (Integrated Degree Program and After-Degree Program)	Accreditation	Manitoba Education & Training
Kanaci Otinawawosowin/Bachelor of Midwifery Baccalaureate Program	Accreditation	College of Midwives of Manitoba
Business Administration (diploma)	60 credit hours (2+2) into the Bachelor of Business Administration degree, and into the four-year Bachelor of Arts degree with a Business Administration major.	Brandon University
	2 + 2 into the Post Diploma Bachelor of Management degree, with majors in: Accounting, Finance; First Nations' Governance, General Management; Human Resource Management and Labour Relations; Information Systems (IS); International Management; and Market-ing. (NOTE: Only Accounting Diploma graduates may choose an Accounting degree major.) Students admitted to the Post-Diploma B.Mgt. Program are also eligible for participation in the Management Co-operative Education Program.	University of Lethbridge
	39 credit hours towards Bachelor of Commerce (Honours) - Asper School of Business/UCN Joint Program (additional 81 credit hours at U of M required)	University of Manitoba
	57-60 credit hours (depending upon electives) into the 3-year Bachelor of Management (Post Diploma) degree and into the 4-year Bachelor of Management (Post Diploma) degree	Athabasca University
	Graduates are eligible to take an additional five courses from AFOA to receive their CAFM(Certified Aboriginal Financial Management) designation.	Aboriginal Finance Officers Association (AFOA)

UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Community Development & Administration (diploma)	Accreditation (see *below)	Canadian Association of Native Development Officers (CANDO)
Culinary Arts (certificate/high school)	Regular full-time UCN program in which high school students from Margaret Barbour Collegiate Institute participate	High School Vocational and UCN Credit Program
Dental Assisting (certificate)	Accreditation	Commission on Dental Accreditation of Canada (accredited to 2015)
Dental Assisting Post-Graduate Modules <ul style="list-style-type: none"> • Dental Assisting Intra-Oral Refresher • Expanded Intra-oral Skills Module • Preventive Dentistry Scaling Assistant 	Approval via licensure	Manitoba Dental Association
Diploma in Practical Nursing	Accreditation	College of Licensed Practical Nurses of Manitoba
Early Childhood Education (certificate and diploma)	Accreditation	Provincial Child Care Education Program Approval Committee
Early Learning and Child Care Certificate in Administration	Accreditation	Provincial Child Care Education Program Approval Committee
Early Childhood Education (diploma)	Courses are fully transferable to accredited Early Childhood Education programs at Manitoba community colleges, as per CCEPAC Approved ECE Transfer Guide	Red River College, Assiniboine Community College, Université de Saint-Boniface

*Graduates of UCN's Community Economic Development program are eligible to be full accredited members of CANDO as Technician Aboriginal Economic Developers.

UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Natural Resources Management Technology (NRMT) (diploma)	60 credit hour block credit transfer into BSc (Post Diploma)	Athabasca University
	2 yrs / 60 credit hours credit transfer into B. Env. (Environmental Science), Major, Major Co-op, Honours or Honours Co-op, with focus area in Natural Resource Management or Wildlife Management	University of Manitoba
	NRMT diploma with at least two additional post secondary math (linear algebra, calculus, or physics) and two post secondary courses in chemistry allows graduates to enter third year of the BSc in Environmental Science and BSc in Environmental Management degree programs	Royal Roads University
	National accreditation. NRMT graduates receive Silver Ring as recognition of achieving status of professional Forest Technician.	Canadian Institute of Forestry
Nursing (Joint Bachelor of Nursing Degree)	Registration with College of Registered Nurses of Manitoba – Sets standards in Nursing education and practice in Manitoba	College of Registered Nurses of Manitoba
	Students complete degree requirements through enrolment in both UCN (UCN) and University of Manitoba (U of M) courses. UCN Nursing program course credits are transferable to the U of M and vice versa.	U of M confers the Joint Bachelor of Nursing Degree upon graduation
Pre-Employment Trades Programs: <ul style="list-style-type: none"> • Automotive Technology • Basic Electrical • Carpentry and Woodworking • Pre-Employment Plumbing • Culinary Arts • Heavy Duty Mechanics • Industrial Welding 	Level 1 Apprenticeship Accreditation	Apprenticeship Manitoba, Entrepreneurship, Training and Trade, Province of Manitoba

MEMORANDA OF UNDERSTANDING, AGREEMENTS AND INTER-INSTITUTIONAL RELATIONSHIPS 2015-16

The following are academically-related Memoranda of Understanding, Agreements and Inter-Institutional Relationships negotiated and/or active in the 2015-16 academic year.

Signatory	Title	Effective Date	Expiry Date
The University of Manitoba	Restatement Agreement (re: Joint U of M – UCN Faculty of Nursing four year Baccalaureate Degree Nursing Program)	September 1, 2015	Ongoing
Frontier School Division	Cooperation and Collaboration Agreement – Dual Credit Delivery	September 1, 2015	Ongoing
Opaskwayak Education Authority	MOA respecting joint vocational, trades, and technology programming	July, 2015	Ongoing
Mathias Colomb Cree Nation	Agreement to establish and maintain a Joint University / Public Library Facility in Pukatawagan.	June 23, 2015	Ongoing
Kelsey School Division	MOA respecting joint vocational, trades, and technology programming	January 26, 2015	Ongoing
The University of Manitoba	Letter of Intent-Development of Joint Bachelor of Midwifery Program	December 10, 2014	Ongoing
Her Majesty the Queen in Right of the Province of Manitoba, as represented by the Minister of Conservation	Agreement respecting Use of Tramping Lake Field Station	September 1, 2014	August 31, 2019
Manitoba Institute of Trades and Technology (formerly Winnipeg Technical College)	Memorandum of Understanding re Industrial Mechanical (Millwright) Apprenticeship – Level 1 and Level 2 Onsite Delivery at MITT Site	May 31, 2014	March 31, 2017
Criti Care Emergency Medical Services	Memorandum of Understanding to Cooperate and Collaborate in the Joint Delivery of an Emergency Medical Responder certificate program	May 15, 2014	TBD
Royal Roads University	Memorandum of Understanding between RRU's School of Environment and Sustainability and UCN's Faculty of Arts, Business and Science re: block transfer/entry into third year of the BSc in Environmental Science and BSc in Environmental Management	January 1, 2014	December 31, 2016
University of Alaska, Yukon College, Northwest Community College, Northern Lights College	Memorandum of Understanding to establish the Western Mining Institute Network (West MINE)	May 6, 2013	2016
Kelsey School Division	Cooperation and Collaboration Agreement – Dual Credit Delivery	September 1, 2013	Ongoing
CN	Memorandum of Understanding (MOU between UCN and CN regarding Level 1 through Level 4 Industrial Electrical Apprenticeship training on CN Transcona Shops site	May 1, 2013	March 31, 2016
Brandon University (BU)	Memorandum of Understanding (MOU) between BU and UCN respecting BU-UCN Collaboration on Animal Care	February 13, 2013	February 13, 2015, (currently under renewal)

Signatory	Title	Effective Date	Expiry Date
University of Winnipeg	Memorandum of Understanding regarding UW providing student services for UCN Midwifery students at UW campus	October, 2012	Continuing agreement
Brandon University (BU)	Memorandum of Understanding (MOU) between BU and UCN re: UCN's Bachelor of Midwifery students fulfilling program requirements in or near Brandon, Manitoba	May 17, 2012	Ongoing
Natural Sciences and Engineering Research Council	Memorandum of Understanding re: Roles and Responsibilities in the Management of Federal Grants and Awards	April 19, 2012	Ongoing
University of Winnipeg	Sublease Agreement regarding Midwifery space at UW	April 1, 2012	March 31, 2017
South Eastman Regional Health Authority	Memorandum of Understanding regarding the Reinstatement and Continuation of the South Eastman Regional Health Authority Clinical Placement Agreement entered into May 25, 2009	March 2, 2012	Ongoing
University of Manitoba	Memorandum of Understanding (MOU) in support of the bid for the National Research Centre on Residential Schools	January 30, 2012	Ongoing
Northern Regional Health Authority	Letter of Agreement Between UCN and Northern Regional Health Authority re brokerage of UCN's Infusion Therapy & Intravenous (IV) and Intramuscular (IM) Medication Administration course	September 1, 2011	Ongoing
The Board of Governors of Red River College	Addendum to Memorandum of Understanding Agreement re: EADDI originally signed May 11, 2011 (see below)*	August 2, 2011	Ongoing
Manitoba's Public Universities and Colleges (U of M, UW, BU, Red River College, Université de Saint-Boniface, Assiniboine Community College, UCN)	Memorandum of Understanding Between Manitoba's Public Universities and Colleges for Improving Student Mobility	June 24, 2011	Ongoing
The Board of Governors of Red River College	Memorandum of Understanding re: E-Apprenticeship Design and Development Initiative (EADDI) – Industrial Mechanic (Millwright) Level 2	Original signed May 11, 2011 *Addendum added August 2, 2011 (see above)	Ongoing
Chemawawin Cree Nation	Agreement to Establish and maintain a Joint University / Public Library Facility	March 30, 2011	Ongoing
Manitoba Aboriginal Human Resources Strategists Inc.	Partnership Agreement	September 15, 2010	Ongoing

Signatory	Title	Effective Date	Expiry Date
The Northern Manitoba Sector Council Inc.	Equipment Use Agreement (re: Mine Training Simulator Base Station and Training Consoles)	September 1, 2010	August 31, 2015
Treaty Relations Commission of Manitoba	Memorandum of Understanding re: Collaboration to Enhance Treaty Education	October 27, 2009	Ongoing
Manitoba Hydro Telecom	10Gbps Wavelength Agreement	October 1, 2009	September 30, 2024 (15 year term)
NorQuest College	Purchase of Practical Nurse Program Curriculum and Related Documents	June 30, 2009	Ongoing
Manitoba Aboriginal and Northern Affairs	Memorandum of Understanding regarding Development of a Partnership for Aboriginal Employment	June 12, 2009	Ongoing
Norway House Cree Nation	Agreement to Establish and maintain a Joint University / Public Library Facility	March 13, 2009	Ongoing
Manitoba Advanced Education and Literacy; & Manitoba Entrepreneurship Training and Trade ¹	Memorandum of Agreement on Implementing the Off-Campus Work Permit Program for International Students on Off-Campus Work Permit Program for International Students	January 28, 2009	Ongoing
Interior Health Authority	Affiliation Agreement for Placement of UCN Students in Interior Health Authority's Facilities for Practical Experience	August 1, 2008	Ongoing
Red River College	Memorandum of Understanding re: Cooperation and Collaboration Agreement regarding Trades Training and Mobile Training Labs	July 1, 2008	Ongoing
Bunibonibee Cree Nation	Establishment of UCN's Bunibonibee Cree Nation Regional Centre	November 12, 2007	Ongoing
Royal Roads University	Cooperation and Collaboration Agreement	September 17, 2007	Ongoing
Misipawistik Cree Nation	Memorandum of Understanding re: Establishment of UCN's Misipawistik Cree Nation Regional Centre	July 1, 2007	Ongoing

¹ On behalf of the Government of Manitoba, represented by the Deputy Ministers of Advanced Education and Literacy and Federal-Provincial and International Relations and Trade.

Signatory	Title	Effective Date	Expiry Date
Manitoba First Nations Education Resource Centre	Cooperation and Collaboration Agreement	July 1, 2007	Ongoing
The Council on Post-Secondary Education ²	Memorandum of Understanding Concerning Campus Manitoba	October 30, 2006	Ongoing
St. Theresa Point First Nation	Establishment of UCN's St. Theresa Point Regional Centre	July 1, 2004	Ongoing
Norway House Cree Nation	Establishment of UCN's Norway House Regional Centre	March 11, 2004	Ongoing
Mathias Colomb First Nation	Establishment of UCN's Mathias Colomb Regional Centre	July 1, 2003	Ongoing
Nisichawayasihk Cree Nation	Establishment of UCN's Nisichawayasihk Regional Centre	March 13, 2003	Ongoing
Chemawawin Cree Nation	Establishment of UCN's Chemawawin Regional Centre	June 17, 2002	Ongoing
Opaskwayak Education Authority	General Cooperation and Collaboration Agreement	February 22, 2002	Ongoing
Tataskweyak Cree Nation	Establishment of UCN's Tataskweyak Regional Centre	September 17, 2001	Ongoing
Pimicikamak Cree Nation Education Authority, Cross Lake	Establishment of UCN's Pimicikamak Regional Centre	December 15, 1999	Ongoing
Northlands College	Cooperation and Collaboration Agreement	January 28, 1997	Ongoing
Nunavut Arctic College	Cooperation and Collaboration Agreement	June 2, 1996	Ongoing

² Other participating institutions: The University of Manitoba, The University of Winnipeg, Brandon University, Université de Saint-Boniface, Assiniboine Community College and Red River College.





ACADEMIC DIVISION

FACULTY OF ARTS, BUSINESS AND SCIENCE

ANNUAL ACADEMIC REPORT 2015-16

FACULTY HIGHLIGHTS

In 2015 the Faculty of Arts, Business and Science continued developing its governance structure and processes of enhancing and strengthening its programming. To that end the History degree and the courses in Philosophy, added to the Faculty in 2014/15, were established as developmental priorities for the Faculty. A two-year hire to support the History degree is now underway, and the delivery of Philosophy courses has been bolstered by their inclusion in the 3-year rolling course plan provided by the Social Science area.

The Social Science degree (3 year and 4 year degree) launches in the fall of 2016. This degree replaces the former Sociology degree and is more tailored to the needs of students as well as being aligned with faculty specializations. Work will be ongoing with this degree in 2016/17.

The Science labs in The Pas are scheduled for complete renovation in the fall of 2016, with demolition of the current facilities taking place the summer of 2016. Along with this rebuild the labs will be re-equipped. In addition, Rakesh Patel was hired as Lab Technician in early 2016 and has quickly become an integral member of the Science program at UCN. The science program will be developing a major over the next year.

The Faculty of Arts, Business, and Science (FABS) has also become more involved in a strategy of integral planning with the other Programs and Divisions at UCN. UCN is moving toward a more effective enrolment and registration model. To this end much more coordinated program planning is required, and FABS has committed to meeting the needs of this requirement. On an external level the Faculty has added another partner in a transfer arrangement. In 2016 the Faculty (led by Dr. Selvin Peter) negotiated an agreement with the Engineering program at the University of Manitoba to offer the first year courses necessary for students to articulate into year two of U of M's Engineering program. FABS also enhanced our relationship with the University of Winnipeg's Northern Social Work program and will continue to work with our partners to develop strong programming that fits the needs of northern Manitoba students in the coming years.

The Faculty continued the relationship with the Royal Bank of Canada (RBC) established by the Faculty of Business

in 2013/14 relative to RBC's Aboriginal intern program. Alternating between cohorts in Thompson and The Pas, students from the Business Administration Diploma program have the opportunity to serve in internships with the RBC. The Faculty engaged in discussions with the Northwest Company to develop a business training program for potential managers with the Northwest Company's employee complement. To this end the Faculty will extend its Bachelor of Business Administration program to Norway House as a means for supporting management development.

NOTABLE STAFF ACHIEVEMENTS

Dr. Sue Matheson served as Western Area Chair for the 2016 SouthWest PCA/ACA Conference in Albuquerque, New Mexico and the Western Area Chair for the 2015 Film & History Conference in Madison, Wisconsin. These activities serve to expand UCN's international profile. UCN's academic journal, *The Quint*, also went international this year and our thanks to Dr. Matheson for her tireless efforts in establishing *The Quint* as the quality journal it has become.

Dr. Matheson also had numerous academic publications this year including the book *The Westerns and War Films of John Ford* which has been a phenomenal success and an Amazon bestseller. Dr. Selvin Peter presented his work, *Water and Waste Water Issues in three Northern Manitoba First Nation Communities* (funded via CREATE H2O, NSERC – University of Manitoba) at the Second Annual First Nation Water Rights Conference, University of Manitoba, Winnipeg, Manitoba.

RESEARCH AND CREATIVE WORKS

As of March 2016, one University Instructor, seven Professors in the Faculty of Arts, Business, and Science were undertaking a total of 47 research projects, an average of 5.9 projects per faculty member engaged in research. Note, however, that the number of research projects is not evenly distributed among faculty members, and ranges from a minimum of one project underway for a single faculty member, to a high of 33 projects for a single faculty member. Of the 47 projects underway in the Faculty, 2 projects (4.3% of all research projects) have received external funding or are in the process of application for external funding. One other has received funding or in-kind support from UCN. The remaining 44 research projects (93.6%) either require no funding, or are funded by the faculty member him/herself.

RELATIONSHIP OF RESEARCH TO THE NORTHERN AND ABORIGINAL CONTEXT WITHIN WHICH UCN OPERATES

FABS notes that research in a wide range of areas provides benefits and improves basic knowledge about society and the world around us. This research is important. It is further noted that, among universities and colleges in Manitoba, Canada, and beyond, research is a key activity in establishing, maintaining and enhancing a strong reputation for UCN. Research and publication provides UCN with the opportunity to enhance its local, national and international reputation. Given its unique position as providing a strong general education in business, the sciences and liberal arts, FABS is at the forefront of strengthening UCN's research reputation.



PROGRAM UPDATES

Kenanow Bachelor of Education

The Kenanow Bachelor of Education offers both the two year after-degree and integrated degree programs on campus in The Pas and Thompson. Both programs involve preparing students to provide Aboriginal and Northern culture and place-based learning in public education at the middle years level (Grades 5 – 8). Programs continue to support opportunities to develop and demonstrate leadership by students and faculty members. The Faculty of Education continues to emphasize the establishment and strengthening of partnerships within the educational partners and community resources across the north.

In addition to our on-campus programs, together with UCN's Faculty of Arts, Business & Science, Kenanow offers an integrated B.Ed and undergraduate degree for certification at the middle years. Students do the majority of their course work in the community but complete at least a quarter of their practica sites outside the community for a more rounded experience. Each community arranges to have local Elders or traditions involved in cultural activities. A culture camp where students tie teaching methods and curriculum to land-based practices is a foundation of all community-based programs.

This year marked the completion of the B.Ed. Integrated Stream in Bunibonibee (Oxford House), Chemawawin (Easterville), Peguis and St. Theresa Point, with graduations held over the summer, 2016. Virtually all of the successful graduates will find employment in their communities.

Plans are already underway to begin new cohort programs in Cross Lake, Norway House, Grand Rapids and Split Lake in the fall, beginning with an Academic Prep for Post-Secondary Term with professional seminars in education.

The Kenanow program is also supporting UCN's Centre for Aboriginal Languages and Culture by providing funding to have the Certificate in Teaching Ininimowin assessed for credit into the B.Ed. program.



Early Childhood Education

The Early Childhood Education (ECE) Program on both campuses includes a Workplace Education program for those employed in early childhood education as well as Year I and II programs. Aboriginal teachings from Elders and local traditional teachers form the curricular foundation in many courses.

Students are also expected to participate in community outreach activities to enhance their studies. Examples of these include government-funded programs like Supper and a Book and Rec and Read. In The Pas, under a Literacy for Life grant, the Supper and a Book and Lunch and Literacy programs provide ECE students with opportunities to work with families in literacy development, themed crafts and storytelling. Under the Aboriginal Mentorship Program, Rec and Read is a research initiative with the University of Manitoba where ECE students mentor high school and community members on the importance of reading and recreation in developing a healthy lifestyle. It is also tied to developing diabetes awareness but the ECE program's primary role is in establishing community relationships and promoting reading and recreation.

In June, 2015 ECE hosted the Annual Child Care Educators conference. ECE educators from Red River College, Assiniboine Community College and l'Universitaire du St. Boniface attended and discussed common themes, challenges and goals in Early Childhood Education. UCN's use of Aboriginal teachings was very popular among the other institutions with the follow-up meeting in June, 2016 looking at initiatives to develop the use of Aboriginal perspectives. The community-based ECE program in Norway House celebrated its graduation in June 2016 as part of the local post-secondary graduation ceremony with UCN and the Norway House Cree Nation. This ceremony celebrates UCN accomplishments as well as demonstrating how important community educational support and local culture are in the partnership between UCN and the communities.

After much preparation and collaboration, the Aboriginal and Northern Counselling Skills program began classes in The Pas in the fall, 2015. Ten students will continue on in the fall of 2016 with the hope of completion in 2017.

FACULTY DEPARTURES

The Kenanow family said fond farewells to two faculty members this spring. Jennifer Davis retired after five years with the program to spend time with her children and grandchildren. Jennifer was instrumental in the Cultural Proficiency and Land-Based Education partnerships with the School District of Mystery Lake. We also will miss the organizational skills of Krystle Robinson, who was our Field Placement Instructor in The Pas. Krystle's talents will now serve UCN's Career & Workforce Development Division.

RESEARCH, PUBLICATION, ARTISTIC AND COMMUNITY OUTREACH

Research and community service continue to be major priorities for the Kenanow faculty. Through the MERN North forum (Manitoba Education Research Network) in March 2016, initiatives between college and university programs and the community were presented to a larger northern audience. The Early Childhood initiatives like Supper and a Book and Rec and Read, as well as examples of how to include Aboriginal teachings, crafts and ceremonies, were presented. The keynote address, "People as Place," was provided by the dean of UCN's Kenanow faculty of Education.

The Kenanow Bachelor of Education program's participation in the VOICE project (Vital Outcomes Indicators for Community Engagement) have also served to raise UCN's research profile. In addition to presentations at MERN, Kenanow faculty and staff have developed formal presentations and article submissions on Cultural Proficiency, Land-Based Education and Technology outlined below.

Mile 20 near Thompson serves as a natural learning environment for Kenanow B.Ed. students and UCN faculty. Developed as a partnership between UCN and the School District of Mystery Lake, this initiative showcases intergenerational learning and land-based learning while also modelling principles of cultural proficiency. This year, Mile 20 also hosted the first UCN senior administrators sessions in Cultural Proficiency as well.

Building from the lessons of Mile 20 Culture Camp, Kenanow students develop lessons in all four general subject areas (Math, Language Arts, Social Studies and Science) which use traditional and Aboriginal teachings, methods and

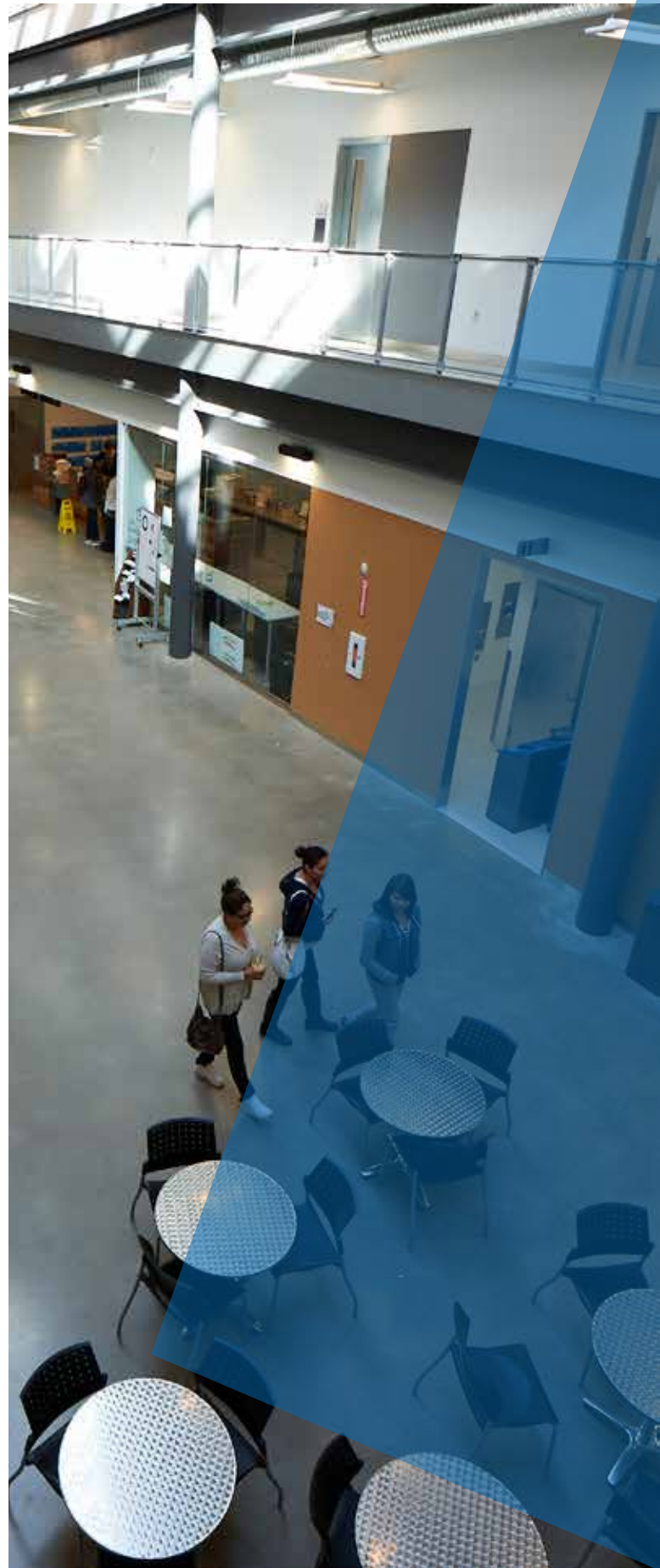
materials to enhance a concept, often moving the classroom outside the conventional four walls and back into nature. Using the students as ambassadors for the program, these lessons have been presented at the Manitoba First Nations Education Resource Centre's 'Lighting the Fire' conference and, with Jennifer Davis, at the Canadian Society for Studies in Education (CSSE) Conference at the University of Calgary in May 2016. Jennifer Davis has also submitted articles on these topics for publication.

UCN has become a lead partner in activities aimed at developing Cultural Proficiency in the north. Working with the School District of Mystery Lake and Brandon University, UCN has helped research, document and tell the narrative of the ongoing journey of cultural proficiency in the Thompson area. This work engages community and educational partners and is an example of how we can learn from struggle, misunderstanding, coming together to share stories and to regain understanding. This initiative has also been the topic of presentations and writings at MERN and the CSSE conferences.

In August 2015, David Anderson was recognized by the Seven Generations Education Institute with a doctorate in Indigenous Education. David also continued on his traditional journey in the Midiwewin lodge.

David Williamson, Dean of the Kenanow Faculty of Education, continues to contribute to the poetry community under the pen name of David Yerex Williamson. His most recent work appeared in Aesthetica's 2016 International Creative Writing Anthology, based out of the United Kingdom and the Winnipeg Free Press's National Poetry Feature in April, 2016. He was also an apprentice in the Manitoba Writer's Guild Sheldon Oberman Mentorship Program under the guidance of Jonathan Ball.

The Kenanow Faculty of Education continues to celebrate partnerships with community and educational organizations and recognizes the challenges facing education in the north. As our current community-based programs wrap up, we are already developing the delivery of new programs in our northern communities, developing stronger connections with the Faculty of Arts, Business and Science and looking for future faculty to keep the Kenanow model growing.



FACULTY OF HEALTH

PROGRAMS

Joint Bachelor of Nursing (JBN)
Kanaci Otinawawosowin/Bachelor of Midwifery
Diploma in Practical Nursing (DPN)
Dental Assisting
Law Enforcement
Health Care Aide

HIGHLIGHTS

MARKETING

The Dean of Health and Vice-President, Academic and Research did presentations regarding Health programming to both the Council of Elders and the Governing Council.

The Health Faculty and students were very active over the year and attended career fairs with UCN's Recruitment Officer. Many of the instructors have attended professional conferences for professional development, networking and promotion of UCN programs. The Law Enforcement students hosted students for the Young Women's Conference in March 2016. They developed lesson plans and ran a full day of 'mini' Law Enforcement classes. The Career Explorations/Try-A-Trade event in April had a number of the Law Enforcement students working the table, engaging with young students and doing demonstrations with the Fatal Vision education program.

COMMUNITY ENGAGEMENT

The Law Enforcement students continue to strengthen their relationship with community resources. In December 2015 they participated in a small group study where they interviewed a number of people from The Pas and Opaskwayak Cree Nation involved in justice work. They presented their research from the fields of Parole, Métis Youth Justice, and FASD Youth Work with Manitoba Justice. Students also interviewed elders and leaders in their home communities. A number of guest speakers came in to the class including Louis McGillivray from the Aboriginal Court Worker Program, Edwin Jebb - UCN Chancellor and Crown Attorney Todd Rambow, as well as a number of recruiters from RCMP, Manitoba Justice, Corrections and Youth Probations and the Calgary City Police.

The Faculty of Health instructors, together with students from the Pas Nursing program and Law Enforcement, all participated in Career Trek this past year.



PARTNERSHIPS

Most of the Nursing faculty attended a week-long professional development opportunity at the University of Manitoba in May 2016. The agenda was specific to concept-based curriculum (new nursing curriculum) and strategies for NCLEX writer success.

In May 2016, the Law Enforcement class partnered with Frontier School Division's Extended Options Program, and participated in four days of mentoring and education for high school students. In Term 40, the UCN students engaged in work placements with Manitoba Corrections, Government of Manitoba Protective Services, MPIC Speedwatch, Town of The Pas, and the Manitoba Métis Federation Justice Re-Integration Program.

Representatives of the Northern Health Region and UCN continue to meet bi-annually to clarify issues, develop strategies, and establish action plans to ensure each organization continues to meet the human resource needs to deliver health care and to teach health care programs.

A partnership exists with Swan Valley School Division and Kelsey School Division to admit high school students as dual-credit to the annual Health Care Aide program.

In May 2016, in celebration of famed British nurse Florence Nightingale, Patti Marin, a Public Health nurse, provided Diabetes Education for the UCN community.

Several partnerships were established this past year to ensure JBN students had access to diverse clinical experiences: Manitoba Corrections, Cree Nation Tribal Health, and Opaskwayak Health Authority, Beatrice Wilson Health Centre.

PROGRAMMING

Thirteen students completed the first year of the midwifery program.

With implementation of the new Law Enforcement curriculum, Term 40 consisted of curriculum focused on certifications, experiential learning and career explorations. The extra term allowed for some course content such as an FASD workshop, the opportunity to attend the residential school exhibit "We Were Taught Differently", and to attend a number of Emergency Services presentations. Students were able to achieve a credit in Restorative Justice as well as complete their Manitoba Security Guard Training Course. We hope to build a larger co-op component into Term 40 to further prepare our students for employment. The Law Enforcement instructors have expanded the Winnipeg student tour to include the Manitoba Museum for Human Rights and Canadian Border Services.

The Joint Baccalaureate Nursing Faculty continue to collaborate with the College of Nursing at the University of Manitoba to develop and implement the revised nursing curriculum. Year three of the new curriculum will commence September 2016.

The Swan River Diploma in Practical Nursing program celebrated the accomplishments of their 8 students eligible to graduate from the program in July 2016 and who are anticipated to write the Canadian Practical Nurse Registration Examination (CPNRE) in September 2016. A pinning ceremony was held June 30, 2016 in Swan River. A new cohort of 20 students will begin the program in Swan River in September 2016. Plans are under way to deliver a one-time only offering of the DPN program in Flin Flon with an intake of 12 students in the 2016/17 academic year. The Flin Flon offering is contingent upon UCN being able to recruit qualified instructors to deliver the program courses.

The Health Care Aide program is delivered annually by distance delivery (Adobe Connect) to various sites in northern Manitoba. This program is highly regarded and continues to be requested on a frequent basis. The January 2016 distance program was delivered to the communities of The Pas, Thompson and Swan River. The January 2017 program confirmed sites are Swan River, Thompson, Norway House and The Pas. There is interest from God's River as potentially coming in as a site. The program is also available in communities on a contract basis, although the inability to recruit qualified instructors for short term employment (i.e. under 7 months) has resulted in several contracts being cancelled.

The Dental Assisting faculty participated in a full external program review and received a full seven year accreditation.

STAFF ACHIEVEMENTS

Congratulations to Noreen Wallwin for completion of her Masters of Nursing degree and Vicki Zeran for completion of her PhD in nursing. Tammy Butler and Michelle LeGall-Vandepoele have both completed the first year of their graduate program. Cheryl Brischuk and Susan Barbeau continue with their Certificate in Adult Education program.

STUDENT ACHIEVEMENTS

Students of the JBN program continue their membership with the Canadian Student Nursing Association, and were active with the UCN Nursing Student Association (NSA). The Pas NSA was very active with community events such as Mamawechetotan food drive, collecting toy donations for the The Pas Action Centre before Christmas and providing presentations at Friendship Centre. They also requested condom dispensers be installed at UCN to promote healthy lifestyle.

The Thompson chapter of the NSA has become very active as well, with community events such as: Operation Red Nose Driving teams during the Christmas break; Relay for Life (Cancer Research Community Action); Walk for Women (Postpartum Depression Awareness), Nurses Week BBQ held at the Northern Region Health Authority; invited by Harm Reduction Strategy to volunteer at an initiative; volunteered for the UCN 2016 Graduation Party.

Several JBN students attended the 2016 Canadian Nursing Student Association National Conference in Sault Ste. Marie.

Congratulations to student Michelle Mossip from Thompson, as she was awarded the College of Registered Nurses of Manitoba's Medal of Excellence.

The Dental Assisting students provided oral health education to middle and high school classes, St. Paul's Residence staff and the UCN Day Care toddlers, parents and staff in The Pas.

FACULTY OF TRADES AND TECHNOLOGY ANNUAL ACADEMIC REPORT 2015-16

PROGRAMS

Automotive Technician
Basic Electrical
Carpentry/Woodworking
Culinary Arts
Facilities Technician
Heavy Duty Mechanic
Industrial Welding

HIGHLIGHTS

MARKETING

Trades and Technology Programs were advertised in the media to increase enrollments. The 2016 Career Explorations (Try-A-Trade) venue was also used to promote programming. The Welding staff took the Virtual Welder to the 2016 Career Explorations, where this technology was showcased by UCN students to promote the Industrial Welding Program.

PROGRAM ACCREDITATION

The Carpentry/Woodworking Program had its facility audit renewed through Apprenticeship Manitoba. Industrial Welding at The Pas campus was audited by the Canadian Welding Bureau and was renewed as a CWB test centre. It is the only CWB test centre in Manitoba north of the Interlake. All Trades and Technology trades shops at The Pas campus received a facelift this past year. Complete cleaning took place and the shop areas were painted. The welding booths have undergone a complete restructuring by removing asbestos paneling following proper asbestos abatement procedures and replacing with steel paneling and new lighting.

COMMUNITY ENGAGEMENT

Trades and Technology faculty from the Carpentry and Industrial Welding Programs partnered with Career Trek staff to offer opportunities to participants; the Young Women's Conference and the Skilled Trades Showcase were hosted by UCN Career & Workforce Development in partnership



with Skills Canada Manitoba; and trades programs and shop demonstrations were made available by the Trades and Technology faculty.

Instructor Curtis Kerr from the Carpentry/Woodworking Program provided an opportunity for Kelsey Community School students in The Pas to build birdhouses in the spring.

PARTNERSHIPS

Programs within the Faculty of Trades and Technology participated with Frontier School Division's Expanded Options Programs in October and in June. June saw approximately 15 students participate in Welding and Automotive Technician over a 3-week delivery period.

Swan Valley School Division, Kelsey School Division and Frontier School Division partnerships continue to grow as high school dual credit offerings become a day-to-day reality from high school to vocational programs.

CN Electrical Apprenticeship continues to prosper with three cohorts of students completing various levels of training. This past year marked the first group of Level 4 Apprentices with CN finishing and writing the Red Seal Qualification Examination with all students being successful. The MITT partnership for delivery of two levels of Millwright Apprenticeship continues to be a feeder for Levels 3 and 4 offered in The Pas.

The partnership with Northern Manitoba Construction Trades Training (NMCTT), Northern Sector Council and UCN for a Level 2 Industrial Electrical Apprenticeship and a Level 2 Millwright Apprenticeship continues, with these students expected to complete their in school training in the 2016-17 academic year.

Riley Ross was hired to deliver the Basic Electrical Program in Norway House under Community Based Services offerings. Adam Anderson was hired to deliver the Small Motor Repair Course in Cross Lake under Community Based Services offerings.

Al Steiner was hired to complete the practical plumbing training of Facilities Technician in Oxford House and Norway House under Community Based Services offerings.

STAFF ACHIEVEMENTS

Automotive Technician Instructor Arnie Paskaruk accompanied high school students and Electrical Apprenticeship Instructor Jerry Boyes accompanied the Basic Electrical students to take part in the Skills Manitoba Competition held in Winnipeg in April 2016.

Dean of Trades & Technology Roland Misling attended the Red Seal Occupational Standards meeting in Ottawa in March as a member of the Red Seal Occupational Standards to revise the Millwright Trade Curriculum nationwide, and also attended the National Deans of Apprenticeship and Technology Council meetings in May.

APPRENTICESHIP TRAINING

UCN provides Apprenticeship Training in three Apprenticeship trades:

All levels of Carpentry are delivered in Thompson under the expertise of Instructor Murray Oman.

All levels of Millwright Training are offered in The Pas under the expertise of instructors Michael Williamson, Emile Paradis, and Elmer Sinclair.

All levels of Industrial Electrical Apprenticeship are offered in The Pas under the expertise of instructors Tim Williams, Bruce Kellington and Jerry Boyes.

All levels of Industrial Electrical Apprenticeship offered at CN Transcona Shops in Winnipeg are delivered under the expertise of instructor Tony Grift.

Approximately 236+ apprentices were enrolled in the three trades areas through 2015-16.

CENTRE FOR ABORIGINAL LANGUAGES AND CULTURE



CERTIFICATE IN TEACHING ININIMOWIN PROGRAM (CITI)

The Certificate in Teaching Ininimowin program is a 10-month certificate program offered one week every month during the academic year, with Cree as the medium of instruction. The program prepares fluent Cree-certified teachers to teach Cree in schools, or community teachers who are interested in teaching Cree in schools. Students learn the structure of Ininimowin, second language methodologies, teaching strategies, and how to develop curriculum and to plan community-based programs that are relevant to their communities. Participants have an opportunity to apply the teaching and learning strategies in their classrooms at the end of each course.

The program is offered in partnership with the UCN Community Based Services (CBS) Division, a First Nation community and the CALC. The community hosting the program provides classroom space and accommodation for instructors. CBS provides administrative support services, while CALC is responsible for the academic content and ensuring instructional staff meet academic standards.

In the fall of 2016 the CITI will be offered at Opaskwayak Cree Nation, with an anticipated enrolment of 15 students from various First Nations communities.

FUTURE ABORIGINAL LANGUAGE INITIATIVES

Academic Programming Development

Discussions are ongoing with UCN's Kenanow Faculty of Education on two initiatives: 1) developing the CITI as an academic program; and, 2) development of an Education post-baccalaureate program for teaching Cree. Locally the post-baccalaureate program is responding to the professional needs and for salary classification purposes of certified teachers teaching Cree in northern Manitoba. In the bigger picture both of these initiatives respond to the Truth and Reconciliation Commission's Call to Action for "post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages."

Cree Language Lexicon Project

The Cree Language Lexicon project publication is on hold for budgetary reasons.

Kinanaw Learning Model Initiative in Progress

Over the past two years, CALC has taken significant steps towards finalizing the Kinanaw Learning Model support guide intended for faculty and other personnel wishing to implement the Kinanaw Learning model into their programs. The guide provides perspectives and approaches to teaching and learning to support Indigenous students and increase awareness and knowledge among non-Indigenous students. All who wish to use the guide will benefit from a deeper understanding of the history and purpose of the Kinanaw Learning model. The support guide is a work in progress and the content will be updated and/or changed in the future as

required. A workshop on how to use the guide is planned for fall 2016 with the Faculty of Education.

MANITOBA ABORIGINAL LANGUAGES STRATEGY (MALS)

CALC has been a very active working partner with the MALS Elders and MALS partners (Manitoba First Nations Education Resource Centre, Aboriginal Education Directorate, and the Aboriginal Languages of Manitoba) through 2015/16, completing the work plans identified in September 2014. Some of our activities entailed amalgamating the four working teams into two for a more efficient flow of information to complete projects; supporting Seven Oaks School Division in their quest to offer Aboriginal immersion programs; supporting court challenge activities for constitutional recognition of Aboriginal languages; and developing a proposal for funding MALS to the National Indian Brotherhood Trust Fund. The proposal was not successful, but another proposal submission is planned for November 2016 that will include a budget to house and staff MALS for future activities in maintaining and reviving Aboriginal languages in Manitoba.

CALC collaborated with MALS, the MALS Elders, and Aboriginal Education Directorate in giving a presentation on the past, present and future of MALS at the Aboriginal Languages of Manitoba Conference, Honoring Our Languages in March 2016.

RESEARCH PROJECT AND PARTNERSHIPS

The Mite Achimowin health was a digital story research project partnering with a number of universities including UCN. The CALC was involved in this digital storytelling project that was completed over the course of a week in February 2016 at the University of Winnipeg. The project enabled seven First Nations women to give voice to their heart illnesses through video storytelling. All the women were fluent Aboriginal language speakers from northern Manitoba. Each recorded a 3-5 minute video of their lives and their health experience of mite (heart) using language, music, video and photographs. The video will be used as a teaching tool by health practitioners, medical personnel and other organizations working in the health field.

The University College of the North and MALS are identified

partners for the University of Winnipeg research proposal "Naynowak Iskwewak: Empowering Women" through an Indigenous Language Project. This important research project will address the disruption of traditional Cree knowledge transfer between generations and the subsequent intergenerational language loss, and "othering" of the Cree language in a Cree community.

CALC continues to partner with School District of Mystery Lake and Frontier School Division in offering Ininimowin professional development that supports Ininimowin initiatives in northern schools and communities.

COMMUNITY PARTNERSHIP ACHIEVEMENT

CALC is a member of the Opaskwayak Education Authority Cree Language Immersion Program committee, and contributed to the development of the Cree Language Declaration. The declaration was signed by the Chief and Council at a community celebration in April 2016. This important document will guide all Opaskwayak Cree Nation's future language initiatives including educating all OCN children in Nenowewin (Cree language).



DEPARTMENTS

CAREER AND WORKFORCE DEVELOPMENT DIVISION

Career and Workforce Development (CWD) encompasses the Faculty of Trades and Technology, the Northern Manitoba Mining Academy, and the Industrial Skills and Trades Training Centre. It also interacts with each of the other faculties within UCN, as workforce development aligns with many education and training initiatives within UCN. Through aligning these resources with northern workforce needs, CWD seeks to ensure that:

- Students at all levels will:
 - Have clear roadmaps taking them from their current levels of education to successful preparation for work, college, university, or apprenticeships;
 - See UCN as a conduit enabling students to progress along their respective road maps.
- Employers, both small and large, will:
 - Have a ready source of high quality employees at all levels of qualification from entry level to skilled to journey person to professional;
 - Have a recognized clearinghouse where their needs are heard and reacted to, especially in times when change is accelerating.
- Communities, both small and large, Aboriginal and non-Aboriginal, will:
 - Reap the benefits of good paying jobs that translate into citizens that give back to their respective communities;
 - Have tax bases rooted on industries, small and large, that are viable because a highly skilled workforce is present and continuously being produced.

DIVISIONAL HIGHLIGHTS FOR CAREER AND WORKFORCE DEVELOPMENT

During the 2015/16 year, CWD was instrumental in implementing workforce development-related programming including, but not limited to, Line Cook and more sections of Culinary Arts, Small Motor Repair, Water and Wastewater Operator Training and safety-related courses, as well as increased access to apprenticeship training in communities.

In addition to programming, CWD was involved in career-awareness activities, often involving youth of the north. During this year, these included Career Trek, Young Women's Conference, Northern Skills Showcase, Extended Options Program, Engaged Learners, and other hands-on learning activities. All of these were intended to expose middle years and secondary school students to the many career opportunities and educational pathways that exist in northern Manitoba and beyond.

CWD is staffed with two full-time positions, namely, the Associate Vice-President of CWD and the Director of CWD. In addition, a Co-op Coordinator was hired and began work in July 2016. This Coordinator will be responsible for developing more work-integrated-learning opportunities for students at UCN in a range of academic disciplines.

None of these activities would be possible without the participation of many partners including northern industries, Manitoba's post-secondary education institutions, the school divisions and districts of northern Manitoba, sector councils, other career and workforce development oriented organizations, and provincial and municipal governments.



NORTHERN MANITOBA MINING ACADEMY

The Northern Manitoba Mining Academy (NMMA) is a unique partnership providing innovative and responsive solutions for the creation of knowledgeable, skilled, and sustainable workforces, and a vibrant mineral-resource industry. From its base of operations in Flin Flon, Manitoba, the NMMA develops and implements strategic training initiatives for new hires, skill enhancement for those currently employed, and research activities to strengthen the social, economic, and environmental benefits of a robust mining sector. With career-focused training, industry-focused solutions, and resource-focused research, the NMMA is adjacent to one of the largest mines in northern Manitoba, and also to UCN's Regional Centre in Flin Flon. This provides the NMMA with direct access to industry expertise, complemented by the classroom space at the Regional Centre. The NMMA facility is equipped with mineral sample preparation equipment, petrographic microscopes, a wet laboratory, and a ThoroughTec Cybermine underground mining simulator. Activities are not, however, restricted to the Flin Flon area as the NMMA works with clients throughout northern Manitoba and surrounding provinces and territories.

HIGHLIGHTS FOR THE NMMA

One of the primary highlights for the NMMA is the work it does to grow the workforces of the future. This focuses on students at the middle and secondary levels of school as the NMMA introduces them, through a variety of activities, to the jobs and careers within the mining industry, in particular, and industries of the north, in general. More than 1,300 of these students participated in hands-on activities, tours, job-shadowing, short courses, and other events through 2015/16. Numerous partners were involved in these activities including the northern school divisions and districts, Career Trek, Skills Canada Manitoba, the Northern Technical Vocational Consortium, and the Northern Manitoba Sector Council.

The NMMA also provided training in Wilderness Safety and other short-duration courses. Two highlights for this year were the forestry camp conducted during the summer of 2015, and the increase in safety-related programming.

With respect to the summer camp, NMMA, in partnership with Manitoba Forestry Branch and the Northern Manitoba Sector Council, was able to conduct the camp at the Egg Lake facility south of Cranberry Portage, Manitoba, for one week in August. Sixteen students from surrounding communities interacted with industry representatives and toured work facilities while also participating in team building and cultural activities at the camp. Special thanks go out to Career Trek and Opaskwayak Cree Nation for their roles in making this camp a success.

Regarding the increase in safety-related training, NMMA, in partnership with Manitoba Heavy Construction Association, trained more than 250 students in courses such as Fall Arrest, Confined Space, Flag Person, Ground Trenching, and a host of other courses. This is an area that continues to grow for the NMMA, and such partnerships are proving fruitful.

NMMA was fortunate to secure a full-time Administrative Officer, Ms. Elizabeth Andres, in the spring of 2015. Through Ms. Andres' energy and ideas, many more outreach, engagement, and training opportunities were capitalized on during this year, and the noticeable increase in participant numbers from the previous year bear witness to this.

In addition to a full-time Administrative Officer, the NMMA has partnered with Brandon University (BU) to share a faculty member, Dr. Paul Alexandre. Dr. Alexandre will split his time between Brandon's Geology Department and the NMMA thereby cementing the relationship between NMMA and BU. While Dr. Alexandre just started in the spring of 2016, the intent is that this position will increase the amount of research-related activity in the future at the NMMA.



STUDENT DEVELOPMENT DIVISION AND ENROLMENT SERVICES

Student Development Department & Registrar provides diverse services to support the needs of UCN's students. These services include providing guidance on enrolment processes, scheduling, academic advising, counselling, financial aid and awards, assessment, tutoring, recruitment, recreation, and residence and housing. Departmental staff meet regularly to address issues and provide a forum to problem-solve.

STUDENT DEVELOPMENT DIVISION

Two days of orientation activities for new and returning students were held immediately before classes began in the fall of 2015. Each faculty participated in these two days, with attendance being mandatory for all students. Time management, budget management and study skills sessions are incorporated into orientation to ensure the information reaches as many students as possible. As well, Enrolment Services provided required information on registration processes and important dates throughout the academic year. To set the tone for school spirit, fun activities were incorporated into the Welcome Back schedule. These activities were designed such that the students were introduced to staff and could become familiar with where to find each service.

To reinforce and maintain the momentum gained during orientation, a resource fair was held in the latter part of October on The Pas Campus as an opportunity for students to get acquainted with the many resources available in the community. This event saw over 28 participating organizations connecting in informal and inviting ways with the students and staff.

Student engagement is a strong component of retention. Recognizing this, various activities were organized throughout the year including Christmas Meal, Hot Chocolate Bar, Valentine Cupcakes, and UCN's own Trappers Daze as a precursor to The Pas Trappers Festival in mid-February. This event drew in UCN community members including faculty, staff and students as well as members from the larger community.

As part of recruitment, an Open House was held at Thompson Campus in the early spring of 2016. Parents with their high school graduates were invited to explore what UCN can offer. As part of a recruitment strategy, UCN offered a draw

(open to high school students only) for a year's free tuition. Another yearly event that draws community attention is the Career Explorations/Try-A-Trade event in April. The 2016 event was held in The Pas, drawing in surrounding schools as well. Recruitment efforts continue with regular visits to the northern schools. The school visits also provide a means to open lines of communication with community members, thereby fostering engagement.

ENROLMENT SERVICES

Continued review and training with the Jenzabar student information system provides improved information, resulting in greater student support. Through improving the reports using data from Jenzabar, more accurate reporting can be achieved with respect to admission, registration and advising. A Jenzabar trainer provided on-site training to Enrolment Services Advisors and Academic Advisors in March 2016. As well, the On-Line Registration Team including Enrolment Services, Finance, Information Technology and Communications met with the Jenzabar trainer, resulting in identifying a clearer path forward to make online registration a reality for 2017.

A decision was made in 2015 to renew the license agreement with Celcat scheduling software. It was found this software works much better with both university and college programs, accommodating those short-term courses. Administrative personnel received on-site training not only for scheduling academic courses but also booking rooms for internal and external meetings as requested. Through 2015-16 further targeted training was provided to staff via remote training sessions to mitigate the risk of only having one administrator familiar with the software.

Financial Aid and Awards Programming continues to expand its impact on students. Strong marketing and advertising of available awards resulted in greater numbers of students applying for various awards and bursaries. UCN was successful in awarding all its available awards. Donors have renewed their scholarship funds, ensuring their awards will continue to assist UCN students.

The Academic Advisor and Enrolment Service Advisor Procedure Manuals are continually updated to ensure improved level of student support services.

OFFICE OF INTER-UNIVERSITIES SERVICES

Inter-Universities Services (IUS) continues to offer programming and courses from the partnering universities (Brandon University, University College of the North, University of Manitoba, and University of Winnipeg) in Northern Manitoba. The 2015-2016 IUS Academic Plan represents collaborations between UCN's Faculties of Arts, Business, and Science, Kenanow Bachelor of Education and the joint University Manitoba of Manitoba and UCN Nursing Program along with the Community Based Services and University of Manitoba Northern Social Work Program.

Through sustained partnerships Inter-Universities Advisory Committee (IUAC) guides and directs Inter-Universities Services and approves the annual IUS Academic Plan. The IUAC ensures that the academic and delivery standards of the partnering institutions are maintained. This includes the following range of duties: approves IUS budget, confirms institutional equivalency and residency eligibility for new courses proposed, assist in arranging teaching faculty, and advises on issues arising. Sessional instructors from across Manitoba usually teach the university courses for IUS who have to be approved by the course sponsoring university.

IUAC identified two key initiatives to explore, the Masters of Social Work and Student Support Services. IUS continue to provide academic advisor presence in the communities UCN serves, providing additional supports to students.

Inter-Universities Services works closely with UCN Community Based Services and Faculty of Arts, Business and Science to deliver university courses into the Regional Centres Bachelor of Arts Program from February to June, such as Cross Lake, Easterville, Grand Rapids, Nelson House, Norway House, Oxford House, Pukatawagan, Split Lake, and St. Theresa Point. IUS offered the university electives into the Northern Social Work Degree cohort programs in Thompson, also into the cohort programs, Awasis Agency of Northern Manitoba and Nisichwayasihk Family & Community Cree Nation Wellness Centre in Thompson and Nikan Awasisak in Cross Lake. As a result, 606 students took courses through IUS and 1650 of gross registrations.

HIGHLIGHTS

IUS provided many learning opportunities by offering the following courses; Aboriginal Studies, Introduction to Computers, Mathematics, Science, and English courses in Northern Manitoba at UCN Campuses, Regional Centres and First Nation Communities. IUS is about partnership with the four Manitoba universities, northern communities, and other stakeholders that encourages the involvement and participation of northern communities and seeks active collaboration in planning, and delivery of the university courses it offers in Northern Manitoba. An example of IUS partnerships is the collaboration with Mystery Lake School District and R.D. Parker Collegiate where IUS delivered two 3-credit course hours from Brandon University as a dual credit project in Thompson. In addition IUS partnered with regional centres and Lac Brochet to deliver 2000 and 3000 university level courses.

The IUS Admission and Registration Advisory Committee consists of IUS partnering universities' admission and registration representatives that meet annually. This year the committee met at the University of Winnipeg . This is an advisory group to IUS, in regards to the UCN Admission and Registration processes for courses and programs offered through IUS to ensure IUS meets the requirements of each of its partnering institutions. The courses offered through IUS are university degree credit courses with transferability to each of the partnering institutions.



LIBRARY SERVICES

UCN's Library network encompasses two campus libraries located in the Pas and Thompson, three public libraries located in Norway House, Easterville and Pukatawagan and a departmental library in the Swan River Health Centre. Over 140,000 students and other library patrons used UCN's libraries in The Pas, Thompson, Norway House, Chemawawin (Easterville) and Pukatawagan through 2015/16. UCN's mission statement – "to ensure Northern communities and people will have access to educational opportunities, knowledge and skills, while being inclusive and respectful of diverse Northern and Aboriginal values and beliefs" – is at the core of UCN's partnerships with First Nation communities to develop, maintain, and operate Public Libraries in their communities.

A highlight of the year was the "Supper and a Book" and "Lunch and Literacy" programs held on The Pas campus. For the fourth consecutive year, UCN successfully applied for grant funding from the Winnipeg Foundation to support these programs. These projects involved library staff, Early Childhood Education (ECE) faculty, UCN students and their extended families. The students and their families came and had a meal, then spent the afternoon or evening in the library where the ECE students read stories to the younger children. Librarians worked with the ECE students on how to select books to read, storytelling skills, and how to get the young children involved in the story. There were 8 sessions over the course of the year, averaging 30 attendees per session.

COLLECTION DEVELOPMENT

By the end of the 2015/16 academic year, UCN's collection comprised approximately 183,500 e-books (accessible through online databases), 76,000 print volumes, and 8,500 media materials (i.e. DVDs, streaming video titles, maps, kits and all other non-print items).

UCN moved to Evergreen, an open source library automation system, in September 2013. Because it is hosted by the Sitka British Columbia Library Cooperative, it is generally called "Sitka". Sitka/Evergreen provides strong technical and administrative support, and the system continues to yield significant cost savings to UCN.

ELECTRONIC RESOURCES

UCN's website is the gateway to all electronic resources, including streaming videos, e-books, research tools (e.g. LibGuides), online courses, and electronic reserves. Specific to LibGuides, this is an easy-to-use Content Management System used by many thousands of libraries worldwide. Librarians use it to create documents and share information by creating online Guides on any topic, subject or course. UCN Library staff have been working with faculty to encourage their uptake and use of LibGuides.

UCN subscribes to approximately 70 databases, comprising about half the Library materials budget. A major advantage of electronic resources is that they are accessible from anywhere internet is available. Buying subscriptions to e-book databases is advantageous to UCN because those materials are available via internet at all UCN sites, not just the communities where libraries are physically housed. The major disadvantage is that UCN is not purchasing the information, but only access to that information.

CIRCULATION FIGURES

Circulation figures are a traditional measure of usage in libraries. Numbers presented here compare usage of facilities in The Pas, Thompson, Easterville and Norway House from 2014/15 to 2015/16.

Most of the use at Swan River Health Centre occurs in-house, so circulation figures are not referenced here.

CIRCULATION TOTALS				
	The Pas	Thompson	Easterville	Norway House
2014/15	4864	1436	3342	2212
2015/16	5152	2189	3489	1776

While the circulation of materials will fluctuate due to changes in library hours, staffing, and electronic usage there is still a strong demand for physical materials.

The library at The Pas campus offers large format printer services which continue to be in high demand by community members requesting posters and banners, classes designing and printing their own posters, by faculty and staff, and by other community organizations. A large format printer is now also available at the Thompson Campus.

THE PAS CAMPUS

Many in-class and in-person training sessions were provided to students and to faculty at both campuses and at several of UCN's regional centres through 2015/16. This training is reflective of the additional electronic databases and electronic links that have been added as Library resources.

At The Pas campus, many different Library services were offered to faculty through the 2015/16 academic year. The Librarian contacted faculty about setting up Reserves per semester, and ordering new material for their classes and research. A new ordering system was implemented that generates lists from a library materials supplier for ordering new material. The librarian would first consult with faculty about ordering relevant new material from these lists by subject, topic or department for their specific needs. With this information, customized lists were created for each faculty member, reflecting their interests and needs. Every two weeks from February-June 2016, these lists were e-mailed to the appropriate faculty and the faculty members would then request items to be ordered. Following establishment of this new customized method of ordering, improvements were made to the notification system for new materials. Faculty now receive notifications when newly requested material is available in the Library.

Tours, as well as catalogue and database training sessions, were held for faculty. Faculty also requested that tours, training and workshop sessions be provided to their students. Training sessions for students covered requested materials, services, topics, databases and research skills. Monthly 'spotlights' set up through the academic year featured a range of materials focusing on a particular faculty, topic or event. The Librarian helped to organize and assist the various events—examples include a yoga demonstration, culinary arts cooking demonstration, story time, etc. During 2014/15 an Academic Library Book Review Award was created, and this continued through 2015/16. Book reviews were displayed in the Library throughout the year.

THOMPSON CAMPUS

Although the Library had relocated to the new Thompson campus in 2014, much organization, planning and physical labour still remained to make the new library accessible, orderly and inviting while maintaining the same quality

service. Faculty, students and an ever-increasing stream of community patrons have expressed many positive comments about the larger space, addition of more computer workstations, designated areas within the library for quiet study and overall aesthetics that have resulted in a much more pleasant learning experience for everyone.

Faculty and students were oriented to the electronic resources and given tours of the library upon request. Research was conducted in consultation with faculty in the search for resources that would complement the programs offered in Thompson, and a concerted effort was made to weed the collection prior to and after the move. The addition of items donated from faculty offices and departments as well as duplicate items received from The Pas Campus Library was also a time-consuming job. Interlibrary loans were heavily used during the year, with many requests made to both Manitoba and Canada-wide libraries for resources not held within the UCN libraries. The full-time day/evening clerk split shift position was divided into two part-time positions in the hopes of attracting more permanent employees.

Over the past year, the library has attracted a much larger number of visitors than in the past, particularly in the community patron category. As the library continues to grow and change, it will take an expanded role as a learning and collaborative research centre at UCN as well as a respected and professional asset to the Thompson community.

UNIVERSITY COLLEGE OF THE NORTH/CHEMAWAWIN PUBLIC LIBRARY

The UCN/Chemawawin Public Library serves students/staff of UCN and also the community at large. Daily focus during the academic year is on the students, and during the summer holidays, the focus is on children and community. The community patrons and children are welcome all year, as the Library is open evenings.

The Library employs one full-time Librarian as well as one part-time assistant. During 2015/16, the Library Board was comprised of representatives/staff from UCN (including the UCN Chemawawin Regional Centre), Chemawawin Cree Nation and Chemawawin Cree Nation School, the Librarian, as well as youth, community and education representatives.

During the academic year, the library assists staff and

students of both UCN and Chemawawin School, as well as member of the community, with the following:

- Checkouts/discharging of materials
- Locating materials
- Inter-library loans
- Issuing library cards
- Computer use
- Set-up and use of various audiovisual equipment
- Notifying patron of overdue and late fees
- Printing
- Internet research
- Holds
- Searches
- Rules
- Keeping patrons up to date on new materials or changes to the library
- Keeping advertisement TV up to date with news from the library, the school, and the community

Many new changes to the Library were introduced as the year progressed. For example, before the hiring of the assistant clerk, evening hours were limited. The addition of the assistant clerk allowed the Library to consistently be open in the evening as well as on Sundays. Numbers of community members using the Library were low, so a new rule was introduced for evenings: children 14 and under are to be accompanied by a parent when coming to the Library during the evenings and weekends. Due to the Library's location in the school, this rule did not apply during school hours.

Adult community members and overall community patrons increased slightly through 2015/16. DVDs remained the most popular items to borrow, but an increase in avid readers who would sign out a few books at a time was also noticed. Parents began stopping in at the Library during school hours to either use the computers to check out what the Library had to offer. There was a small increase in young adults who were not attending school, which began to be reflected in the numbers of daytime community patrons. Community members are now increasingly recognizing that rather than being a school library only, the Library is also for use by community members, even during school hours.

A school reading program was introduced with elementary classes, which has greatly increased borrowing numbers. Some of the older classes are now beginning to take part. Classes come in once a week to pick out books which they exchange with one another in their classrooms. Classes sign out anywhere from 20 to 40 books per exchange. The Library

tries to work closely with the teachers so that the students pick out books that are within their reading skill level. It has worked well with getting more children interested in reading because the Library provides a variety of titles which appeal to their interests.

A suggestion box was introduced for patrons to suggest items that they would like to see in the Library. This has been doing fairly well with regular patrons, and materials of interest are being brought in. By the end of the 2015/16 academic year, the collection comprised approximately 10,900 books and 600 other media items.

As a result of receiving calls from the public about books they no longer want, the Library started a community book swap program. Patron can come in to drop off books, which are then kept in a separate section from the catalogued collection. Patrons who find a book in the community swap are welcome to have it for as long as they like. The Library encourages a "take one, leave one" approach.

In a few short years, Chemawawin School Library has successfully transitioned to become the UCN/Chemawawin Public Library. Community interest and use has been steadily increasing.

UNIVERSITY COLLEGE OF THE NORTH/ NORWAY HOUSE PUBLIC LIBRARY

This Library is a joint venture between UCN and Norway House Cree Nation. Service is provided to students/staff of UCN as well as to the community at large. During the academic year, the daily focus is on the students and during the summer holidays, the focus is on the children and the community. The community patrons and children are welcome all year. Equal services are provided to everyone entering the library. The library has grown to include a Community Librarian as well as two part-time Library clerks. During 2015/16 the Library Board was comprised of representatives of UCN including the UCN Regional Centre and from Norway House Cree nation, as well as the Community Librarian.

Activities during the Academic School Year (September – June)

During the school year, Library staff members assisted UCN students and staff in a number of ways:

- Checkouts/discharging of materials
- Locating material (DVDs, books reference, Internet)
- Accepting or picking-up community book donations
- Inter-library loan service
- Issuing community library cards
- Services including laminating, printing, scanning
- Assisting instructors with various equipment
- Implementing sign-in sheets for computers and equipment
- Notifying patron of overdue items and late fees
- Informing patrons of library changes
- Offering a Northern Writers Reading series (monthly)
- Invigilating exams from other colleges/universities
- Providing new instructor resources
- Creating a new books display
- Ordering magazine subscriptions
- Conducting Internet research
- Placing holds for student/patron
- Implementing time limits for computers
- Issuing UCN student cards
- Introducing children's programming (craft days/nights, movie night, sunshine club)
- Establishing rules of the library
- Assisting patrons with disabilities
- Updating library information
- Providing directions (locate classes)
- Administering CAAT tests
- Assisting students/patrons with resume writing and cover letters
- Writing classes for student/staff/patrons (weekly)
- Implementing monthly newsletter
- Providing community bulletin board (PowerPoint presentation on smart TV outside library)
- Promoting and assisting students/staff/patrons with Universal Class

Activities During the Summer (July-August)

During the summer months, library staff concentrated on the children community. Children aged 10 and over were allowed to be in the library during summer holidays without adult supervision.

Electronic Resources in Norway House

The entire library community in Norway House has access to a tremendous number of resources because of the partnership with UCN. While the databases are only available to people physically visiting the library (with the exception of UCN students, who can access these resources off-site), it still provides resources not available to their small public library communities.

Collection Development

Through 2015-16, the Library added 532 books and 63 other media. The Library now has approximately 9,026 books and 999 other media items.

UNIVERSITY COLLEGE OF THE NORTH/ PUKATAWAGAN PUBLIC LIBRARY

The Grand Opening of the Library was held in March of 2016, and new patrons have come through the doors practically every day since then. The Library is providing extensive support to both educators and community members as they look to make use of the wealth of information now available to them in pursuing new skills. Some of the areas the Library has been focusing on are:

- Scheduling times for each classroom
- Specific times and areas for those prepping for exams or doing research
- Creating visual motivation to help individual connect self-esteem in the learning environment
- Providing instructional material to educators



COMMUNITY BASED SERVICES



The Community Based Services (CBS) Department oversees the operations of 12 regional centre campuses in Manitoba, as well as community based delivery of programming through

contract training. Nine of 12 regional centres are located in First Nation communities and are made possible through partnerships with First Nations leaders and Education Authorities.

UCN's 12 regional centre locations are in Churchill, Pimicikamak Cree Nation (Cross Lake), Chemawawin Cree Nation (Easterville), Flin Flon, Nisichawayasihk Cree Nation (Nelson House), Norway House, Mathias Colomb First Nation (Pukatawagan), Tataskweyak Cree Nation (Split Lake), St. Theresa Point First Nation, Mispawistik Cree Nation (Grand Rapids), Bunibonabee Cree Nation (Oxford House) and Swan River.

CBS has administrative offices in each of UCN's campuses in The Pas and Thompson, and the CBS staffing complement consists of the Vice-President, Community Based Services; Regional Centre Director; 12 Regional Centre Coordinators; four Community Education Coordinators; Executive Assistant to Vice-President; Administrative/Financial Manager; Community Based Services Administrator, a full-time Counsellor/Academic Advisor, and a part-time Administrative Assistant.

PROGRAMS OFFERED IN 2015/16

The following certificate, diploma and degree programs were delivered in UCN's various regional centre locations in 2015/16: MTEC Workshops, Conversational Cree, Creative Writing, Early Childhood Education via distance and face-to-face delivery, Pre-employment Plumbing, General Studies Non Program, Bachelor of Arts Year 1, Small Motor Repair, Power Up (Computers), Kenanow Bachelor of Education degree program final year (IDSIS/ BIDS/ BEDS), Carpentry/Woodworking, Health Care Aide, College Preparation, Heavy Duty Mechanics (dual credit), Industrial Welding (dual credit), Business Administration, Apprenticeship Millwright, and Applied Counselling Skills.

CBS enrolment in 2015/16 of 511 full-time and part-time students attending community based programs represents a -11% decrease from the 2014/15 enrolment (571). The decrease is reflective of the challenges of delivering education in the north where broadband width and other infrastructure challenges place limits on what can be delivered. The main focus of program delivery in 2015/16 was in the Bachelor of Education Degree, and General Studies Non-Program/Bachelor of Arts focus. This change in emphasis relates to the limited capacity of northern communities to provide the space needed to facilitate accredited trades programming.

There is ongoing demand for continued teacher training to replace educators who will be retiring in the next few years. Another program that UCN has received continued requests for is the General Studies Non-Program (GSNP)/ Bachelor of Arts.

CONTRACT TRAINING

UCN Contract Training responds to the specific needs of business, industry, education authorities, social service agencies, First Nations communities, and northern Manitoba communities. As the training is delivered as much as possible in the locations where it is needed, activities may take place at one of UCN's permanent delivery sites or at any other appropriate community or workplace setting.

UCN's Community Based Services (CBS) Division is able to deliver by contract training approved certificate, diploma and undergraduate degree programs and courses such as those normally offered at the Thompson or The Pas campuses. In addition, CBS can deliver university or college level programs tailored in response to a client's expressed needs. General interest credit and non-credit courses are also available for delivery through contract training. Programs may be delivered as full-time or part-time day programs, or as Continuing Education offerings.

CBS delivered 22 contracts in northern Manitoba in the following locations: Cross Lake, Sapotaweyak, Peguis, York Landing, Pukatawagan, Opaskwayak Cree Nation, The Pas, and Thompson. This represents approximately 280 students attending post-secondary studies in their home community. This is down from 487 students attending community-based delivery of contract training requests in 2014/15.

Decreased participation is due to several factors including the challenges of recruiting qualified instructors to the north for short-term contracts. Another factor is that clients seeking contract training from UCN are themselves often reliant on government funding programs which can fluctuate or be discontinued. Consequently, CBS was unable to meet its contract training revenue target through 2015/16.

The main focus of program delivery in contract training in 2015/16 was in short-term programming that led directly to employment upon completion of the training. Truck Driver Training continues to be in high demand. UCN delivered five intakes of Truck Driver Training in 2015/16.

CBS is able to deliver programming to meet the needs of the client and students. Part-time evening programming continues to be very popular as it provides individuals with the opportunity to access post-secondary studies while working full-time. The Ininiw Nekani Human Resource Management

Diploma is one such program delivered in the evening, and all students in the program are employed full-time. Another program is the Kenanow Bachelor of Education degree program that is delivered in the evenings in Peguis. Students in the program are currently employed as Educational Assistants in the local school. This cohort was scheduled to finish their degree in June 2016.

CBS currently delivers two programs on a one-week-per month basis: the First Nations Active Measures (FNAM) Diploma program in Winnipeg and the General Studies Non-Program/Bachelor of Arts (GSPN/BA) courses in Cross Lake. The FNAM program was a program specifically created for Income Support workers who work with clients on social assistance. This program wrapped up in March 2016. The GSPN/BA offering is for employees of Nikan Awasisak Agency in Cross Lake. This cohort is working towards completing the University of Manitoba's Bachelor of Social Work (BSW) degree, and students are completing their Arts and Science electives at UCN. This cohort was scheduled to transfer to the BSW degree at University of Manitoba in June 2017. Another program is Early Childhood Education Diploma program delivered via distance delivery to students from various small First Nation communities.

PARTNERSHIPS

CBS and Aboriginal and Northern Affairs (ANA) partnered in the delivery of various short-term courses for individuals employed at water treatment plants in various Northern Association of Community Councils (NACC) communities. Courses offered included Class 2 Water Treatment and Small Waste Water Systems.

CBS continues its partnership with Manitoba First Nations Education Resource Centre (MFNERC) and UCN's Kenanow Faculty of Education to deliver the Educational Assistant Certificate (EAC) program through contract training. MFNERC delivers the program in the communities they work with and students receive their credentials through University College of the North. In 2015/16, EAC programs were delivered in Garden Hill, God's Lake Narrows, Lake Manitoba First Nation, York Landing and Waasagomach.

RESEARCH AND INNOVATION



UCN has three academic units within the Department of Research & Innovation which provide key services for faculty, staff and students to support teaching, learning and research at UCN:

- Office of Research & Innovation
- Instructional Services
- Curriculum and Quality Assurance

OFFICE OF RESEARCH & INNOVATION

Leadership regarding the support of excellence in research at UCN is provided by the Office of Research & Innovation, through collaborative engagement of the Research & Scholarship Committee of Learning Council, UCN Research Ethics Board (REB) and UCN Animal Care Committee (UCNACC), and under the direction of the Vice-President, Academic and Research, and the Dean of Research & Innovation. Highlights from 2015/16 follow below.

Strategic Planning

Applied and participatory research is one of the strategic priorities identified in the UCN 2015-20 Strategic Plan. Focused discussions and collaborative conversations held throughout the 2015/16 academic year culminated in a Strategic Planning session held June 30, 2016. One of the key outcomes of the Strategic Planning session was a

framework for guiding targeted activities throughout the upcoming 2016/17 academic year, including an applied research pilot project.

Research Partnerships

UCN faculty continued their work as academic collaborators on two major research projects, VOICE and CREATE H2O, throughout 2015/16. Funding for VOICE was provided by SSHRC, the Social Sciences and Humanities Research Council of Canada, while funding for CREATE H2O was provided by NSERC, the Natural Sciences and Engineering Research Council of Canada. The focus of VOICE (Vital Outcome Indicators for Community Engagement), is success for children and youth living in northern communities and regions in Manitoba. Success includes improved educational outcomes, development of workplace skills, increased engagement in community leadership and activities, retention of culture and language, more effective youth success programs, and increased career opportunities for youth in these communities. The CREATE H2O project for water and sanitation security is designed to address research science and training gaps that are preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves. It is the first science-engineering research training program in Canada that combines technical water and wastewater management training with Indigenous theory, law and methodological skills training.

UCN collaborated with the University of Manitoba Northern Social Work Program to host the Northern Manitoba Research Forum on November 27, 2015 at the Ma-Mow-We-Tak Friendship Centre in Thompson. Representatives of diverse institutions and organizations across both northern and southern regions attended the gathering. A wide range of areas of potential research collaboration were discussed, including housing instability, youth, violence against women and girls, capacity building, Aboriginal languages and the creation of a virtual northern research centre, setting the stage for future research partnerships.

As an active member of the province-wide Manitoba Education Research Network (MERN), UCN hosted the MERN Northern Forum on March 11, 2016. UCN faculty were among those presenting recently-completed studies, research in progress, or work done in partnership with other individuals, groups or communities that strengthen teaching and learning, support career and workforce development and deepen northern contributions to the fields of education, social science, and other fields of interest.

Support for Ethical Research with Human Participants and Teaching Activities Involving Animals

UCN's Research Ethics Board (REB) introduced a new requirement effective September 1, 2015 that all ethics applications submitted by researchers must also include a certificate showing their completion of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) online tutorial.

UCN has been indirectly certified with Brandon University since early 2012 for the use of animals in teaching and research. Throughout 2015/16, the UCN Animal Care Committee investigated, prepared and worked towards the goal of being directly certified under the national accrediting body for animal care. As a result, starting in 2016/17, UCN will begin the formal process to become directly certified under the Canadian Council on Animal Care, and to be granted its own Certificate of Good Animal Practice.

As in previous years, first-year Natural Resource Management Program (NRMT) students completed online animal user training through the University of Manitoba, during the summer of 2015. Completion of the training is a prerequisite for participating in the NRMT Fall Camp Practicum in their second year, and for any other field activities involving wildlife.

Members of UCN's Animal Care Committee met with UCN's Council of Elders on April 14, 2016. Committee members shared the purpose of UCN's Animal Care Committee with the Elders, and asked for their perspectives and guidance relative to any part of the committee's mandate, as well as how practices relating to respectful treatment of animals, both living and dead, might be developed more broadly across UCN. This ensures that UCN animal care policies, procedures and activities are all grounded in Elders' traditional knowledge of wisdom, beliefs, and values in a respectful and caring way.

Support for UCN Researchers

UCN received its annual Research Support Fund (RSF) grant from the Government of Canada, totalling \$80,994 for 2015/16. This federally-funded grant is designed to help postsecondary institutions offset the overhead costs of supporting research activity. In 2015/16, UCN used its RSF grant to make a range of targeted investments in the following areas (one example is given for each):

1. Research Facilities – contract work to upgrade the science labs in The Pas (e.g. fume hood testing; installation of LED light system and ALERT system; Designated Substances Survey for the chemistry lab)
2. Research Resources – campus-wide SPSS analytical software license
3. Management and Administration – hiring students to provide administrative assistance for projects undertaken by federally-funded researchers
4. Regulatory and Certification – costs for Natural Resources Management Technology students to complete animal care training
5. Knowledge Transfer and IP – room rental, travel and other costs associated with the Northern Manitoba Research Network Forum, November 27, 2015 in Thompson

The Research & Scholarship Committee of the UCN Learning Council launched a competition for \$29,500 in UCN seed funding to support research and scholarly activity. The call for proposals invited all faculty, non-teaching staff and UCN Elders to apply for seed funding to support new projects in academic research, applied research, social innovation research or research-creation. Funding was awarded to support three projects by UCN faculty: 'Embedding FUN Friends in Initial Educator Training'; 'The influences of industry on woodland caribou decline through apparent competition in Northern Manitoba and West-Central Alberta'; and

'Youth Homelessness: Including the voices of youth who are homeless or at risk of becoming homeless in northern Manitoba'.

Two half-day training sessions were presented during UCaN professional development days on September 3, 2015. The first focused on essential research information, including UCN research policies, research ethics and humane use of animals in teaching and research, and signing authority for research contracts. The second session targeted the area of research ethics in more detail, including tips for potential researchers in preparing ethics applications for Research Ethics Board review.

Community Outreach and Partnerships

As in previous years, UCN partnered with Skills Canada Manitoba in hosting the Young Women's Conference, as well as the Trades and Technology Showcase events, in spring of 2016. These events, both hosted at The Pas Campus, introduced Grade 8 female and male students to a wide range of career areas. Students toured UCN's trades' areas and participated in hands-on activities in welding, carpentry, millwright, electrical, automotive, geology, natural resources management technology and law enforcement.

In 2015/16, UCN continued serving on the advisory committee for the North Central Canada Centre for the Arts and Environment (NCCCAE). The vision for the Centre includes taking a leading role in Canada's northern arts and culture, and engaging in sound Aboriginal and non-Aboriginal exploration of arts and culture, while promoting this knowledge on national and international levels. As part of this vision, the NCCCAE aims to become a centre of academic excellence for the arts and environment in north central Canada by drawing together dedicated professionals and students, while stimulating economic diversification and investment in the region.

INSTRUCTIONAL SERVICES

Instructional Services focuses on supporting UCN's faculty, staff and students with respect to teaching and learning, in pursuit of academic excellence of academic programs, courses and activities in both face-to-face and technology-mediated methods of delivery. Technology-mediated teaching and learning strategies are of particular importance to UCN, with its geographically diverse student population and network of campuses and regional centres. Instructional

Services provides expertise, support and resources to match an ever-changing educational environment which includes face-to-face, video-conferenced / web-based, and 'blended' courses, UCN's learning management system and associated technologies, and other related activities. The primary focus is to create a vibrant, engaged community of learners, and to provide services and tools that foster excellence and innovation in academics. Work towards building a supportive academic environment continued on a variety of fronts in 2015-16, namely, in areas of teaching and learning supports, development of online quality standards, distance education/ learning technologies and faculty professional development.

Teaching and Learning

UCN's Academic Planning Committee of Learning Council reinstated the Learning Technologies Committee (LTC) in 2015/16 as a permanent sub-committee. Its mandate is to collaboratively explore strategic direction, integration and implementation of instructional practices using technologies at UCN. LTC Committee membership includes faculty from the university and college streams, Instructional Services staff specializing in learning technologies, and staff from the Informational Technology (IT) department. Recommendations from the LTC committee focus on the development of quality standards and practices for technology-mediated, 'blended' and online courses, strategic direction for the creation and implementation of online courses at UCN, review and recommendation of academic technologies, and the review of current practices and technologies.

Collaboration between the Faculty of Arts, Business & Science (FABS) and Instructional Services continues in 2015/16 with the development of a digital Writing Centre, which aims to support student success within academic courses. A 13-unit Student Writing Series has been developed by FABS faculty, anticipated to be online within the next five months.

UCN continued its support for expanded access to courses in 2015/16, through ongoing development of the MOOC (Massive Open Online Course) project. Faculty of Arts Business and Science (FABS) and Instructional Services staff collaborated and prepared for the implementation, logistics, and supports of a MOOC offering, planned for the 2016-17 academic year. Assessment of the MOOC platform will occur post-delivery to determine the effectiveness of this model of course development and delivery for UCN.

In addition, UCN's faculty and staff successfully participated in a collaborative panel of the Manitoba Association for

Distributed Learning and Training at the CAUCE (Canadian Association for University Continuing Education) conference in Winnipeg in 2015. The session was titled 'Facilitating Access for Indigenous Students through Technology in Manitoba', and the panel shared their thoughts and research on issues around increasing access to education using technology for Indigenous students in Manitoba. This included an examination of 'blended learning' approaches, satellite design, and mobile learning and distance learning from three perspectives: the student, the instructor and the administrator.

Students at all UCN campuses and regional centres continued to receive regular on-site and technology-mediated assistance from the Learning Resources Instructor in 2015/16, including training on basic computer use, the effective use of digital and other library electronic resources, and promotion of skills that encourage student success and retention. Through 2015/16, site visits were made to Norway House, Pukatawagan, Easterville, Cross Lake, and Grand Rapids. Faculty also continue to request and receive instruction to update their skills, as new instructional resources become available.

The Learning Resources Instructor also continued to instruct students on information literacy skills in 2015/16, to ensure their success at UCN. Information literacy is a set of skills which enables students to locate, evaluate information, and use it effectively. Lesson plans were carefully developed to include the Aboriginal perspective. Students were taught critical thinking skills necessary to identify, evaluate, and use diverse information sources effectively. Citing resources properly was emphasized. Students were taught the use of technologies and computer-mediated instruction as they relate to information literacy teaching and learning. The Learning Resources Instructor selects materials for the UCN libraries in the areas of information literacy and instruction. Emphasis is on practical, how-to information at varying levels and formats.

The rapid change in electronic access requires constant training to keep up with what is happening in the academic world. Resources are now available that were not conceived of, just a few years ago. To date, 43 electronic guides have been published to give students direction on topics such as how to read a syllabus, citing resources properly and academic subjects. These guides give students jumping-off points to navigate the information maze for their topic, and gives them awareness of the vast variety of information resources available to them.

Learning Technologies / Distance Education

The Learning Technologies/Distance Education unit of Instructional Services (IS) continues to support UCN's core mission by providing educational assistance and tools to faculty members and students with respect to educational technologies. The growing demand for distributed and technology-mediated programs and courses at UCN has resulted in an expansion of distance and technology-mediated services. Staffing within this area now consists of a Learning Technologies Specialist, two Learning Technologies Supervisors (one in The Pas and one in Thompson), and 6 Learning Technologies Facilitators (LTFs) located in The Pas, Thompson and Norway House. IS staff continue to provide a variety of essential services, including technology-mediated course connections, classroom supports, faculty orientations and training, online course design and andragogical consultations, and promotion of innovative educational technologies and software. The overall focus has been to support more effective interdepartmental collaborations and communications with respect to the role of technology in the post-secondary community.

Faculty access to expanded technologies in course design and delivery has prompted a number of experimental projects during 2015/16, focused on the development and use of digital learning objects, integration of interactive formative assessment activities into Desire2Learn (D2L) 'course shells', and the provision of targeted tutorial services to better predict and meet student needs in distance and technology-mediated classes. UCN's learning management system, D2L, provides each UCN course with a unique D2L 'course shell', an online space for course content, for faculty and student conversation and collaboration, and for other innovative academic uses. Preliminary feedback from students and faculty has been positive, and the unit will continue with targeted projects in 2016/17.

Delivery of courses through learning technologies, and the use of technology-mediated instruction to enrich face-to-face classroom learning ('blended' learning), continues to rely on specialized student and faculty support in order to run seamlessly. Learning Technologies Supervisors and Learning Technologies Facilitators (LTFs) continue to provide ongoing, regular learning technologies support to students and faculty in the classroom at both main campuses in The Pas and Thompson, and at Norway House Regional Centre. As well, increased access to individual technology-mediated courses for Swan Valley Regional Centre students continues as resources allow. LTFs provide basic on-the-spot technical and classroom support, as well as referral to more specialized

technical help when required. The role of LTFs was expanded last year to include more presence-based services and more complex classroom management supports, such as instructor assistance with class engagement through discussion, small group or other study formats, and assistance with D2L course shell management and personalizations. LTFs also continued to provide general educational assistance to faculty, especially critical in multi-point distributed learning situations where courses occur at multiple sites. Facilitation at the remaining UCN regional centres is provided by regional centre staff as required.

The number of technology-mediated courses at UCN has remained consistently high this past year, with continued discussions around targeted growth within the Research and Innovation department. Future growth will be predicated upon the need to provide reliable, quality services to faculty, students and staff. It is critical that UCN provide accessible, relevant and andragogically appropriate academic supports in order for UCN members to have the knowledge, skills and abilities to be successful in using the teaching method required. In 2015/16, UCN delivered over 130 technology-mediated courses, and all UCN courses included a connection to our online learning management system, D2L, in a 'blended' model of course support or delivery.

Technology-mediated courses offered in 2015/16 at UCN were delivered using three primary delivery platforms: video-conferencing, Adobe Connect and D2L. Can8 Language technology supported the delivery of UCN's Cree language classes. Teleconferencing/VOIP continues to be used as a secondary backup.

Video-conferencing. Video-conferencing capability at UCN facilities in The Pas, Thompson, Norway House, Cross Lake, Nelson House, Flin Flon, Split Lake, Oxford House, Swan River and Chemawawin continue to allow courses to be delivered synchronously between these locations, as well as to any other locations that have compatible videoconferencing equipment. Two video-conference locations in Winnipeg – University of Winnipeg and one independent site – allow UCN to have a greater presence in southern teaching sites as well.

Adobe Connect. Adobe Connect is an internet-based Web-Conferencing technology that creates a virtual classroom, where students and faculty can interact synchronously using a variety of tools. This technology continues to allow UCN courses to be delivered to both UCN campuses and all 12 regional centres. It is also used to support some stand-alone distance courses. The

ability to record sessions has facilitated 'flipped' class delivery, make-up class access, and creation of just-in-time learning objects for use within the face-to-face classroom or as part of targeted tutorials.

Desire2Learn. Desire2Learn (D2L) is a web-based Learning Management System (LMS) that allows courses to be delivered asynchronously to any location that has a high-speed internet connection. D2L allows learners to take UCN courses without leaving their community, and in many cases, their home. Because it is an asynchronous delivery platform, learners can access courses during times that fit with their work schedule and lifestyle. D2L can also be used to enhance face-to-face courses in a variety of ways, including the provision of online discussion groups and access to online resources such as assignments and grade books. At UCN, the most important use of D2L is in blended learning, enhancing face-to-face classes or technology-mediated courses using video-conferencing or Adobe Connect.

Can8 Language Lab. The Can8 platform is a type of learning technology specifically used to deliver UCN Cree language courses. Future plans for Can8 Language software include inclusion of D2L voice and record features to support more robust Cree language training in other courses and programs.

Teleconferencing – VOIP. Teleconferencing is used in UCN programming as a backup, when there are disruptions with other technologies. It is primarily used as a stand-by tool, though the integration of the Skype platform into video-conferencing is emerging in use at UCN.

Evening courses offered through technology have continued to be an important part of UCN programming in 2015/16, thus broadening the potential audience for courses to include those who work during the day. Instructional Services staff will continue to work closely with faculty, students and staff to ensure a quality student experience to all those that choose UCN as their educational destination.

A significant push to share UCN's successes with learning technologies with other post-secondary institutions occurred in 2015/16. Extending our institutional presence and networking with other academics in Manitoba and across Canada has included involvement with professional organizations such as CNIE (Canadian Network for Innovation in Education). UCN also holds professional memberships in STLHE (Scholarship of Teaching and Learning in Higher

Education) and MADLaT (Manitoba Association for Distributed Learning and Teaching).

Faculty Professional Development

UCN continues to facilitate relevant faculty professional development courses, including Red River College's Certificate in Adult Education (CAE) program, at UCN campuses and regional centres. On-site CAE courses at UCN continue to be in demand for college-level instructors, and in 2015-16, two on-site CAE courses were offered successfully at UCN campuses and Regional Centres: Introduction to Instruction, and Instructional Methods.

A CAE cohort of UCN faculty and staff was formed in Fall 2015, and individuals within this cohort continued to take on-site CAE courses at UCN, as well as distance CAE courses by technology. This cohort will continue to be supported in 2016/17 and beyond, as new members join and some individuals leave to pursue other opportunities. A cohort approach ensures a collegial environment in which UCN's faculty and staff can support each other as they develop their knowledge, skills and abilities with respect to adult education.

The CAE program at UCN continued to be administered by the Dean of Research and Innovation in 2015/16. A close alliance of Instructional Services with other faculties and departments continues to be critical to ensure quality programming at UCN.

CURRICULUM AND QUALITY ASSURANCE

Collaboration on the creation of a Teaching, Learning and Research Centre at UCN among all three areas within the Research and Innovation department moved forward in 2015/16, with revision and expansion of overall services for Faculty and students. This work has included an ongoing redesign of web information, as well as creation of expanded services and resources related to course and curriculum design, teaching and learning tips, research topics, Scholarship of Teaching and Learning, and others. In 2015/16, the focus has been on the facilitation, sharing, collection, organization and dissemination of tools, technologies, resources and materials related to effective instructional and research practice. In addition, Communities-in-Practice discussion forums continued to provide opportunities for faculty to share and explore innovative, relevant and interesting information on topics related to the Scholarship of Teaching and Learning and other academic matters.

Quality Assurance

A variety of Quality Assurance activities continue to engage a variety of stakeholders in ensuring academic excellence and cultural relevance of UCN programming. Program Advisory Committees actively provided feedback to their respective areas. The process of Program Review continues to ensure academic excellence and relevance. A Program Review Schedule was developed and approved in 2015/16, encompassing the 2016/2017 to 2021/2022 academic years.

In March 2016, The Natural Resources Management Technology (NRMT) program underwent the process of DACUM – Developing a Curriculum – a competency-based occupational analysis review, as part of their program renewal process.

UCN's new online Student Course Evaluation system, launched in the 2012/13 academic year, continued to produce detailed course evaluation results in 2015/16. This system collects and analyzes student feedback for the improvement of UCN's programming. Feedback from users continues to be useful in contributing to the support and improvement of teaching and learning within the institution. Use of the system has subsequently expanded, and student compliance has improved since the system was first implemented, although continues to be lower than desired.

Of those students who provided feedback through the online Student Course Evaluation System in 2015/16, the majority of responses were overwhelmingly positive with respect to their experiences with their instructors and their courses. Significant challenges to the successful use of UCN's online Student Course Evaluation System occurred during the latter half of 2015/16, causing delays in providing faculty and institutional feedback in a timely manner. These challenges are being addressed, with full use of the system expected to be back on track in the Fall Term, 2016.

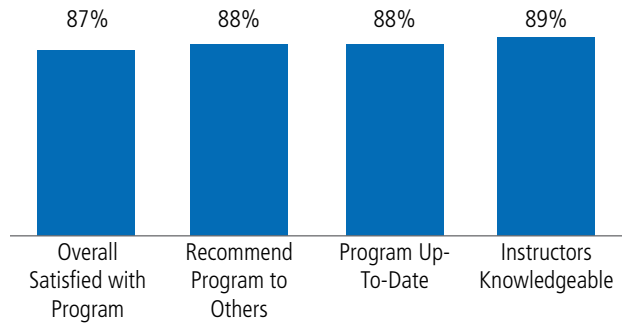
Other relevant data is also collected from students when they enter and exit UCN, and the data is cross-referenced for internal quality assurance purposes. Both internal and external review and accreditation activities continue to keep UCN's curricula relevant and meeting learners' needs.

2014/15 GRADUATE SATISFACTION AND EMPLOYMENT SURVEY

UCN surveys graduates on an annual basis. The aim of the Graduate Satisfaction and Employment Survey is to gather information regarding the satisfaction of graduates in their programs at UCN and the post-graduation employment status of graduates. For the 2014/2015 academic year, three hundred and thirty nine graduates from degree, diploma and certificate programs were invited to participate in the survey.

The 2014/2015 Graduate Satisfaction and Employment survey results continue to show improving rates of employment. Seventy-two percent (72%) of graduates reported as employed and 62% reported to be employed full-time. Fourteen percent (14%) of respondents reported that they are taking further education.

UCN continues to deliver high quality post-secondary education which is supported by the high levels of satisfaction.



ENROLMENT SUMMARY FOR 2015-16 ACADEMIC YEAR

MAIN CAMPUSES (The Pas & Thompson)

Programs

College

APPRENTICESHIP

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Carpentry Apprenticeship	11	0	0	9	18	0	2	20
Industrial Electrical Apprenticeship	13	0	9	15	32	1	4	37
Industrial Mechanic Apprenticeship	36	20	33	50	100	5	34	139
Funding Level Total	60	20	42	74	150	6	40	196

BASE FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Automotive Technician	9	0	0	0	8	1	0	9
Basic Electrical	9	0	0	0	8	1	0	9
Business Administration	45	0	0	0	9	36	0	45
Business Administration Accounting	0	11	0	0	3	8	0	11
Business Administration Management	0	24	0	0	6	18	0	24
Carpentry/Woodworking	12	0	0	0	11	0	1	12
Culinary Arts	16	0	0	0	7	9	0	16
Dental Assisting	8	0	0	0	0	8	0	8
Early Childhood Education	55	18	0	0	3	69	1	73
Early Learning and Child Care	3	0	0	0	0	3	0	3
Facilities Basic Maintenance	11	0	0	0	9	2	0	11
Facilities Technician	7	0	0	0	6	1	0	7
General Studies: Adult Education	47	0	0	0	23	23	1	47
General Studies: College Preparation	1	0	0	0	0	1	0	1
Health Care Aide	13	0	0	0	3	10	0	13
Heavy Duty Mechanics	13	0	0	0	11	2	0	13
High School Industrial Welding	2	0	0	0	2	0	0	2
High School Power Mechanics	11	0	0	0	5	0	6	11
Industrial Welding	6	0	0	0	5	0	1	6
Law Enforcement	20	0	0	0	7	13	0	20
Mature Student High School Diploma	110	0	0	0	50	55	5	110
Natural Resources Management Technology	14	6	0	0	14	5	1	20
Office Assistant Certificate	22	0	0	0	1	20	1	22
Pre-Employment Plumbing	6	0	0	0	6	0	0	6
Funding Level Total	440	59	0	0	197	285	17	499

CONTINUING EDUCATION PROGRAMS

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Community Development and Administration	0	1	0	0	0	1	0	1
Educational Assistant Certificate	1	0	0	0	1	0	0	1
Funding Level Total	1	1	0	0	1	1	0	2

CONTRACT FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Early Childhood Education	4	12	0	0	0	16	0	16
Ininiw Nekani Human Resource Management	19	0	0	0	7	12	0	19
Mature Student High School Diploma	1	0	0	0	0	1	0	1
Funding Level Total	24	12	0	0	7	29	0	36

University

BASE FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Bachelor of Arts 3 Year	258	36	11	0	50	250	5	305
Bachelor of Arts 4 Year	2	1	1	0	2	2	0	4
Bachelor of Arts/Bachelor of Education	18	15	11	0	9	35	0	44
Bachelor of Business Administration	0	0	9	1	4	6	0	10
Bachelor of Education	0	12	0	14	3	23	0	26
Bachelor of Interdisciplinary Studies/Bachelor of Education	2	4	5	0	1	10	0	11
Bachelor of Nursing	10	38	54	33	5	130	0	135
Funding Level Total	290	106	91	48	74	456	5	535

CONTRACT FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Bachelor of Education	0	1	0	0	0	1	0	1
Funding Level Total	0	1	0	0	0	1	0	1

Non-Program

College

BASE FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
General Studies: Non-Program	2	0	0	0	1	1	0	2
Funding Level Total	2	0	0	0	1	1	0	2

CONTINUING EDUCATION PROGRAMS

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
General Studies: Non-Program	33	0	0	0	6	12	15	33
Funding Level Total	33	0	0	0	6	12	15	33

CONTRACT FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
General Studies: Non-Program	67	0	0	0	16	21	30	67
Funding Level Total	67	0	0	0	16	21	30	67

University

CONTINUING EDUCATION PROGRAMS

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
General Studies: Non-Program	1	0	0	0	0	1	0	1
Funding Level Total	1	0	0	0	0	1	0	1

MAIN CAMPUSES TOTAL	918	199	133	122	452	813	107	1372
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REGIONAL CENTRES

Programs

College

APPRENTICESHIP

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Industrial Electrical Apprenticeship	12	11	10	0	27	3	3	33
Funding Level Total	12	11	10	0	27	3	3	33

BASE FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Automotive Technician	2	0	0	0	2	0	0	2
Basic Business Principles	1	0	0	0	0	1	0	1
Business Administration	19	0	0	0	3	15	1	19
Carpentry/Woodworking	39	0	0	0	34	4	1	39
Diploma in Practical Nursing	15	0	0	0	1	14	0	15
Early Childhood Education	23	1	0	0	0	23	1	24
Facilities Technician	0	11	0	0	10	1	0	11
General Studies: College Preparation	20	0	0	0	3	13	4	20
Health Care Aide	16	0	0	0	1	15	0	16
Heavy Duty Mechanics	12	0	0	0	11	1	0	12
Industrial Welding	5	0	0	0	3	1	1	5
Office Assistant Certificate	3	0	0	0	0	3	0	3
Pre-Employment Plumbing	12	0	0	0	12	0	0	12
Funding Level Total	167	12	0	0	80	91	8	179

CONTINUING EDUCATION PROGRAMS

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Applied Counselling Skills	11	0	0	0	1	9	1	11
Certificate in Teaching Ininimowin	1	0	0	0	0	1	0	1
Educational Assistant Certificate	33	0	0	0	5	28	0	33
Funding Level Total	45	0	0	0	6	38	1	45

CONTRACT FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Certificate in Teaching Ininimowin	13	0	0	0	1	12	0	13
Culinary Arts	17	0	0	0	14	2	1	17
Educational Assistant Certificate	86	0	0	0	24	62	0	86
Facilities Technician	0	11	0	0	10	1	0	11
First Nation Active Measures Social Development	13	0	0	0	0	13	0	13
Mature Student High School Diploma	10	0	0	0	5	5	0	10
Funding Level Total	139	11	0	0	54	95	1	150

University

BASE FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Bachelor of Arts 3 Year	118	2	1	0	27	92	2	121
Bachelor of Arts 4 Year	1	0	1	0	2	0	0	2
Bachelor of Arts/Bachelor of Education	2	0	0	0	0	2	0	2
Bachelor of Education	0	0	0	1	0	1	0	1

Bachelor of Interdisciplinary Studies/Bachelor of Education	30	33	12	0	19	56	0	75
Funding Level Total	151	35	14	1	48	151	2	201

CONTRACT FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
Bachelor of Arts 3 Year	1	0	0	0	0	1	0	1
Bachelor of Interdisciplinary Studies/Bachelor of Education	6	16	2	0	4	20	0	24
Funding Level Total	7	16	2	0	4	21	0	25

Non-Program

College

CONTINUING EDUCATION PROGRAMS

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
General Studies: Non-Program	144	0	0	0	28	54	62	144
Funding Level Total	144	0	0	0	28	54	62	144

CONTRACT FUNDED

Program Name	Yr1	Yr2	Yr3	Yr4	Male	Female	Unknown	Total
General Studies: Non-Program	103	0	0	0	41	23	39	103
Funding Level Total	103	0	0	0	41	23	39	103

REGIONAL CENTRES TOTAL	768	85	26	1	288	476	116	880
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INSTITUTION TOTALS	1686	284	159	123	740	1289	223	2216
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Notes: **Programs", eligible for credential; "Non-Program", no credential awarded.

Graduates

MAIN CAMPUSES

Apprenticeship Programs

Industrial Electrical Apprenticeship	13
Industrial Mechanic Apprenticeship	40
	<u>53</u>

Certificates

Automotive Technician	5
Basic Business Principles	2
Basic Electrical	11
Carpentry/Woodworking	8
Culinary Arts	13
Dental Assisting	2
Early Learning and Child Care	2
Facilities Basic Maintenance	12
Health Care Aide	13
Heavy Duty Mechanics	5
Industrial Welding	6
Law Enforcement	7
Office Assistant Certificate	15
Pre-Employment Plumbing	2
	<u>103</u>

Diplomas

Business Administration Accounting	11
Business Administration Management	6
Early Childhood Education	32
High School Diploma	1
Mature Student High School Diploma	33
Natural Resources Management Technology	4
	<u>87</u>

Degrees

BA Four-Year	1
BA Three-Year	9
Bachelor of Arts/Education	7
Bachelor of Bus. Admin.	3
Bachelor of Education	13
Bachelor of Interdisciplinary Studies/Education	7
Bachelor of Nursing	25
	<u>65</u>

TOTAL MAIN CAMPUSES 308

REGIONAL CENTRES

Apprenticeship Programs

Industrial Electrical Apprenticeship	12
	<u>12</u>

Certificates

Applied Counselling Skills	4
Basic Business Principles	3
Basic Electrical	8
Educational Assistant Certificate	44
Exploration Technician	1
Health Care Aide	13
Heavy Duty Mechanics	3
Industrial Welding	6
Pre-Employment Plumbing	7
Small Motor Repair	8
	<u>97</u>

Diplomas

Early Childhood Education	15
Facilities Technician	8
First Nation Active Measures Social Development	5
	<u>28</u>

Degrees

BA Three-Year	1
Bach. of Interdisc. Study	1
Bachelor of Interdisciplinary Studies/Education	15
	<u>17</u>

TOTAL REGIONAL CENTRES 154

TOTAL Graduates 462

WWW.UCN.CA

The Pas Campus

7th and Charlebois
P.O. Box 3000
The Pas, Manitoba R9A 1M7
1.866.627.8500

Thompson Campus

55 UCN Drive
Thompson, Manitoba
Canada R8N 1L7
1.866.677.6450

Regional Centre Locations

Flin Flon - Churchill - Swan River - Pimicikamak (Cross Lake)
Tataskweyak (Split Lake) - Chemawawin (Easterville)
Nisichawayasihk (Nelson House) - Bunibonibee (Oxford House)
Mathias Colomb (Pukatawagan) - Norway House - St. Theresa Point
Misipawistik (Grand Rapids)

