University College of the North acknowledges that its campuses in The Pas and Thompson are located in Treaty 5 territory, along with post-secondary education access centres, these are the traditional territories for many Indigenous peoples whose relationship to the land creates a rich heritage for our northern learning community.
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LETTER FROM VICE-PRESIDENT ACADEMIC & RESEARCH

I am pleased to share the University College of the North’s 2019-20 Annual Academic Report, outlining the achievements of our students, faculty, and staff for the period beginning in July 2019, and ending in June 2020.

Throughout the academic year, UCN remained committed to enrolling more students, offering more programs, fostering more partnerships, and pursuing more efficiency to help build better futures for a stronger north.

A particularly exciting development this year was the approval of the Academic and Research Plan 2020-2025: ē-mēskanākiyak kaskitamasuwinihk isi (creating pathways to success). This plan arose through extensive consultation with UCN’s academic community, Council of Elders, and others, and reflects the research and academic priorities of the institution. The plan lays out a framework that will help to ensure teaching, learning and research at UCN continues to be high quality, responsive, and pursues reconciliation with Indigenous peoples.

A new department was created in May 2020, Reconciliation, Research and Academic Innovation (RRAI) to help strengthen the Academic and Research Department’s commitment to reconciliation. This new department holds Indigenous content and pedagogy as fundamental to the processes and practices that support teaching, learning, and scholarship. It reports to the Vice-President Academic and Research and is led by an Associate Vice-President. RRAI will ensure that Indigenous content and pedagogy are appropriately built into the fabric of curriculum and research support practices for the long term.

Finally, as a global community, we all endured the challenges that arose when the onset of the COVID-19 pandemic affected every aspect of our daily lives. At UCN, the pandemic forced the adaptation of processes and operations to ensure the safety of students, faculty, and staff. Every member of UCN’s community demonstrated an outstanding level of commitment and skill in navigating this transition while ensuring that students continued to enjoy a safe and robust learning experience.

As the pandemic plays out, I am confident that UCN community members will be able to meet any challenges to be able to continue to provide students with a positive learning experience that will serve them well, wherever their lives take them.

Dan Smith, Ph.D.
Vice-President Academic and Research
RESPONDING TO COVID-19

The last four months of UCN’s 2019/20 Academic Year were marked by the unprecedented events occasioned by the COVID-19 pandemic. Like colleges and universities worldwide, UCN responded, changing many things in just a few days. All of UCN came together to respond. Documenting that response is important to both record an important part of our history as well as acknowledge the extraordinary work that was done to support our students.

The Acute Phase of the Pandemic at UCN: Beginning March 11, 2020

In post-secondary education in Canada, the crisis took hold on March 11, 2020, when Laurentian University shocked the nation by announcing the suspension of all in-person classes and shifting to alternative delivery methodology. That same day, UCN began its planning and developed the strategic focus for its response: keep students, faculty, and staff safe, healthy, and engaged in education. While the crisis was unparalleled in UCN’s history, UCN took steps to adjust to the changing environment to ensure that teaching, learning, and scholarship remained and remains at the heart of UCN’s activity. To ensure that necessary decisions could be made expeditiously, per the Learning Council Executive Committee Terms of Reference (LC-01-06), paragraph 1.1.1, the Executive Committee granted authority to the President and Vice-Chancellor over academic issues until May 26, 2020.

Delegation of this authority to the President and Vice-Chancellor was no small thing. Many decisions were made in exceptionally short periods. Such were the times that actions taken by UCN were similar to those taken by many other colleges and universities in Canada and indeed across the globe. The following decisions were made to respond to the COVID-19 pandemic:

- All classes were paused from March 16 to 20, 2020 to allow faculty members time to convert their courses to alternative delivery methods, and classes restarted on March 23, 2020.
- Faculty members were directed to convert courses and exams and other assessments to online and other alternative delivery methods for all classes being offered in the winter term, as well as courses planned for the spring, summer, and fall terms.
- The voluntary withdrawal date for the winter term was changed to May 29, 2020.
- The grading scale was changed to allow students to opt for a “Pass” grade that would not be included in the calculation of the student’s GPA.
- Qualifications for admissions were changed (in some courses and programs) for students seeking admission to courses with a grade of “Pass” rather than the pre-requisite grade required.
- Program reviews for 2020/21 were postponed to allow for redeployment of resources to support faculty members as they adopted alternative delivery methods for their classes and assessments.

The Chronic Phase of the Pandemic at UCN: Beginning the Week of April 6, 2020

Once the broad strokes of UCN’s response plan were completed, the work of teaching, learning, and scholarship settled into a different way of doing business, and the crisis moved from being acute to being chronic.
On April 14, 2020, the Government of Manitoba introduced a plan to seek to recover funding from colleges, universities, Crown Corporations, school divisions, and other publicly funded entities. Government directed UCN and the other affected entities to consider operational savings through delayed spending, as well as layoffs and reduced workweek options. The savings scenarios that government sought included funding in the amounts of 10%, 20%, and 30% (approximately $3 million, $6 million and, $9 million respectively) of UCN’s staffing costs. Despite the additional difficulties that this request created, UCN responded to government’s request in a balanced way that contributed to the immediate needs of the crisis. At the same time, it protected UCN’s ability to contribute to the inevitable social and economic recovery.

The chronic phase of the pandemic will persist until public health conditions are such that students, faculty, and staff are safely able to return to campus.

**Planning for Recovery**

Transition out of the acute phase and into the chronic phase also saw planning efforts focus on recovery. The process began on April 14. Guiding the recovery planning process was a strategic focus that sought to *build a resilient and sustainable UCN that leads economic and social recovery in post-pandemic northern Manitoba to build better futures for a stronger north.* This involved two different but related efforts.

UCN began planning the return to campuses. The “Return to Campus Committee” (RCC) was struck on April 14, 2020 to plan the complicated logistics and sequencing under several scenarios to help manage the return of students, faculty, and staff to our physical locations around the north.

Second, again on April 14, 2020, Learning Council created the “Academic and Research Recovery Committee” (ARRC). This committee was charged with the responsibility to define what the “new normal” might look like at UCN in terms of teaching, learning, and scholarship in the post-COVID environment. This could include how UCN delivers courses in more flexible ways, with a more integrated approach in terms of how it delivers education across all of its physical locations. Additionally, how UCN’s policies, practices, and organizational design and structure aligns with that “new normal.”

**Looking Ahead**

At the end of the 2019/20 academic year, much about the future was unclear. While we remain hopeful for an earlier date, UCN is planning for the chronic phase of the pandemic to continue until well into the 2020/21 academic year. Until there is greater clarity, UCN will continue to do its work differently and will continue to plan for recovery. We know that the economic and social impacts of the pandemic will be with us for many years to come. By focusing on building a sustainable and resilient UCN, we know that UCN will be an important institution in northern Manitoba, supporting northerners and Indigenous peoples through the recovery and beyond.

The response of students, faculty, and staff at UCN in the last four months of the 2019/20 academic year was phenomenal. It is this response that proves that UCN will be able to address whatever challenges will reveal themselves as the new academic year unfolds. We are optimistic about the future and know that there are better times ahead. UCN will be an important part of that bright future.
OUR STUDENTS
Student Profile and Enrolment

Important UCN student metrics for the 2019-20 Year:

- Total enrolment: 2,915
- Indigenous students (credentialed programs): 78%
- Female students (credentialed programs): 64%
- Students over age 30 (total enrolment): 55%

Enrolment data provides a picture of how many students choose UCN. It also reveals where UCN students are studying and the kinds of academic education and training they choose. In the 2019-20 academic year, UCN enrolled 3,264 students.

Credentialed programming (degree, certificate, diploma, and apprenticeship) accounted for 53% of total enrolment, 14% was in preparation programs (adult learning and essential skills) and 33% was in non-credentialed programming (workforce and community responsive training).

UCN delivered 31 credentialed programs in 24 locations throughout Manitoba in 2019-2020. Thirty-two percent (32%) of students enrolled in studies in The Pas, 29% in Thompson, and 39% attended one of UCN’s Post-Secondary Education Access Centres, Workforce Development Centres, or other off-site locations.

As a university college, UCN provides many educational opportunities in credentialed programming. In 2019-20, 42% of students seeking credentials in The Pas were enrolled in university, and 65% were enrolled in college. In Thompson, 68% were pursuing credentials in university, and 46% in college. At UCN’s Post-Secondary Education Access Centres, 24% of the student population enrolled in credentialed programs were in university, and 66% in college.

The average age of UCN’s student population enrolled in credentialed programming is 30. Seventy-nine percent (79%), self-identified as Indigenous, and 64% as female.

UCN set goals to see overall enrolment increases as follows:

- 2018-19: 2,757 students;
- 2019-20: 3,244 students; and,
- 2020-21: 3,715 students.

The full Enrolment Summary for the 2019-20 Academic Year report can be found in the appendices section of this document.
OUR GRADUATES

UCN’s graduate community is a diverse network of educators, health professionals, tradespeople, entrepreneurs, inventors, and innovators all driving the economy of Manitoba.

On July 25, 2020, UCN celebrated the graduating class at a Virtual Convocation Ceremony which was broadcast on YouTube and Facebook so family and friends were able to join in the celebration of this important milestone.

In the 2019/2020 academic year, UCN had 374 students’ graduates from 29 programs. There were 226 graduates from UCN’s main campuses in The Pas and Thompson, and 148 graduates from Post-Secondary Education Access Centres.

The table below highlights the number of graduates by credential type. A full list of graduates by faculty and program can be found in Appendix A.

<table>
<thead>
<tr>
<th>Credential</th>
<th># of Graduates</th>
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<td>Apprenticeship1</td>
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<tr>
<td>Certificate</td>
<td>183</td>
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<tr>
<td>Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Degree</td>
<td>88</td>
</tr>
<tr>
<td>Mature High School Diploma</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>374</strong></td>
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2018/2019 Graduate Satisfaction and Employment Survey

UCN surveys graduates each year to gather information regarding their experiences in their programs and their post-graduation employment status. UCN surveyed 415 graduates from the 2018/2019 academic year and continues to report high levels of satisfaction. Survey results showed 67% of responding graduates were employed (87% of those were employed full-time in a job related to their education), 25% were furthering their education, and 9% were unemployed (70% of those unemployed were not looking for work).

The full 2018/2019 Graduate Satisfaction and Employment Report can found in Appendix B.

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1 Refers to Apprentices electing to receive certificates for completing the academic portion of their programs (an option introduced in 2016). Does not refer to completion of a Red Seal, which is managed by Apprenticeship Manitoba.
TEACHING AND LEARNING

This section provides an overview of UCN’s academic faculties and the activity undertaken during the 2019-2020 year.

UCN offers several different academic programs. The offerings held during the 2019-2020 academic year are captured below.

Base Budget Programs.
UCN offers base budget programs that are approved and financially supported by the Government of Manitoba. These programs are shown by program type as follows:

<table>
<thead>
<tr>
<th>Program Type</th>
<th>UCN Programs Offered in the 2019/20 Academic Year</th>
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</thead>
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| Adult Learning | - General Studies: Adult Education  
- Mature High School Diploma  
- Foundations for Trades |
| Apprenticeship | - Industrial Mechanic (Millwright)  
- Industrial Electrical  
- Carpentry |
| Certificate | - Automotive Technician  
- Basic Business Principles (exit certificate)  
- Carpentry/Woodworking  
- Culinary Arts  
- Early Learning and Child Care  
- Electrical Trades Fundamental  
- Introduction to Construction Trades*  
- Health Care Aide  
- Heavy Duty Mechanics  
- Industrial Welding  
- Law Enforcement  
- Office Assistant  
- Plumbing Trades Fundamentals  
- Primary Care Paramedic |
| Diploma | - Business Administration (Accounting stream; management stream)  
- Community Economic Development  
- Early Childhood Education  
- Educational Assistant  
- Facilities Technician  
- Natural Resources Management Technology  
- Practical Nursing |
| Degree | - Bachelor of Arts (three- and four-year programs. Majors: Aboriginal and Northern Studies; English; History; Social Sciences. Minors: Aboriginal and Northern Studies; English; History; Science; Social Sciences)  
- Bachelor of Business Administration  
- Bachelor of Education (Bachelor of Arts/Education integrated; Bachelor of Interdisciplinary Studies/Education integrated; and After Degree B.Ed.)  
- Bachelor of Nursing (the University of Manitoba offers this program at UCN’s campuses in Thompson and The Pas) |

*Renamed from the former Facilities Basic Maintenance (exit certificate)
Contract Training.

Additionally, a number of programs are available to be offered exclusively through contract training. Contract training provides communities and industries with the opportunity to undertake an existing course or program for a particular cohort of students (e.g. a group of employees), or to work with UCN to develop a bespoke program to meet the client’s specific needs. Contract training programs are fully paid for by the client.

Listed alphabetically, contract training programs currently available include:
- Aboriginal and Northern Counselling (certificate)
- Applied Building Construction (certificate)
- Certificate in Teaching Ininimowin (CITI)
- Continuing Education courses offered on an on-demand basis
- Exploration Technician (certificate)
- Hairstyling (certificate)
- Public Administration (post-baccalaureate certificate)
- Small Motor Repair (certificate)
- Truck Driver Training (certificate)
- Wilderness Safety Training (certificate)

Graduate Spotlight: Amy Jackson

Amy Jackson always understood how education creates opportunity. For a decade, she juggled working in provincial and federal politics and completing part-time courses at UCN. When she decided to transition from the political arena to full-time student, her focus was clear.

“History is a passion of mine and I feel as though I can contribute to positive social change through research.”

Amy graduated in June 2020 with a Bachelor of Arts degree majoring in History and minoring in Aboriginal & Northern Studies and Social Sciences.

The Truth and Reconciliation Commission recommendations played a role in her History major.

“True reconciliation cannot occur without proper telling and revision of history,” Amy explains, “I carry the responsibility as an Indigenous researcher, to relay corrected history, and in doing so, will contribute to the important work of reconciliation”.

Amy’s next chapter involves graduate studies at the University of Manitoba to which she was accepted and received a full scholarship covering tuition costs for the entire program. After completing the Master’s program, Amy plans to pursue a doctorate.

“I hope that one day my research can contribute to positive change and reconciliation in our country”.
Access

Dr. Lynette Plett, Associate Vice-President

The Access department was formed in March 2019 and was created to ensure that UCN’s developing access strategy provides students with the skills they need to be successful in northern jobs and in post-secondary education programs.

Key highlights:

- New courses were created for a Career Development stream of the adult learning centre program. **Credit for Employment** is a course where students who are employed can receive full or half-credit when completing assignments related to their employment experience. **Career Development** is a course in which students explore various career options.

- Responsibility for UCN’s Adult Learning Centre (ALC) was transferred from the Faculty of Education to the Access Department on July 1, 2019.

- As Access reorganizes to expand ALC programming to other locations, June 30, 2020, marked the final day for Rita Lynn Emerson-Misling as the Director of the Adult Learning Centre.

- Lynette S. Plett, AVP Access, is the Education Director for the UCN Adult Learning Centre. Donna Hopkins is the Program Coordinator for the Thompson site.

- The ALC welcomed Peter Harris to the Thompson site. This was Peter’s first year instructing at UCN and in an adult high school setting. Peter is a graduate of UCN’s ALC and a UCN B.A./B.Ed. graduate.

- In Thompson, 93 students registered in ALC programming, and 63 completed at least one course for credit.

- New UCN ALC sites were registered in Tataskweyak (January 2020) and Mathias Colomb (February 2020). Instructor Lisa Flett taught four evenings a week in Tataskweyak. Instructors Loretta Caribou, Peter Gorzen, and Arokia (Raja) Deivanayagam taught day and evening classes in Mathias Colomb.

- Twenty-one students graduated from the UCN ALC. In Thompson, 20 students graduated with a Mature High School Diploma and one with a Senior Years High School Diploma. These students achieved their graduation goal even with the move to remote learning at the beginning of the second semester.

- Tataskweyak had 19 students registered in two courses and all of them completed one course for credit.

- Mathias Colomb had 12 students registered in four courses and all of them completed at least one course for credit.

- ALC Instructors in Thompson participated in annual conferences offered by the Adult Secondary Education Council including a two-day conference in Winnipeg focused on Reconciliation.

- This year marked the beginnings of a new partnership with the Kelsey Learning Centre in The Pas.
Post-Secondary Education Access Centres

UCN operates Post-Secondary Education Access Centres in 12 communities throughout Manitoba. This network of regional campuses allows students to take recognized certificate, diploma, and degree programs right in their community, as well as a broad range of continuing education courses. PSEAC Coordinators are community members who work with local leadership to ensure programming meets the specific needs of their community.

Key highlights:

- Six students completed the Health Care Aide Certificate offered in Flin Flon between January and July 2020.
- An Office Assistant program began in January 2020 in Misipawistik/Grand Rapids with seven students enrolled. Students are anticipated to complete the program in November 2020.
- A Woodworking/Carpentry program was held in Nisichawayasihk/Nelson House. Eighteen students completed the program in December 2019.
- Eight students completed a Health Care Aide Certificate between June 2019 and December 2019 in Norway House.
- In the 2019-2020 year, eleven students participated in an Educational Assistant Certificate program held in Norway House.
- Six students successfully completed a Post-Secondary Preparation program held in Pimicikamak/Cross Lake between October 2019 and August 2020.
- In Pimicikamak/Cross Lake, thirteen students participated in a part-time evening Educational Assistant Certificate program.
- Seven students completed Year 2 of the Business Administration (Management Stream) in Pimicikamak/Cross Lake in July 2020.

UCN Begins High School Programming in Communities

“It gives me the opportunity to upgrade my learning skills … we can do this, so we can inspire other people in our community, that if I can do it, you can do it! Darren Bighetty, Mathias Colomb Student

The pathway to a high school diploma was made easier through the implementation of adult high school programming at two of UCN’s Post-Secondary Education Access Centres. The Province of Manitoba approved two adult learning centre sites in Mathias Colomb Cree Nation and Tataskweyak Cree Nation. Adult Learning Centre participants can complete a Mature Student High School Diploma designed for adult learners, earn individual high school credits, strengthen prior learning and use it to gain high school credits or take courses to complete a high school diploma.
Faculty of Arts, Business and Science

Harvey Briggs, Dean (July 1-May 8)
Kim Laycock, A/Dean (May 8-June 30)

Program offerings:

Bachelor of Arts (four-year)
Bachelor of Arts (three-year)

Majors and Minors:
- Aboriginal and Northern Studies
- English
- Aboriginal / Indigenous Literatures
- History
- Science
- Social Science

Bachelor of Business Administration
Business Administration Diploma
Community Economic Development Diploma
Office Assistant Certificate

Through a partnership with the University of Manitoba, the Faculty also provides students an opportunity to take required first-year engineering courses.

Key highlights:

- Oversight for community-based faculty programming was assumed by the faculty during this academic year and Shelly Bulycz was hired as Manager, Community Based Programs.
- A working group was formed to explore how Work-Integrated Learning opportunities could be woven into faculty programming.
- Sharon McLeod (Aboriginal and Northern Studies) and Marcella Fontaine (Business) retired during this academic year.
- A faculty retention committee was created to examine retention techniques across the Faculty.
- In response to the pandemic, Science instructors Christa Dubesky and Katrin Atnikov prepared take-home science kits for students enrolled in Biology and Anatomy courses. Students were able to practice laboratory skills at home.
- A working group comprised of faculty members are investigating the revenue movement in and out of northern Manitoba and the benefits of creating a Northern Chamber of Commerce.
- In partnership with Legacy Bowes, an Indigenous Human Resource Management Certificate was introduced.
- Dr. Ramona Neckoway was part of a research team exploring the impacts of COVID-19 on Indigenous communities. The project entitled, “Kitatipithitamak mithwayawin” was funded through a “Rapid Response” call at the Canadian Institutes for Health Research (CIHR) focusing on COVID-19. The project includes a series of short videos featuring Kakhakiw (a Cree term for raven), a Cree speaking puppet who helps deliver a variety of messages in culturally informed and meaningful contexts. The videos include public health information delivered in the Cree language. The videos to date focus on social distancing, hands washing and using sanitizer, etc.
Faculty Spotlight: Dr. Joseph Atoyebi

Joseph became a member of the faculty of Arts, Business and Science in 2017 as Assistant Professor (English).

Joseph’s focus on student success is tremendous. His involvement in the creation of *Muses from the North* is an example of his commitment to supporting and celebrating his students. *Muses* is an online journal that provides a platform for students across UCN to express their musings about northern tradition and culture in words, images, and pictures. Students’ academic works are published to showcase their achievements from their northern learning environments. Joseph co-edits the publication with Dr. Ying Kong.

In addition to his service to UCN, Joseph’s involvement with external projects is noteworthy. He represented UCN on a collaboration project with a select group of expert researchers from major Canadian universities in the summer, 2020, on the topic of online misinformation. The workshop was funded by the Social Sciences and Humanities Research Council and it is anticipated that the workshop will yield several outputs including a policy paper, open curriculum, professional development materials from the findings as well as a strengthened working group that can grow cross-Canada collaboration on this issue.


UCN’s Writing Centre Provides Support to Students

“I scored a 98% on my critical review that you helped me with!! Thanks so much!”

K. McKay, UCN Student

The Faculty of Arts, Business, and Science Writing Centre continued to provide tutoring, training, academic writing coaching, and other writing supports to students during the 2019/20 academic year.

Professor Gilbert McGinnis organized and implemented the Writing Centre activities with support from several UCN instructors.

Due to the pandemic, the Writing Centre moved to an online format in the spring to continue to provide resources for students.

Students submitted their assignment to a Tutor ahead of a scheduled online session or attended a live Online Tutoring appointment held via Zoom.

Tutors assisted students to:

- Develop and determine a direction for a paper or assignment;
- Strengthen a paper or assignment;
- Identify reoccurring grammatical errors or structural problems.

The Writing Centre proved popular and demand for its services continues to grow.
Community and Industry Solutions

Rob Penner, Associate Vice-President

The Community and Industry Solutions (CIS) Division was created in response to multiple reports and recommendations. Alignment of critical components previously housed in different divisions positioned CIS to offer strategic focus on meeting the needs of community and industry partners in northern Manitoba.

The CIS Division includes the Centre for Career Development and Work-Integrated Learning, the Skilled, Trades, Apprenticeship and Technology department, Training Solutions and Workforce Development Centres (Northern Manitoba Mining Academy, Northern Workforce Development Centre, and Swan Valley Workforce Development Centre).

The goals of CIS are to:

- Focus on industry and community needs;
- Provide training to employment;
- Provide education and training that is nimble and responsive to student’s needs.

UCN and Information and Communication Technologies Association of Manitoba (ICTAM) Partnership Brings Technology to Seniors

Seniors at Rotary Place in Thompson, MB are now able to cruise the World Wide Web thanks to a partnership between UCN and ICTAM. Partnering with UCN’s Northern Workforce Development Centre, ICTAM provides training in computer skills. To date over 130 participants have taken training at no cost and each participant receives a UCN certificate of completion for each course.

For the residents at Rotary Place, the ICTAM - UCN partnership is making a difference. With ICTAM’s donation of software and hardware and the DigitALL training that provides basic digital skills, residents now have access to a newly installed computer in the common area of their facility and are quickly becoming proficient in online shopping and increasing their digital literacy.

Rotary Place residents proudly display new computer system. Also pictured Kunal Mahajan and Tim Gibson of UCN’s Northern Workforce Development Centre.
Centre for Career and Work-Integrated Learning

Krystle Paskaruk, Coordinator, Career & Work-Integrated Learning

During this academic year, UCN launched a comprehensive delivery model with a full range of programming and services to support, enhance, and engage Employers, Industry, students, and the UCN community in career development and work-integrated learning (WIL) initiatives. This effort resulted in over 5000 student, staff, and employer participant engagements, a dramatic increase (+3000) from the previous academic year.

In response to the pandemic, career development and WIL programming and services were configured to online and virtual formats, significantly improving accessibility for all students, alumni, staff, and employers across the region. Stakeholders were able to access a virtual resource hub on the UCN website that included an online job portal, as well as several resources to support employers, students, alumni, and staff in their career development. The Professional Development Series, designed to help students develop the skills and tools needed to secure employment and perform professionally in the workplace, was delivered in synchronous and asynchronous offerings and participants were able to access offerings through UCNLearn (UCN’s learning platform) or participate in live virtual sessions.
Key highlights:

- **Empowered** 719 people to participate in on-campus events that support student and employer engagement around WIL & Career Development.

- **Engaged** 2710 people on social media posts via Facebook and LinkedIn.

- **Embraced** 313 service requests from participants on a variety of topics including mock interview support, job postings, workshop facilitation, career information, and many others.

- **Educated** 1284 participants, 455 participants engaged in information sessions, and 829 participants in the Professional Development Series.

- UCN students completed 946 successful work placements.

- UCN became a member of the Canadian Association for Career Educators and Employers (CACEE), the Manitoba Career Development Association (MCDA), and UCN’s membership was renewed with Co-operative Education and Work-Integrated Learning Canada (CEWIL).

- UCN participated in the planning of a first-ever province-wide virtual career fair, Epic Week Manitoba, which garnered strong interest from UCN’s industry and employer partners who represented more than 50% of exhibitors. The successful event engaged over 4000 viewers and more than 2000 participants in virtual exhibitor booths.

- During Career & Workforce Development month (November 2019), UCN held two successful Industry Engagement Night events in The Pas and Thompson. Program tours were a new addition as the events connected UCN students and alumni to employers and industry representatives.

- Employer recognition lunches were held in The Pas and Thompson during National Co-op/WIL Week (March 2020) to honor and recognize the contributions employers have made to work experience for UCN students over the years. Over 70 employers were nominated and recognized.

- The UCN Career Post, a publication designed to promote WIL and career development at UCN celebrates one year in publication and reaches more than 2000 subscribers.

- UCN joined Canada’s largest online experiential learning, skill development, and job opportunity network, Outcome Campus Connect, built for university and college students. This resource gives students easy access to Canadian employers.

- The Professional Development Series, designed to help students develop the skills and tools needed to secure employment and perform professionally in the workplace, engaged over 829 participants from across the region; the PD Series program also expanded to include over 20 seminar topics. Certificates of completion were presented to over 40 participants.
Northern Manitoba Mining Academy

Craig Cowper, Director

The Northern Manitoba Mining Academy (NMMA) is a collaborative venture led by a Board of Directors, established and authorized by UCN. The primary objective of the NMMA is to plan and implement educational and research programming that meets the needs of UCN partners.

During the 2019/20 fiscal year, the NMMA had 2.0 full-time equivalent (FTE) staff, which included: a lab coordinator/instructor (0.25 FTE), a half-time instructor/professional associate, and a 0.25 FTE building service worker.

The professional associate is a shared position with Brandon University (Faculty of Science, Geology Department), and this individual is responsible for expanding programming and research at the NMMA as well as marketing the NMMA brand to other universities. The remainder of the staff complement is a 1.0 FTE NMMA Coordinator.

In addition to the 2.0 FTE positions, the NMMA makes use of casual and contract instructors. These are employed on a program- and/or project-based basis to fill instructional roles.

The NMMA adheres to a ‘training to employment’ model of responding to needs rather than providing a set catalogue of activities. This aligns with the work of UCN’s Workforce Development Centres (WDCs) within the Community and Industry Solutions group as they respond to community and industry needs regardless of location. As a result, the NMMA has been involved in joint delivery of programming with the other WDCs including Manitoba Tourism Education Council training, Tech Manitoba training, project management, and leadership training, and a range of safety and industry-focused training. Just over 200 students were enrolled in programming at the NMMA in the 2019-2020 academic year.

Outreach and career-awareness activities are significant activities for the NMMA. During the 2019/2020 fiscal year, more than 400 individuals, primarily middle- and secondary-school students, participated in events directed at increasing awareness of the career options within the mining, mineral exploration, and skilled trades sectors. Partnerships included CareerX, Skills Manitoba, Career Trek, and Frontier Collegiate.
Key highlights:

- Partnerships with Manitoba Skills and Employment Training and Workplace Education Manitoba (WEM) for the successful completion of a Wilderness Safety Certificate Program conducted at Pukatawagan for the Mathias Colomb Cree Nation.
  - All 14 registrants graduated from the program.
- User days for 2019-2020
  - 2099 user days (busiest year yet, even with COVID-19 related postponements)
- NMMA represented at provincial and national events including:
  - Central Canada Mining and Exploration Convention, Winnipeg, Nov 18-19, 2019
  - Saskatchewan Geological Open House, Saskatoon, Dec 2-4, 2020
  - Prospectors and Developers Association of Canada, March 1-4, 2020
- 211 students enrolled in programming
- More than 400 individuals engaged in outreach activities

Wilderness Safety Certificate Program-Mathias Colomb Cree Nation

In partnership with Manitoba Skills and Employment Training and Workplace Education Manitoba (WEM), the NMMA provided a Wilderness Safety Certificate Program to 14 members of the Mathias Colomb Cree Nation in Pukatawagan.

The class, comprised of 11 men and 3 women, began a 4-week Essential Skills program, facilitated by WEM, followed by another 3 weeks of Wilderness Safety training in their home community. Students learned basic safety, survival, and navigational skills, along with theoretical, technical, and practical skills required to participate in the mineral exploration and natural resources industries of Manitoba.
Skilled Trades, Apprenticeship and Technology

Gary Melko, Dean

Program offerings:

- Automotive Technician Certificate
- Carpentry/Woodworking Certificate
- Culinary Arts Certificate
- Electrical Trades Fundamentals Certificate
- Introduction to Construction Trades Certificate
- Heavy Duty Mechanics Certificate
- Industrial Welding Certificate
- Natural Resources Management Technician Diploma

Apprenticeship Programs

UCN and Apprenticeship Manitoba partner to offer several trades programs and pathways towards skilled trades certification. Apprenticeship training varies from two to five levels, depending on the trade. The average length of apprenticeship training is four levels. For each level, apprentices spend 80% of their time learning practical skills on the job. The remaining 20% is for technical training which is usually four to 10 weeks of in-school learning.

Apprenticeship Program offered at UCN:

- Level 1-4 Carpentry
- Level 1-4 Industrial Electrician
- Level 1-4 Industrial Mechanic Millwright (Level 1-2 offered in Winnipeg, MB)

Key highlights:

- Apprenticeship intakes were impacted by the pandemic. Three intakes of Millwrights, one intake of Industrial Electrical, and one intake of Carpentry were suspended in March 2020. The programs were restructured with half of the program offered remotely. This new method was employed for Apprenticeship intakes in August 2020.

- The pandemic affected other programs in Skilled Trades, Apprenticeship, and Technology including the Natural Resources Management Technology program. Instructors skillfully adapted the program to remote delivery to ensure students could complete the program as originally scheduled.

- In-person delivery of UCN's Pre-Employment Trades programs (Heavy Duty Mechanic, Automotive Technician, Electrical Trades Fundamentals, Carpentry/Woodworking, Industrial Welding, Culinary Arts, and Introduction to Construction Trades) ceased in March due to COVID-19 and faculty from all seven of these certificate programs came together to learn and develop online materials for the continuation of their programs. This combined with working with employers to safely facilitate practicums resulted in the success of each program being completed on time.

- UCN will offer Foundations for Trades for the first time in Garden Hill as well as a second Carpentry/Woodworking program in Nisichawayasihk Cree Nation.
Faculty Spotlight: Rob Gemmill

Most good cooks know that the most important thing in cooking is having the right ingredients, Rob Gemmill has them in abundance. “I think I’ve been very successful in my career because I work hard. I teach the students how to work hard. I don’t just teach by telling them how to do something, I show them, this approach is very important and has worked well for me over the years.”

Rob graduated first in his culinary arts training course at the British Columbia Institute of Technology and successful placements followed in fine restaurants and upscale hotels such as the Fairmont Empress in Victoria and the Delta Bessborough in Saskatoon.

One particular highlight of Rob’s career was when he held the position of saucier and sous chef at the Delta Hotel in Saskatoon.

Rob began teaching in the Culinary Arts program at Keewatin Community College (UCN’s predecessor) in 1995.

Rob’s love of cooking has no doubt influenced the many students he has instructed over the years and those who have placed first in several culinary competitions, often beating notable restaurants and students from other institutions.

He couldn’t be prouder of his students and talks glowingly of those who have gone on to lucrative and successful careers in the cooking industry and seems humbly surprised that some of his former students call him for advice years after graduating from the program.

Training Solutions

Nancy Goodridge, Director

The Training Solutions division was created to ensure that UCN became more nimble and responsive to community and industry needs. The division spearheaded the critical focus on training to employment and upskilling for workforce development.

During this academic year, oversight for UCN’s Workforce Development Centres in Thompson (Northern Workforce Development Centre) and Swan River (Swan Valley Workforce Development Centre) as well as the Opaskwayak Cree Nation Training Centre, was brought under the Training Solutions umbrella with tremendous success.

Training Solutions continued to oversee the growing continuing education initiative at UCN. Many professional development and training opportunities have been held for staff, students, and community members.

Over the 2019-2020 year, Training Solutions generated more than $2 million and offered over 70 programs throughout the north.
Workforce Development Centres

Tim Gibson, Manager, Northern Workforce Development Centre

The second full year of operations for the Northern Workforce Development Centre (NWDC) continued to build the foundation and deliver results by upskilling workers and training for employment in northern Manitoba.

<table>
<thead>
<tr>
<th>Workforce Development Centres Second Year of Operations - Scorecard</th>
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</thead>
<tbody>
<tr>
<td>436 certifications in various training.</td>
</tr>
<tr>
<td>330 students engaged in courses/programs related to employment opportunities or upskilling.</td>
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</tbody>
</table>

A total of 330 students were engaged in programs at the NWDC during this academic year. The majority, but not all, of this training took place at Thompson and included such courses and programs as:

- Manitoba Security Guard
- Manitoba Private Investigators Certification (the only offering currently in Manitoba)
- Power Engineering Class 5 exam preparation
- Heavy Equipment Operator (safety, simulation, and equipment certification)
- Supervisor Development and Leadership
- Lean Manufacturing and Practices Class 1 Truck Driver Training
- Project Management
- Digital Literacy and IT Introduction
- Industrial Safety Certifications
- COR Safety Training
- Asbestos Abatement and Mold Remediation

The selection of courses and program offerings was, in part, guided by the newly formed NWDC Advisory Board which began meeting in 2020 and will continue to meet quarterly.

Additionally, much of the multi-regional programming was a direct result of the increasing role that the NWDC played in the other workforce development centres and regional campuses of UCN.

A Regional Program Plan was established in October 2019, with programming suitable for delivery in many regions of northern Manitoba. Initially, most courses were available through face to face (F2F) training; the outbreak of COVID-19, however, forced a reduction in F2F training and a switch to more remote delivery options. This pivot in delivery methods, while disruptive, permitted more sites to receive training. For example, in June 2020, the on-line delivery of Security Guard Certification resulted in a record class size and participation throughout northern Manitoba.
Key highlights:

- The Future Skills Centre of Ryerson University granted just under $1.0M to support Information Technology (IT) Essentials training in northern Manitoba. As part of this project, UCN applied to be a Pearson Vue testing centre, something critical to IT certification testing. This partnership will support testing across a broader range of competencies throughout the UCN curriculum.

- The Thompson Workplace Essential Skills Training (WEST) Centre relocated to the UCN Thompson Campus. This arrangement will assist WEST clients as well as UCN / NWDC students through the integration of services.

- Class 1 Truck Driver Training lab was established at the NWDC through the Churchill Regional Economic Development Fund. This lab will produce multiple cohorts of truck drivers for 2020 and beyond.

- Pivoted as a result of the pandemic and introduced online programming, support for organizations and individuals that are poorly prepared for on-line delivery of programming through successful partnerships with Ed2Go and Business Improvement Solutions.

- Provided on-boarding training for Arctic Gateway Group of northern Manitoba. New employees were trained for safety and efficiency during critical periods of the year (spring and summer months) when rail repair occurs to ensure continuous shipping of cargo and critical supplies for the communities along the Hudson Bay rail line.

- The NWDC is part of a national network of Workforce Innovation Centres stretching from Newfoundland/Labrador to B.C. This network was directly linked to UCN’s successful Future Skills Centre-funded project in 2020. The NWDC, also, as part of this network, hosted and partially facilitated the Conference Board of Canada ‘Regional Sounding Event’ in The Pas in November 2019.

- UCN’s Workforce Development Centres, Northern Manitoba Mining Academy, and the Opaskwayak Training Centre worked cooperatively to create a cross-sector Regional Program Plan. This plan served as a starting point to training discussions with many new and existing stakeholders which, in turn, led to multiple training locations, broader scheduling capabilities, and expanded access to skilled trainers.

Partnerships are critical to the Northern Workforce Development Centre’s success.

During the 2019-2020 year, partnerships were forged with:

- Operating Engineers Training Institute of Manitoba (Heavy Equipment Operator)
- Safety Services Manitoba (Industrial Safety Training and Certification)
- Canadian Manufacturers and Exporters (‘lean’ methodologies)
- Tech Manitoba (digital literacy and IT introductory classes)
- Construction Safety Association of Manitoba (COR Training)
- Tesserac Environmental (Asbestos and Mold Remediation)
- Partners in Discovery (Leadership Training)
- Manitoba Heavy Construction Association (Safety and Equipment Operator Simulation)
- First Class Driver Training (Class 1 Driver Training)
Lindsay Cook, Operations Coordinator, Swan Valley Workforce Development Centre

UCN’s Swan Valley Workforce Development Centre (SVWDC) offers education and training opportunities that are current, relevant, and responsive to the local labour market needs. A total of 157 students were engaged in programs at the SVWDC during this academic year. The education and training provided by the Centre ensures the region benefits from skills and knowledge that ensures workers are safe, aware, efficient, and effective, businesses are viable and productive and there is support for innovation to seize local economic opportunities. The Centre serves as a conduit for empowering citizens to progress along their respective career pathways. The SVWDC aims for its clients and business partners to function, compete, and excel in a 21st-century labour market environment.

The SVWDC aims to ensure that clients are successful in the workplace, apprenticeship opportunities, and post-secondary programming, and to assist industry in driving economic growth and prosperity by providing a skilled labour force.

Key highlights:

- Offered the UCN Home Builders Certificate program as a direct action to meet the labour market needs of the local residential construction industry. Students learn and experience building a house from the ground up. The program was held in partnership with Northern Specialties LTD, Skills and Employment Partnerships Branch, and Swan Valley School Division.

- 100% of students who participated in the Class 1 Truck Driver Training program secured related employment.

Training at the Centre included:

- Early Childhood Education Workplace Model Diploma
- Flag Person
- Fall Protection
- Confined Spaces
- Transportation of Dangerous Goods
- Standard First Aid
- Welder’s Training Level 1
- Introduction to Small Motor Repair
- Project Management
- Customer Service
- Security Guard
- Leadership and Supervisory professional development
Faculty of Education

David Williamson, Dean

Program offerings:

Kenanow Bachelor of Education

Program Streams:
- Bachelor of Arts/Bachelor of Education with a Middle-Years Focus
- Bachelor of Interdisciplinary Studies/Bachelor of Education with a Middle-Years Focus
- After Degree Bachelor of Education with a Middle-Years Focus

Early Childhood Education Diploma
Early Learning and Childcare Post Diploma Certificate
Educational Assistant Certificate
Aboriginal and Northern Counselling Skills Certificate

Key highlights:

- The Certificate in Teaching Ininimowin is now fully transferable into the Bachelor of Education Integrated Stream program.

- Graduates from the Faculty of Education programs continued to find employment in their respective fields at over 89%.

- David Yerex Williamson published new poetry in Caitlyn Press’ anthology Sweet Water, a national publication featuring poets from across North America. He also presented a ten poem suite at the Association of Environment, Literature, and Culture Canada, on-line at their biennial conference.

- The Early Childhood Education and Bachelor of Education programs in Thompson continued to support the Mile 20 Cultural Teaching initiatives by the School District of Mystery Lake. Mile 20 near Thompson, MB serves as a natural learning environment for intergenerational learning and land-based learning while also modelling principles of cultural proficiency.

Building from the teachings at Mile 20, 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.

- The Early Childhood Education program offering was expanded to off-campus sites in Swan River and St. Theresa Point.

- The Educational Assistant Certificate was offered in seven First Nations communities through a partnership with Manitoba First Nations Education Resource Centre.
Faculty of Health

Dr. Vicki Zeran, Dean

Program offerings:

Joint Bachelor of Nursing (UCN / University of Manitoba)
Diploma in Practical Nursing
Health Care Aide Certificate
Joint Primary Care Paramedic Certificate
Law Enforcement Certificate

Key highlights:

- The Primary Care Paramedic (PCP) program teamed up with the Law Enforcement and Nursing programs to simulate a real-life violent medical situation. After Law Enforcement students secured the scene, the patient was safely transported to the Nursing simulation lab where Nursing students attended to him. The simulation was captured on video, the footage was reviewed at a debriefing held after the simulation.

- The PCP program welcomed the only ambulance simulator made from an existing ambulance. This simulator is the perfect addition to the program. The simulator allows students to practice safe body mechanics and work in an authentic ambulance environment.

- Occupancy of the newly renovated Health Care Lab and Simulation Space in The Pas occurred this year.

- A third cohort of the Diploma of Practical Nursing (DPN) program was held in Selkirk, MB in partnership with the Manitoba Metis Federation.

- Nine graduates from the DPN program in Flin Flon all successfully passed their national licensing exam and are employed in the north.

- All Joint Bachelor of Nursing faculty pivoted to remote instruction and evaluation in response to the pandemic. Most courses are being delivered remotely and simulation for some courses is conducted face to face following social distancing and PPE guidelines.

- University of Manitoba (UM)/UCN leadership submitted a UM Senate proposal to renew the 20-year partnership in delivering the UM Bachelor of Nursing Program in The Pas and Thompson. The senate proposal was passed in June 2020 and will take effect in September of 2021. This renewed partnership will increase the services and supports available to UCN nursing students and ensure a continued Bachelor of Nursing Program delivery in the north.

- UCN’s DPN program continues to have a 100% pass rate on the national exam.

- The Nursing Student Association (NSA) chapters in The Pas and Thompson continued to be active, hosting several activities and fundraising efforts throughout the year. Students participated in mental health nights, provided first aid to a local club in Thompson and recognizing National Indigenous Nursing Students' Day.
Eleven graduates from the DPN program in Swan River are successfully employed in the Prairie Mountain Health, Northern Health, and Winnipeg Regional Health Authorities.

Graduates participated in pandemic staff public screening activities at the Swan Valley Health Centre and participated in shopping/grocery delivery to the elderly population in Swan River.

As part of the final experience in the Canadian Judicial course, Law Enforcement students participated in a mock trial that involved the investigation of a crime scene. Local legal professionals participated including a lawyer, police officers, and a sheriff. Students obtained statements, arrested an accused individual, seized evidence, and served court documents. A board of Law Enforcement Personnel evaluated the proceedings and provided constructive feedback.

Students Experience the Colton Boushie Story

UCN’s Law Enforcement students had a unique opportunity this spring when they attended the production *Reasonable Doubt* in Saskatoon, SK - an unbiased documentary play about the Colton Boushie story.

The play was “verbatim theatre” with 6 actors portraying 60 different roles. The dialogue was word for word monologue based on hundreds of interviews and trial transcription dealing with the prosecution of Saskatchewan rancher Gerald Stanley who was acquitted in the shooting of Colton, a young man from Red Pheasant Cree Nation.

The set included river bridges underneath a stage sized stretched hide. Dialogue was spoken by Saskatchewan residents of all ages and ethnicities. Raina Ross, one of the students said the re-enactment of the 2016 tragedy promoted community healing, “I highly recommend others to experience the play about Colten Boushie case and to forgive and heal together as a community."

The audience was able to participate in a post-play discussion and have access to reflection space if needed. UCN student Faitlyn Monias said, “having done a research paper on Colton Boushie, I now feel there were a few things I missed. I definitely have a different perspective on the case, thanks to the play.”
SUPPORTING ACADEMIC EXCELLENCE

Dean of Students / Enrolment Services & Registrar

Dave Dalcanale, Registrar
Jackie Fitzpatrick, Dean of Students

The Offices of the Dean of Students and Enrolment Services & Registrar, are Student-centered and strive to serve UCN students and staff with an attitude of care, service, and support.

Services include guidance on enrolment processes, scheduling, academic advising, counselling, accessibility, Indigenous centres, Campus Elders, financial aid and awards, assessment, tutoring, recreation, residence, and housing.

This one-stop service department is designed to offer a unique site where all essential services can be found in one place.

**Key highlights:**

- To reinforce and maintain the momentum gained during orientation activities held in the fall of 2019, several student engagement activities were held in The Pas and Thompson.

- Student Accessibility Services staff work with students who declare a disability. The coordinators in The Pas and Thompson work directly with faculties and support services to ensure proper accommodation is in place to help students succeed.

- Counselling Services are a critical part of the supports provided to students. Counsellors advocate for students in almost any situation where a student may require assistance. Most commonly, UCN students face challenges with mental health issues, grief and loss, and addictions to alcohol and drugs.

- Successful orientation activities were held for returning and new students in the fall of 2019. This two-day event included critical sessions on time and budget management, study skills, and campus tours.

- Online application was implemented in April 2020 with tremendous success.

- A review of UCN’s scheduling processes and responsibilities began this year and included consultation with a broad range of stakeholders.

- Through UCN’s Assessment Centre, approximately 400 examinations were invigilated, an increase of approximately 25% over the previous year.

- The Assessment Centre on UCN’s Thompson Campus is now an approved PearsonVue testing venue which will result in enhanced supports to internal and external clients.
The Financial Aid and Awards Programming continued to impact student success. The Financial Aid and Awards Officer works with an 11 member Awards Committee comprised of faculty members, administrative staff, the Dean of Students, an Elder, and a student representative. The Committee approves new award offers, amends offers, selects awardees, and distributes awards.

<table>
<thead>
<tr>
<th>Awards Applications Reviewed</th>
<th>Awarded to Students</th>
<th>Award, Bursary, Scholarship Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>179</td>
<td>$59,876.06</td>
<td>78</td>
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</table>

**Graduate Spotlight: Sherrie Spence (Anderson)**

Sherrie is from South Indian Lake, located about 130 kilometers north of Thompson, MB. After completing high school in Thompson, Sherrie enrolled at UCN and earned a Bachelor of Arts.

In 2012, she moved to The Pas and again enrolled at UCN this time in the Kenanow Bachelor of Education in a two-year after degree program.

In 2016, Sherrie embarked upon a Master of Education (Educational Foundations) degree at the University of Saskatchewan. “I wanted to take Indigenous Education with a focus on education foundations and anti-racist education.”

Balancing studies and motherhood (Sherrie gave birth to her second daughter during year two of the program) was tricky but did not deter her from her goal and in 2018, she completed the Master’s degree.

In 2020, Sherrie was accepted into the doctoral program at the University of Manitoba. She plans to focus her doctoral work on educational foundations in Indigenous education and anti-racist education.

Sherrie has used her educational training first as a kindergarten/grade 1 and grade 2 teacher in Cormorant, MB, and more recently at Joe A. Ross school in The Pas where she teaches grade 6 students in the English program.
Reconciliation, Research and Academic Innovation

Harvey Briggs, Associate Vice-President

In May 2020, the Reconciliation, Research, and Academic Innovation (RRAI) department was formed in the Academic and Research Division. Harvey Briggs was appointed as the Associate Vice-President responsible for the department.

The new department provides an academic home for reconciliation at UCN and will support and champion UCN’s agenda for reconciliation by ensuring that it is pursued broadly throughout UCN’s academic programs. Through mechanisms like pedagogical development and support, regular program reviews, student course evaluations, fostering and supporting teaching excellence, and ensuring that research protocols such as Ownership, Control, Access, and Possession (OCAP©) and the developing Manitoba Métis Community Research and Ethics Protocol (MMCREP) are part of UCN’s skill-set, RRAI will help to integrate Indigenous content and pedagogy in the curriculum and research activities.

RRAI also incorporates units from the former Research and Academic Excellence department, such as the Academic Development unit and the Learning Technology unit, which focus on quality assurance, pedagogy, and instructional support, UCN's two main libraries, and three regional libraries, and the research support office.

Key highlights:

- Nine professional development sessions were offered by the Centre for Learning, Education, and Research (CLEAR) as part of the annual welcome back orientation for staff in August.

- Cursory work has begun in the development of a new program review process.

- A Manager of Academic Development was created to support UCN’s commitment to Reconciliation and Academic Excellence. Ann Barbour-Stevenson began in July and will oversee the Certificate in Adult Education program, quality assurance practices, and CLEAR. The Manager chairs UCN’s Truth and Reconciliation Committee.

- Access to dedicated instructional design assisted with the pedagogical alignment of course outcomes, assessments, and activities.

- Manitoba Flexible Learning HUB (HUB) - HUB has a mandate to provide supports to public post-secondary institutions specific to the development and implementation of online courses and supports for ensuring educational technology use and investment is current. An online course for Teaching Online for faculty and Learning Online for students has been made available to UCN faculty and students along with a wide array of tools, resources, and trainings to facilitate the move to remote learning.

- Several collaborative projects were undertaken by Learning Technology staff including Wapikoni, a series of northern Manitoba media screenings of videos created by Indigenous youth.

- Learning Technologies organized scheduled sessions during Fall Orientation and responded to department requests and individual faculty member sessions throughout the year.
The Learning Technologies team moved quickly to address course disruptions occasioned by the pandemic. Numerous resources, orientation, and training sessions supported faculty course development and skills training with educational technologies.

UCN’s Learning Technologies Specialist is a member of the Flexible Learning Advisory Group, a provincial initiative to foster collaboration on post-secondary developments and initiatives with learning technologies in post-secondary education.

Over 40 training sessions were implemented with associated resources and hand-outs. UCNLearn - An Instructor’s Guide online course shell became the touchpoint for faculty looking for supports and resources with numerous recordings and virtual “how-to” videos organized to meet the pivot to remote work.

Learning Technology staff expanded the online video tutorial library for faculty and students. The Just-In-Time short videos became a valuable resource for faculty and students.

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**UCN Libraries**

The UCN Libraries network supports the curriculum of UCN; provides resources to support the educational communities of northern Manitoba; and develops a research library to support the needs of UCN. There are six physical locations where library materials are distributed, and an on-line presence to provide access to electronic resources. Libraries are located at the Swan River Health Centre, The Pas and Thompson campuses, and community Libraries are located in Chemawawin, Norway House, and Pukatawagan.

Heather Smith, University College Librarian, Oscar Lathlin Research Library

**Key highlights:**

- New databases were added to the collection which now totals over 80. These databases provide patrons access to invaluable resources on a breadth of topics.

- A virtual tour of the library was created during this academic year. Several mini-movies were created that contained instructions on accessing e-resources.

- The library benefited from another year of a Literacy grant from the Winnipeg Foundation. This grant allows Library staff to partner with UCN’s Early Childhood Education faculty and students to provide “Supper and a Book” and “Lunch and Literacy” events.

- Processes began to issue library cards to UCN alumni.
Betty Braaksma, Campus Librarian, Wellington and Madeleine Spence Memorial Library

**Key highlights:**

- A usability analysis was conducted on the libraries’ website, using heat mapping tools and Google Analytics resulting in the creation of a new design.

- Oral history tapes from local Elders will be digitized and may be uploaded to the Library and Archives Canada site.

- Library H3lp chat reference service was soft-launched in May 2020. This service provides both live and emailed help for patrons conducting research, searching for information, or posing general questions.

- An Indigenous authors and Indigenous materials collection policy is being developed.

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**Learning Technology Facilitators to the Rescue**

> “Without our LTF’s, it is almost impossible for us to connect with our students. During the first two weeks of teaching remotely, the LTF’s became my extensions: eye and hand, without which I could not perform at all. They were invisible, but they were an indispensable part of my teaching life.”

The Learning Technology area of UCN holds many responsibilities. None were more amplified than providing educational assistance to faculty and students participating in technology-mediated courses. This includes basic setup; troubleshooting and/or monitoring the use of equipment, software and media, related to technology-mediated education and in-class assistance with class-facilitation and management tasks.

An incredible resource to faculty members during “normal times”, the role of the Learning Technology Facilitators became critical when the pandemic struck. Learning Technology Supervisor, Sarah Warner and her team worked one on one with instructors who had never before or very minimally used technology in their classrooms to ensure that students had the best possible experience with remote learning.
Community Libraries
Chemawawin / Norway House / Pukatawagan

<table>
<thead>
<tr>
<th>Key highlights-Chemawawin:</th>
<th>Key highlights-Norway House:</th>
<th>Key highlights-Pukatawagan:</th>
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<tbody>
<tr>
<td>• Reading materials were provided for the Big-Buddy Reading program, which involved older students reading to youth.</td>
<td>• Library staff assisted patrons with online services including online banking set up, email set up, and others.</td>
<td>• The library provided space for Drum Practice where a group of boys learned how to drum from a high school student.</td>
</tr>
<tr>
<td>• Microsoft Office applications support and tutoring was offered for community members who wished to work on resumes and cover letters.</td>
<td>• A community swap section was created where patrons can take a book and leave a book or the community can donate books and exchange from the community swap offerings.</td>
<td>• Library staff assisted with Pow-wow Day by helping with set up and small events that occurred throughout the day.</td>
</tr>
<tr>
<td>• Library staff assisted patrons with online services including online banking set up, email set up, and others.</td>
<td>• Norway House has many local authors and those titles have been added to the library. They are displayed and highlighted on a special rack.</td>
<td>• Elders provided storytelling in the library to UCN staff, students, and community members.</td>
</tr>
<tr>
<td>• A community swap section was created where patrons can take a book and leave a book or the community can donate books and exchange from the community swap offerings.</td>
<td>• The Norway House Historical Collection draws patrons, especially Elders, who enjoy seeing the photos and books in the collection.</td>
<td>• Elders provided storytelling in the library to UCN staff, students, and community members.</td>
</tr>
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Research

UCN Core Research Fund (UCN Seed Fund)

Research, Innovation, and Scholarly activities of UCN faculty, staff, and students in 2019-20 (April 1, 2019 - March 31, 2020) were supported by the $29,500 UCN Seed Fund. The Review Committee, a sub-committee (Seed Grant Committee) formed from the Research, Education, and Learning (REAL) Committee, has peer-reviewed internal funding competition.

Out of eight project proposals received from UCN faculty, the following four projects with a total funding request of $21,000 were funded by the UCN Seed Fund in 2019-20:

- Hantavirus Prevalence in northern Manitoba: A Public Health Issue ($7,500).
- 18 Years of UCN-NRMT Walleye (Sander vitreus) ‘Age and Growth’ Data Needs to be Compiled! ($3,000).
- Innovation in Cree Language Learning and Teaching: Highlighting the Cree Language Spoken in Manitoba ($5,000).

The Seed Grant Committee has received, reviewed, and approved the following five seed grant applications for 2020-21 (April 1, 2020 - March 31, 2021) with a total funding request of $19,673:

- Developing a Comprehensive Tool toward Employability and Job Sustainability of UCN Indigenous Students: Employers’ Perspectives ($4,993).
- Nissiminan (“Our Little Sister”) Safe Rides for First Nations Women ($5,000).
- Business Success Perspectives: An examination of Indigenous and Non-Indigenous Views ($1,752).
- Deracinated Selves: A Study of Jean Rhys’s Longer Fiction ($5,000).
- Biodiesel Preparation from Waste Cooking Oil and its Performance on Diesel Test Engine ($2,928).

UCN Research Support Fund

In 2019-20 (April 1, 2019 - March 31, 2020), UCN received $43,189 Research Support Fund, an external grant from tri-council funding agencies (SSHRC, NSERC, and CIHR) of Government of Canada. This federal grant helps post-secondary institutions to offset the overhead costs of supporting research activities, capacity building, and training. Targeted investments were made through 2019-20 to enhance research infrastructure and capacity relative to UCN’s research facilities, research resources, research management and administration, research training, regulatory requirements, and accreditation, and intellectual property and knowledge mobilization. Due to the COVID-19 pandemic situation, the deadline to use the Research Support Fund was extended 3 months to June 30, 2020.
**Manitoba Research Alliance (MRA) Grant**

UCN received three MRA grants that were funded by the SSHRC Partnership Grant Program to the MRA team. All of these projects were completed in February 2020.

**Project 1: Aboriginal Employment and the North: An Examination of Aboriginal Labour Training and Labour Inclusivity at the Atekiwin Training and Employment Centre (ATEC) in Nisichawayasihk Cree Nation, Manitoba**

This MRA grant of $53,861 is a four-year project (November 2016 - February 2020) and it has funded student stipends, research training, and research costs to study Aboriginal people’s access to and outcomes of training, education, and employment at the ATEC in Nisichawayasihk Cree Nation.

**Project 2: Northern Manitoba Oral History Research Project**

This MRA grant of $18,397 for the period of August 2018 - February 2020 has supported the oral history achieving project for northern Manitoba. UCN researchers, in collaboration with Library and Achieves Canada, local stakeholders, and UCN’s Council of Elders, have worked towards identifying the need and best practices for conducting and hosting an oral history research project in Manitoba’s North. UCN student workers were helping to conduct and transcribe oral interviews in Thompson and the surrounding area. UCN in collaboration with Association of Manitoba Archivists has conducted a four-day oral and local history archiving workshop for 35 participants in January 2020.

**Project 3: Aboriginal Employment and Educational Supports for Workforce Inclusion in Thompson, Manitoba**

This MRA grant of $11,870 for the period of March 2018 - February 2020 has studied Aboriginal people’s employment and training in Thompson, Manitoba. UCN, in collaboration with Nisichawayasihk Cree Nation, has examined the ways that Indigenous individuals are supported and prepared for the workforce, specifically the workforce in Thompson.

**Research Grant Proposals Submitted to External Funding Agencies**

UCN faculty and staff have submitted eight grant proposals for external research funding through the UCN Office of Research and Innovation in 2019-20. One grant application was submitted through the UCN Office of Associate Vice President, Community, and Industry Solutions. Among the nine grant proposals listed below, four projects were successfully funded by external funding agencies.
<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>Funding Program</th>
<th>Project Cost</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSHRC</td>
<td>Partnership Grants - Full Application</td>
<td>$2.5 million for 7 years</td>
<td>Manitoba Research Alliance (MRA) - Community-driven solutions to poverty: challenges and possibilities (with University of Manitoba)*</td>
</tr>
<tr>
<td>SSHRC</td>
<td>Partnership Grants - Letter of Intent Approved; Full Application to be submitted in September 2020</td>
<td>$2.44 million for 7 years</td>
<td>International partnership on plagiarism prevention in universities (PPPU) (with Université du Québec en Outaouais)*</td>
</tr>
<tr>
<td>SSHRC</td>
<td>Connection Grants</td>
<td>$19,850 for 1 year</td>
<td>Building citizen resilience to misinformation through information design (with Royal Roads University)*</td>
</tr>
<tr>
<td>Future Skills Centre</td>
<td>N/A</td>
<td>$996,300 for 2 years</td>
<td>Network computer technology work-integrated-learning: a young, northern workforce enters the world of ICT employment**</td>
</tr>
<tr>
<td>SSHRC</td>
<td>Connection Grants</td>
<td>$22,500 for 1 year</td>
<td>Voice, image, prose, and poetry: motivating Indigenous student writers in outlining Indigenous communities of northern Manitoba#</td>
</tr>
<tr>
<td>SSHRC</td>
<td>Insight Grants</td>
<td>$75,520 for 5 years</td>
<td>The women and children of aweme#</td>
</tr>
<tr>
<td>Indigenous and Northern Relations, Manitoba</td>
<td>Indigenous and Northern Initiatives Fund</td>
<td>$52,280 for 1 year</td>
<td>Muses from the North: The voices of reconciliation through literary arts by UCN students in northern communities of Manitoba#</td>
</tr>
<tr>
<td>Indigenous and Northern Relations, Manitoba</td>
<td>Indigenous and Northern Initiatives Fund</td>
<td>$40,195 for 1 year</td>
<td>Developing employability and job sustainability skills of the Indigenous students in northern Manitoba#</td>
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<tr>
<td>Indigenous and Northern Relations, Manitoba</td>
<td>Indigenous and Northern Initiatives Fund</td>
<td>$31,190 for 1 year</td>
<td>Moving forward: reconciliation through art#</td>
</tr>
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</table>

* Successfully received funding.
** Successfully received funding, proposal submitted through the Associate Vice President, Community and Industry Solutions.
# Not successful in the funding competition.
ABOUT UNIVERSITY COLLEGE OF THE NORTH

In 2004, *The University College of the North Act* was introduced into provincial legislature and was formally passed on June 1, 2004.

*The University College of the North Act* established a new post-secondary institution in Manitoba, designed to meet the needs of Aboriginal and northern Manitobans with the responsibility to enhance the economic and social well-being of northern Manitoba. Through the legislation, UCN received the mandate to provide post-secondary education, training, and instruction through degrees, diplomas, and certificates.

UCN operates under a unique governance structure with a Governing Council, Learning Council, and Council of Elders.

UCN provides education and training at two main campuses located in The Pas and Thompson, 12 Post-Secondary Education Access Centres, the Northern Manitoba Mining Academy, and two Workforce Development Centres.
APPENDIX A: ENROLMENT AND GRADUATE SUMMARY FOR THE 2019-20 ACADEMIC YEAR
## Enrolment Summary for the 2019-20 Academic Year

### Adult Learning Centre

#### Main Campuses (The Pas & Thompson)

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies: Adult Education</td>
<td>16</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Mature Student High School Diploma</td>
<td>49</td>
<td>19</td>
<td>68</td>
</tr>
<tr>
<td><strong>Main Campuses (The Pas &amp; Thompson) Total:</strong></td>
<td><strong>69</strong></td>
<td><strong>20</strong></td>
<td><strong>89</strong></td>
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</table>

#### Regional and Remote Campuses

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mature Student High School Diploma</td>
<td>32</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td><strong>Regional and Remote Campuses Total:</strong></td>
<td><strong>32</strong></td>
<td></td>
<td><strong>32</strong></td>
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**Adult Learning Centre Total:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Centre for Aboriginal Languages</strong></td>
<td><strong>11</strong></td>
<td><strong>11</strong></td>
<td><strong>11</strong></td>
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</table>

#### Centre for Aboriginal Languages

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Certificate in Teaching Ininimowin</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td><strong>Centre for Aboriginal Languages Total:</strong></td>
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<td><strong>11</strong></td>
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### Faculty of Arts Business & Science

#### Main Campuses (The Pas & Thompson)

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>240</td>
<td>24</td>
<td>4</td>
<td>1</td>
<td>269</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>10</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>23</td>
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<tr>
<td>Basic Business Principles</td>
<td>1</td>
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<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Business Administration Diploma</td>
<td>53</td>
<td>29</td>
<td></td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>Community Economic Development</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
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<tr>
<td>Office Assistant</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td><strong>Main Campuses (The Pas &amp; Thompson) Total:</strong></td>
<td><strong>333</strong></td>
<td><strong>55</strong></td>
<td><strong>13</strong></td>
<td><strong>5</strong></td>
<td><strong>406</strong></td>
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#### Regional and Remote Campuses

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>51</td>
<td>2</td>
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<td></td>
<td>53</td>
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<tr>
<td>Bachelor of Business Administration</td>
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<td></td>
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<td>2</td>
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<tr>
<td>Basic Business Principles</td>
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<td></td>
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<tr>
<td>Business Administration Diploma</td>
<td>19</td>
<td>7</td>
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<td>26</td>
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<tr>
<td>Office Assistant</td>
<td>11</td>
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<td></td>
<td>11</td>
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<tr>
<td><strong>Regional and Remote Campuses Total:</strong></td>
<td><strong>91</strong></td>
<td><strong>9</strong></td>
<td><strong>2</strong></td>
<td></td>
<td><strong>102</strong></td>
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**Faculty of Arts Business & Science Total:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty of Arts Business &amp; Science</strong></td>
<td><strong>424</strong></td>
<td><strong>64</strong></td>
<td><strong>15</strong></td>
<td><strong>5</strong></td>
<td><strong>508</strong></td>
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</table>
# Enrolment Summary for the 2019-20 Academic Year

## Faculty of Education

### Main Campuses (The Pas & Thompson)

<table>
<thead>
<tr>
<th>Program</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal &amp; Northern Counselling Skills</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
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<tr>
<td>Bachelor of Arts/Education</td>
<td>40</td>
<td>19</td>
<td>11</td>
<td>2</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>24</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies/Education</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>19</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Early Learning and Child Care</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
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<tr>
<td>Educational Assistant Certificate</td>
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<td></td>
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<td></td>
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<td>10</td>
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</table>

**Main Campuses (The Pas & Thompson) Total:** 122 Y1, 37 Y2, 18 Y3, 8 Y4, 7 Y5, 192 Totals

### Regional and Remote Campuses

<table>
<thead>
<tr>
<th>Program</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts/Education</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Bachelor of Education</td>
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<td></td>
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<tr>
<td>Bachelor of Interdisciplinary Studies</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies/Education</td>
<td>29</td>
<td>10</td>
<td>8</td>
<td></td>
<td></td>
<td>47</td>
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<tr>
<td>Early Childhood Education</td>
<td>26</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Early Learning and Child Care</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Educational Assistant Certificate</td>
<td>194</td>
<td></td>
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<td></td>
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<td>194</td>
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</tbody>
</table>

**Regional and Remote Campuses Total:** 279 Y1, 21 Y2, 9 Y3, 1 Y4, 310 Totals

**Faculty of Education Total:** 401 Y1, 58 Y2, 27 Y3, 8 Y4, 8 Y5, 502 Totals

## Faculty of Health

### Main Campuses (The Pas & Thompson)

<table>
<thead>
<tr>
<th>Program</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Nursing</td>
<td>35</td>
<td>37</td>
<td>37</td>
<td></td>
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<td>109</td>
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<tr>
<td>Health Care Aide</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
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<tr>
<td>Law Enforcement</td>
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<td>14</td>
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<tr>
<td>Primary Care Paramedic</td>
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</table>

**Main Campuses (The Pas & Thompson) Total:** 34 Y1, 35 Y2, 37 Y3, 37 Y4, 143 Totals

### Regional and Remote Campuses

<table>
<thead>
<tr>
<th>Program</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Practical Nursing</td>
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<td>47</td>
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<tr>
<td>Health Care Aide</td>
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<td>21</td>
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</table>

**Regional and Remote Campuses Total:** 57 Y1, 11 Y2, 68 Totals

**Faculty of Health Total:** 91 Y1, 46 Y2, 37 Y3, 37 Y4, 211 Totals
# Enrolment Summary for the 2019-20 Academic Year

## Skilled Trades, Apprenticeship and Technology

### Main Campuses (The Pas & Thompson)

<table>
<thead>
<tr>
<th>Program</th>
<th>Y1/L1</th>
<th>Y2/L2</th>
<th>L3</th>
<th>L4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technician</td>
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</tr>
<tr>
<td>Carpentry Apprenticeship</td>
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<td>10</td>
</tr>
<tr>
<td>Carpentry/Woodworking</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>9</td>
<td></td>
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<td>9</td>
</tr>
<tr>
<td>Electrical Trades Fundamentals</td>
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</tr>
<tr>
<td>Electrical/Electronic Technology</td>
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</tr>
<tr>
<td>Heavy Duty Mechanics</td>
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<tr>
<td>Heavy Equipment Operator Training</td>
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<td>High School Industrial Welding</td>
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<tr>
<td>Home Builder</td>
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<tr>
<td>Industrial Electrical Apprenticeship</td>
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<td>Industrial Mechanic Apprenticeship</td>
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<td>Industrial Welding</td>
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<tr>
<td>Intro to Construction Trades</td>
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<tr>
<td>Natural Resources Management Technology</td>
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**Main Campuses (The Pas & Thompson) Total:**

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<th>Y2/L2</th>
<th>L3</th>
<th>L4</th>
<th>Totals</th>
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<tbody>
<tr>
<td>98</td>
<td>43</td>
<td>46</td>
<td>62</td>
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### Regional and Remote Campuses

<table>
<thead>
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<th>Program</th>
<th>Y1/L1</th>
<th>Y2/L2</th>
<th>L3</th>
<th>L4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Drywall Applicator</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Carpentry/Woodworking</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>High School Carp/Woodworking</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Home Builder</td>
<td>12</td>
<td></td>
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<td>12</td>
</tr>
<tr>
<td>Welder Training Level 1</td>
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<tr>
<td>Wilderness Safety Training</td>
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**Regional and Remote Campuses Total:**

<table>
<thead>
<tr>
<th>Y1/L1</th>
<th>Y2/L2</th>
<th>L3</th>
<th>L4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>43</td>
<td>46</td>
<td>62</td>
<td>82</td>
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**Skilled Trades, Apprenticeship and Technology Total:**

<table>
<thead>
<tr>
<th>Y1/L1</th>
<th>Y2/L2</th>
<th>L3</th>
<th>L4</th>
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<td>180</td>
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## Workforce and Community Responsive Training

<table>
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<tr>
<th>Program</th>
<th>Y1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Studies: Non-Program</td>
<td>333</td>
<td>333</td>
</tr>
<tr>
<td>Northern Manitoba Mining Academy</td>
<td>211</td>
<td>211</td>
</tr>
<tr>
<td>Northern Workforce Development Centre</td>
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<td>330</td>
</tr>
<tr>
<td>Opaskwayak Cree Nation Training Centre</td>
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<td>93</td>
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<tr>
<td>Swan Valley Workforce Development Centre</td>
<td>157</td>
<td>157</td>
</tr>
<tr>
<td>Training Solutions</td>
<td>107</td>
<td>107</td>
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</table>

**Total:**

<table>
<thead>
<tr>
<th></th>
<th>Y1</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1231</td>
<td>1231</td>
</tr>
</tbody>
</table>

**Workforce and Community Responsive Training Total:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1231</td>
<td>1231</td>
</tr>
</tbody>
</table>
Enrolment Summary for the 2019-20 Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Campuses (The Pas &amp; Thompson) Total:</strong></td>
<td>667</td>
<td>190</td>
<td>114</td>
<td>112</td>
<td>7</td>
<td>1090</td>
</tr>
<tr>
<td><strong>Regional and Remote Campuses Total:</strong></td>
<td>541</td>
<td>41</td>
<td>11</td>
<td>1</td>
<td></td>
<td>594</td>
</tr>
<tr>
<td><strong>Workforce and Community Responsive Training Total:</strong></td>
<td>1231</td>
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<td></td>
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<td><strong>Report Total:</strong></td>
<td>2439</td>
<td>231</td>
<td>125</td>
<td>112</td>
<td>8</td>
<td>2915</td>
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</tbody>
</table>
## Graduates 2019-2020

### Main Campuses (The Pas & Thompson)

#### Adult Learning Centre

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Mature Student High School Diploma</td>
<td>20</td>
</tr>
</tbody>
</table>

**Adult Learning Centre Total:** 21

#### Faculty of Arts, Business & Science

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Business Principles</td>
<td>1</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>12</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>Business Administration Diploma</td>
<td>12</td>
</tr>
<tr>
<td>Community Economic Development</td>
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</table>

**Faculty of Arts, Business & Science Total:** 42

#### Faculty of Education

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning and Child Care</td>
<td>13</td>
</tr>
<tr>
<td>Educational Assistant Certificate</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor of Arts/Education</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>26</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies</td>
<td>1</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>14</td>
</tr>
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</table>

**Faculty of Education Total:** 68

#### Faculty of Health

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Aide</td>
<td>7</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>5</td>
</tr>
<tr>
<td>Primary Care Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>Automotive Technician</td>
<td>4</td>
</tr>
<tr>
<td>Carpentry/Woodworking</td>
<td>2</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>8</td>
</tr>
<tr>
<td>Electrical Trades Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>Heavy Duty Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Welding</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Construction Trades</td>
<td>5</td>
</tr>
</tbody>
</table>

**Faculty of Health Total:** 37

#### Skilled Trades, Apprenticeship and Technology

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>13</td>
</tr>
<tr>
<td>Industrial Electrical Apprenticeship</td>
<td>13</td>
</tr>
<tr>
<td>Automotive Technician</td>
<td>4</td>
</tr>
<tr>
<td>Carpentry/Woodworking</td>
<td>2</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>8</td>
</tr>
<tr>
<td>Electrical Trades Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>Heavy Duty Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Welding</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Construction Trades</td>
<td>5</td>
</tr>
</tbody>
</table>
### Main Campuses (The Pas & Thompson)

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>13</td>
</tr>
<tr>
<td>Natural Resources Management Technology</td>
<td>13</td>
</tr>
<tr>
<td><strong>Skilled Trades, Apprenticeship and Technology Total:</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>

### Post-Secondary Access Centres

#### Faculty of Arts, Business & Science

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>10</td>
</tr>
<tr>
<td>Basic Business Principles</td>
<td>10</td>
</tr>
<tr>
<td>Degrees</td>
<td>16</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>16</td>
</tr>
<tr>
<td>Diplomas</td>
<td>8</td>
</tr>
<tr>
<td>Business Administration Diploma</td>
<td>8</td>
</tr>
<tr>
<td><strong>Faculty of Arts, Business &amp; Science Total:</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

#### Faculty of Education

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>45</td>
</tr>
<tr>
<td>Early Learning and Child Care</td>
<td>3</td>
</tr>
<tr>
<td>Educational Assistant Certificate</td>
<td>42</td>
</tr>
<tr>
<td>Diplomas</td>
<td>10</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>10</td>
</tr>
<tr>
<td><strong>Faculty of Education Total:</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

#### Faculty of Health

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>17</td>
</tr>
<tr>
<td>Health Care Aide</td>
<td>17</td>
</tr>
<tr>
<td>Diplomas</td>
<td>11</td>
</tr>
<tr>
<td>Diploma in Practical Nursing</td>
<td>11</td>
</tr>
<tr>
<td><strong>Faculty of Health Total:</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

### Skilled Trades, Apprenticeship and Technology

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>31</td>
</tr>
<tr>
<td>Basic Drywall Applicator</td>
<td>10</td>
</tr>
<tr>
<td>Carpentry/Woodworking</td>
<td>18</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Skilled Trades, Apprenticeship and Technology Total:</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

### Report Summary

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>13</td>
</tr>
<tr>
<td>Certificates</td>
<td>183</td>
</tr>
<tr>
<td>Degrees</td>
<td>88</td>
</tr>
<tr>
<td>Diplomas</td>
<td>70</td>
</tr>
<tr>
<td>Mature High School Diplomas</td>
<td>20</td>
</tr>
<tr>
<td><strong>Main Campuses Total:</strong></td>
<td><strong>226</strong></td>
</tr>
<tr>
<td>Post Secondary Access Centres Total:</td>
<td><strong>148</strong></td>
</tr>
<tr>
<td><strong>Institution Total:</strong></td>
<td><strong>374</strong></td>
</tr>
</tbody>
</table>
APPENDIX B: 2018-2019 GRADUATE SATISFACTION AND EMPLOYMENT REPORT
Greetings from the University College of the North

The University College of the North (UCN) is a post-secondary institution proudly located in Northern Manitoba, delivering programs through our two main campuses and 12 Post Secondary Education Access Centres. UCN is dedicated to addressing the educational needs of Aboriginal and northern residents and enhancing the economic and social well-being of the region we serve.

This report consists of the 2018/2019 Graduate Satisfaction and Employment Report and is available on our website at: www.ucn.ca/aboutucn. Click on the Reports and Documents link to access the most current Graduate Satisfaction and Employment reports.

Any comments or questions regarding this report can be directed to:

Department of Institutional Research
University College of the North
55 UCN Drive
Thompson, MB R8N 1L7
Phone: 204.677.7223
Toll Free: 866.677.6450 ex 7223
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3.3 Response Rates .......................................................................................................................................................5

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Appendix A - 2018/2019 Graduate Satisfaction and Employment Survey ..................................................................13
1.0 Introduction

This report contains a summary of results from the 2018/2019 Graduate Satisfaction and Employment Survey. The information in this report helps us gain a better understanding of the activity of our graduates, shortly after completing their program. An electronic copy of this report can be found on the UCN website along with reports from previous academic years.

The following pages present the data collected in visual and narrative form and the sections are grouped by credential and faculty. This report is made possible by means of the collective efforts of UCN graduates and UCN’s Institutional Research Department. Graduates contributed their valuable time and feedback; the report is compiled by the Institutional Research team.

Through conducting these surveys, we hope to gain insight into the following areas:

- Student employment, employment relevant to training and associated salaries and occupations.
- Graduate opinions and attitudes regarding their experiences in their programs.

Any comments regarding this report can be directed to:

Department of Institutional Research
University College of the North
55 UCN Drive
Thompson, MB
R89 1L7

Phone: 204.677.7223
Toll Free: 1.866.677.6450
2.0 Report Highlights

The 2018/2019 Graduate Satisfaction and Employment survey show 67% of responding graduates are employed, 25% are furthering their education and 9% reported being unemployed. Eighty-seven percent (87%) of graduates in the labour force are employed full-time in a job related to their education. Survey results continue to show high rates of student satisfaction. Eighty-nine (89%) are overall satisfied with their program and 88% would recommend their program to others.

Highlights of the Labour Force:
- 87% of employed respondents are employed in Northern Manitoba;
- 49% of employed respondents found employment prior to graduation;
- 39% of employed respondents found employment within the first 3 months of graduating.

Table 1 - Overall Responses

<table>
<thead>
<tr>
<th>Department</th>
<th># Programs Surveyed</th>
<th>Number of Surveys Sent</th>
<th>Number Completed</th>
<th>Response Rate %</th>
<th>Undeliverable</th>
<th>Cooperation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning</td>
<td>1</td>
<td>21</td>
<td>12</td>
<td>57%</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Arts, Business &amp; Science</td>
<td>8</td>
<td>91</td>
<td>32</td>
<td>35%</td>
<td>5</td>
<td>37%</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
<td>130</td>
<td>36</td>
<td>28%</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>101</td>
<td>24</td>
<td>24%</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Trades &amp; Technology</td>
<td>11</td>
<td>72</td>
<td>12</td>
<td>17%</td>
<td>3</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>415</strong></td>
<td><strong>116</strong></td>
<td><strong>28%</strong></td>
<td><strong>21</strong></td>
<td><strong>29%</strong></td>
</tr>
</tbody>
</table>

Graduates in the Labour Force

<table>
<thead>
<tr>
<th>Status</th>
<th>Training Related</th>
<th>Non-Training Related</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>87%</td>
<td>13%</td>
</tr>
</tbody>
</table>
3.0 Survey Process

UCN Surveys graduates each year. The aim of the Graduate Satisfaction and Employment Survey is to gather information from graduates regarding their experiences in their programs and their post-graduation employment status.

3.1 Population Surveyed
All students who graduated in the 2018/2019 academic year were included in the survey population for this report. The survey process is initialized six months following the date of conferral.

3.2 Methodology
In an effort to increase response rates, several approaches were used to attempt to make effective contact with graduates. Three methods of survey delivery were employed: Student email, regular post mail and telephone followup.

3.3 Response Rates
A concerted effort was made to contact each graduate from the 2018/2019 academic year. Portions of UCN’s student population tend to be transitory and a significant number of students move from their home communities to attend UCN. This fact creates a challenge to maintaining up-to-date contact information. This combined with the fact that a large number of students do not utilize their UCN student email accounts has contributed to a lower than preferred response rate for a number of program areas. The response rate in Table 1 was calculated using the total number of graduates and responses, whereas the cooperation rate is calculated based on the number of surveys considered to be delivered to the intended recipient. The goal is to continue to improve the response rate from year to year.

3.4 Programs Surveyed

Certificate Programs (17 Programs):
• Aboriginal & Northern Counselling Skills
• Automotive Technician
• Basic Business Principles
• Basic Drywall Applicator
• Carpentry/Woodworking
• Culinary Arts
• Educational Assistant
• Electrical Trades Fundamentals
• Facilities Basic Maintenance
• Health Care Aide
• Heavy Duty Mechanics
• Heavy Equipment Operator
• Industrial Welding
• Law Enforcement
• Office Assistant
• Primary Care Paramedic
• Welder Training Level 1

Diploma Programs (8 Programs):
• Business Administration Accounting
• Business Administration Management
• Community Economic Development
• Diploma in Practical Nursing
• Early Childhood Education
• Ininiw Nekani Human Resource Management
• Mature Student High School Diploma
• Natural Resources Management Technology

Degree Programs (6 Programs):
• Bachelor of Arts 3-Year
• Bachelor of Arts/Education
• Bachelor of Business Administration
• Bachelor of Education
• Bachelor of Education After-Degree
• Bachelor of Nursing
4.0 Responses by Credential

The following sections provide a summary of results by credential type (Certificate, Diploma, Degree).

4.1 Certificate Programs

In 2018/2019, there were 248 graduates in UCN’s certificate programs. Of the 248 graduates surveyed, 46 responded, resulting in a 19% response rate. Seventy-four percent (74%) of respondents from certificate programs reported being employed and 74% of those employed were working in an area relevant to their education and training. Eleven percent (11%) of graduates are furthering their education and 15% of respondents reported being unemployed. Ninety-six percent (96%) of graduates from certificate programs were overall satisfied with their program and 98% would recommend their program to others.

Highlights of the Labour Force:
• 91% of employed respondents are employed in Northern Manitoba;
• 47% of employed respondents found employment prior to graduation;
• 35% of employed respondents found employment within the first 3 months of graduating.

Graduates in the Labour Force
Certificate Programs

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Training Related</th>
<th>Non-Training Related</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Employed</td>
<td>74%</td>
<td>26%</td>
</tr>
</tbody>
</table>
4.2 Diploma Programs

In 2018/2019, there were 98 graduates in UCN’s diploma programs. Of the 98 graduates surveyed, 39 responded, resulting in a 40% response rate. Sixty-four percent (64%) of respondents from diploma programs reported being employed and 96% of those in the labour force were working in an area relevant to their education and training. Thirty-six percent (36%) of diploma graduates surveyed were furthering their education. Seventy-nine percent (79%) of diploma graduates surveyed were overall satisfied with their program and 79% would recommend their program to others.

**Highlights of the Labour Force:**
- 84% of employed respondents are employed in Northern Manitoba;
- 48% of employed respondents found employment prior to graduation;
- 40% of employed respondents found employment within the first 3 months of graduating;

**Graduates in the Labour Force**

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Training Related</th>
<th>Non-Training Related</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
4.3 Degree Programs

In 2018/2019, there were 69 graduates in UCN’s degree programs. Of the 69 graduates surveyed, 31 responded, resulting in a 45% response rate. Fifty-eight percent (58%) of respondents from degree programs reported being employed and 32% are furthering their education. One-hundred percent (100%) of employed respondents were working in an area relevant to their education and training. Graduates from UCN’s degree programs have been highly successful in finding employment with 56% finding employment prior to graduation, and 44% finding employment within three months of graduating. Eighty-four percent (84%) of graduates from degree programs were overall satisfied with their program and 90% would recommend their program to others.

Highlights of the Labour Force:
- 83% of employed respondents are employed in Northern Manitoba;
- 56% of employed respondents found employment prior to graduation;
- 44% of employed respondents found employment within the first 3 months of graduating.

Graduates in the Labour Force
Degree Programs

- Employed: 100%
- Full-Time: 100%

Overall Satisfied with their Program: 90%
Would Recommend Program to others: 84%
5.0 Responses by Faculty

Table 2 below summarizes the response rates within each of UCN faculties. The following sections provide a summary of results for the Adult Learning Centre, Faculty of Arts Business & Science, Faculty of Education and the Faculty of Health. Skilled Trades & Technology had a lower than preferred response rate and summary results are not provided at the faculty level.

<table>
<thead>
<tr>
<th>Faculty</th>
<th># of Graduates Surveyed</th>
<th># of Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning Centre</td>
<td>21</td>
<td>12</td>
<td>57%</td>
</tr>
<tr>
<td>Faculty of Arts, Business &amp; Science</td>
<td>91</td>
<td>32</td>
<td>35%</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>130</td>
<td>36</td>
<td>28%</td>
</tr>
<tr>
<td>Faculty of Health</td>
<td>101</td>
<td>24</td>
<td>24%</td>
</tr>
<tr>
<td>Skilled Trades &amp; Technology</td>
<td>72</td>
<td>12</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>415</strong></td>
<td><strong>116</strong></td>
<td><strong>28%</strong></td>
</tr>
</tbody>
</table>

*Faculty analysis not included in this report due to insufficient response rate

5.1 Adult Learning Centre

Programs with Responses: Mature High School Diploma

Highlights of Graduates Furthering their Education:
- 90% of respondents who indicated they were furthering their education were enrolled at UCN
- 67% were enrolled in a UCN college program
- 33% were enrolled in a UCN university program

Current Activity

<table>
<thead>
<tr>
<th>Student</th>
<th>Employed - Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Respondent Summary 2019/2020

<table>
<thead>
<tr>
<th></th>
<th>2019/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates Surveyed</td>
<td>21</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>12</td>
</tr>
<tr>
<td>Response Rate</td>
<td>57%</td>
</tr>
<tr>
<td>Employed</td>
<td>2</td>
</tr>
<tr>
<td>% Employed</td>
<td>17%</td>
</tr>
<tr>
<td>Student</td>
<td>10</td>
</tr>
<tr>
<td>% Furthering their Education</td>
<td>83%</td>
</tr>
</tbody>
</table>
5.2 Faculty of Arts, Business & Science


Highlights of the Labour Force:
- 93% of employed respondents are employed in Northern Manitoba;
- 50% of employed respondents found employment prior to graduation;
- 43% of employed respondents found employment within the first 3 months of graduating;
- 80% of those unemployed were not seeking work.

### Current Activity

- 16% Employed
- 41% Student
- 3% Unemployed
- 3% Self-Employed

### Graduates in the Labour Force

- **Employed**: 86% (14% Unemployed)
- **Full-Time**: 92% (8% Part-Time)
- **Part-Time**: 100%

### Respondent Summary 2019/2020

- **Number of Graduates Surveyed**: 91
- **Number of Respondents**: 32
- **Response Rate**: 35%
- **Employed**: 14
- **% Employed**: 44%
- **Student**: 13
- **% Furthering their Education**: 41%

### Occupations:
- Community Development
- Teacher
- Finance Clerk
- Administration Supervisor
- Seasonal Fisheries Technician
- Senior Accountant
- Educational Assistant
- Economic Development Advisor
- Wildlife Technician
- Human Resources
- Accounting Technician
- Service Representative
- Receptionist
5.3 Faculty of Education

Programs with Responses: Aboriginal & Northern Counselling Skills, Bachelor of Education, Bachelor of Arts/Education, Bachelor of Interdisciplinary Studies, Early Childhood Education, and Educational Assistant.

Highlights of the Labour Force:
- 94% of employed respondents are employed in Northern Manitoba;
- 69% of employed respondents found employment prior to graduation;
- 22% of employed respondents found employment within the first 3 months of graduating;

![Current Activity Pie Chart]

![Graduates in the Labour Force Bar Chart]

**Respondent Summary 2019/2020**

<table>
<thead>
<tr>
<th>Number of Graduates Surveyed</th>
<th>130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>36</td>
</tr>
<tr>
<td>Response Rate</td>
<td>28%</td>
</tr>
<tr>
<td>Employed</td>
<td>32</td>
</tr>
<tr>
<td>% Employed</td>
<td>89%</td>
</tr>
<tr>
<td>Student</td>
<td>3</td>
</tr>
<tr>
<td>% Furthering their Education</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Occupations:**
- Mental Health Support Worker
- School Counsellor
- Teacher
- School Administrator
- Early Childhood Education
- Executive Director
- Program Leader

**Salary Full Time Employment**

<table>
<thead>
<tr>
<th>Min</th>
<th>$33,280</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>$51,700</td>
</tr>
<tr>
<td>Mean</td>
<td>$50,837</td>
</tr>
<tr>
<td>Max</td>
<td>$70,000</td>
</tr>
</tbody>
</table>

81% Would Recommend Program to others
Overall Satisfied with their Program 78%
5.4 Faculty of Health

Programs with Responses: Bachelor of Nursing, Health Care Aide, Diploma in Practical Nursing and Law Enforcement.

Highlights of the Labour Force:
- 68% of employed respondents are employed in Northern Manitoba;
- 26% of employed respondents found employment prior to graduation;
- 63% of employed respondents found employment within the first 3 months of graduating;
- 50% of those unemployed were not seeking work.

Current Activity

Employed 79%
Student 13%
Unemployed 8%

Graduates in the Labour Force

Employed 79% 21%
Full-Time 75% 25%
Part-Time 100%

Respondent Summary 2019/2020

Number of Graduates Surveyed 101
Number of Respondents 24
Response Rate 24%
Employed 19
% Employed 79%
Student 3
% Furthering their Education 13%

Occupations:
- Health Care Aide
- Home Care Worker
- Health Coordinator
- Licensed Practical Nurse
- Registered Nurse

Salary

Full-Time Employment

Min $39,000
Median $50,400
Mean $69,884
Max $140,000
2018/2019 Graduate Satisfaction and Employment Survey

UCN surveys graduates from our degree, diploma and certificate programs on an annual basis to gather information on program satisfaction and employment status. Individual responses are confidential and will not be identified to anyone outside our research team. We value your feedback and participation.

Marking Instructions:
* Mandatory
Example: Correct Mark ✗ □

* 1. What is your main current activity?
☐ Student
☐ Employed
☐ Self-Employed
☐ Unemployed

2. If you are a student, in what type of institution are you enrolled as a student?
☐ Community College
☐ University College
☐ University
☐ Not Applicable
☐ Other

3. If you are unemployed, which of the following do you think applies to you?
☐ I feel there are very few jobs available in the occupation area for which I received my education.
☐ I feel there are very few job openings in the places where I wish to work for which I received my education.
☐ I did not have sufficient work experience in the occupational area for which I received my education.
☐ I am not certain why I cannot obtain a position.
☐ I am not looking for work at this time.
☐ Not Applicable
☐ If you would like to tell us more about why you are unemployed, please do so here.
4. If you are unemployed, which of the following applies to you?

- I am taking some courses to further my education while I am unemployed.
- I am not taking any further education at this time.
- Not Applicable

5. If you are employed, is your employment related to the education you received at the UCN?

- Yes
- No
- Not Applicable

6. If you are employed, when did you accept your job?

- Prior to graduation
- 0 to 3 months after graduation
- 4 to 6 months after graduation
- 7 to 9 months after graduation
- 10 to 12 months after graduation
- More than 12 months after graduation
- Not Applicable

7. If you are employed, how did you find your job?

- UCN Work Experience/Clinical Placement
- UCN Job Placement Boards
- Community or Band Council
- Employment Agency
- Newspaper
- Internet
- Service Canada (Government of Canada)
- Friends/Family
- Not Applicable
- Other
8. If you are employed, please specify your employment location.
   - Northern Manitoba
   - Southern Manitoba
   - Outside Manitoba
   - Not Applicable

9. Please provide your estimated salary rounded to the nearest dollar amount. Please do not use decimals, dollar signs or any other punctuation.
   Note: e.g. 11.50 rounded up is 12

10. Is the amount you provided above per hour, per bi-weekly, per month or per year?
   - Per Hour
   - Per Bi-weekly
   - Per Month
   - Per Year

11. Are you:
   - Employed full-time (30 or more hours per week)
   - Employed part-time (please specify hours per week in box)

12. If you are employed, please identify your current position using at least two words. (For example, use "Cash & Receivables Clerk" instead of "Clerk")

13. Please choose the answer that best describes your view regarding the following statement
   - Strongly Disagree
   - Disagree
   - No Opinion
   - Agree
   - Strongly Agree

   I would recommend the program I took at UCN to others.
   Overall, I am satisfied with the quality of education I received at UCN.
   The program I took at UCN is up-to-date.
   The Instructors were knowledgeable in the areas they taught.
   The educational materials (texts, workbooks, handouts, etc.) used in the program were current.
   The technology used in the program was appropriate to industry standards.
   The cost of taking this program is reasonable for the education provided.
14. In the most recent program you graduated from at UCN, did you obtain financial support through any of the following?

☐ Student Aid  
☐ Tribal Council Educational Funding  
☐ Band Educational Funding  
☐ Social Assistance  
☐ Employment and Training  
☐ None  
☐ Other

__________________________________________________________________________________________

15. Did you experience any difficulties obtaining housing?

☐ Yes  
☐ No  
☐ Not Applicable

__________________________________________________________________________________________

16. Did you experience any difficulties obtaining childcare?

☐ Yes  
☐ No  
☐ Not Applicable

__________________________________________________________________________________________

17. While attending UCN, how important to you were the following:

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leads to a good job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Centre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern setting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Mamawechetotan Centre/Ininiwi kiskinwamakewin Centre)

(Northern setting (wilderness, fishing, etc.))
18. Employer's Name (Company/Organization):

___________________________________________________________________________________________

19. Contact Person's Email Address:

___________________________________________________________________________________________

20. Phone Number:

_______________________________________________________________________________________

21. Street Address:

_______________________________________________________________________________________

22. City:

_______________________________________________________________________________________

23. Province:

_______________________________________________________________________________________

24. Postal Code:

_______________________________________________________________________________________

25. Do you need to start repaying your student loan and/or having difficulty making your loan payments?

☐ Yes

☐ No
26. We are interested in your specific comments and suggestions on how we can improve the quality of the program you took at UCN. Do you have anything you’d like to add?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Thank you for participating in our survey. Results of the survey will be posted on the UCN website in October 2020 under the About UCN tab/Reports and Document/Graduate Satisfaction and Employment Reports.
APPENDIX C: 2019-20 MEMORANDA OF UNDERSTANDING AND AGREEMENTS
The following are academically-related Memoranda of Understanding, Agreements and Inter-Institutional Relationships negotiated and/or active in the 2019-20 academic year.

<table>
<thead>
<tr>
<th>Signatory</th>
<th>Title</th>
<th>Effective Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4916906 Manitoba Limited</td>
<td>Lease agreement for Faculty of Health Swan River site</td>
<td>July 1, 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The Board of Governors of Red River College</td>
<td>Addendum to Memorandum of Understanding Agreement re: EADDI</td>
<td>August 2, 2011</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>originally signed May 11, 2011 (see below)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Board of Governors of Red River College</td>
<td>Memorandum of Understanding re: E-Apprenticeship Design and Development Initiative (EADDI) – Industrial Mechanic (Millwright) Level 2</td>
<td>Original signed May 11, 2011</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>*Addendum added August 2, 2011 (see above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brandon University</td>
<td>Memorandum of Understanding for the shared position of Professional Associate at Brandon University and the Northern Manitoba Mining Academy</td>
<td>May 16, 2016</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Chemawawin Cree Nation</td>
<td>Agreement to Establish and maintain a Joint University / Public Library Facility</td>
<td>March 30, 2011</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Chemawawin Cree Nation</td>
<td>Establishment of UCN’s Chemawawin Regional Centre</td>
<td>June 17, 2002</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Child and Family Services Authorities</td>
<td>Memorandum of Understanding for the tuition waiver of up to five (5) students who are in extended care.</td>
<td>March 15, 2017</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The Council on Post-Secondary Education¹</td>
<td>Memorandum of Understanding Concerning Campus Manitoba</td>
<td>October 30, 2006</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

¹ Other participating institutions: The University of Manitoba, The University of Winnipeg, Brandon University, Université de Saint-Boniface, Assiniboine Community College and Red River College.
<table>
<thead>
<tr>
<th>Signatory</th>
<th>Title</th>
<th>Effective Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Care Emergency Medical Services</td>
<td>Memorandum of Understanding to Cooperate and Collaborate in the Joint Delivery of an Emergency Medical Responder (EMR) certificate program</td>
<td>May 15, 2014</td>
<td>TBD</td>
</tr>
<tr>
<td>Criti Care EMS Paramedic Academy</td>
<td>Agreement to offer the Joint Primary Care Paramedic program</td>
<td>January, 2018</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frontier School Division</td>
<td>Cooperation and Collaboration Agreement – High School course credit</td>
<td>September 1, 2015</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Her Majesty the Queen in Right of the Province of Manitoba, as represented by the Minister of Conservation</td>
<td>Agreement respecting Use of Tramping Lake Field Station</td>
<td>September 1, 2014</td>
<td>August 31, 2019</td>
</tr>
<tr>
<td>Instructure, Inc.</td>
<td>Memorandum of Understanding for the hosting of UCN courses on Instructure’s Canvas Network platform.</td>
<td>October 15, 2016</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Interior Health Authority</td>
<td>Affiliation Agreement for Placement of UCN Students in Interior Health Authority’s Facilities for Practical Experience</td>
<td>August 1, 2008</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Kelsey School Division</td>
<td>Cooperation and Collaboration Agreement – High School course credit</td>
<td>September 1, 2013</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Kelsey School Division</td>
<td>MOA respecting joint vocational, trades, and technology programming</td>
<td>January 26, 2015</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Manitoba Aboriginal and Northern Affairs</td>
<td>Memorandum of Understanding regarding Development of a Partnership for Aboriginal Employment</td>
<td>June 12, 2009</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Signatory</td>
<td>Title</td>
<td>Effective Date</td>
<td>Expiry Date</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Manitoba Advanced Education and Literacy; &amp; Manitoba Entrepreneurship Training and Trade  ²</td>
<td>Memorandum of Agreement on Implementing the Off-Campus Work Permit Program for International Students on Off-Campus Work Permit Program for International Students</td>
<td>January 28, 2009</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Manitoba First Nations Education Resource Centre</td>
<td>Cooperation and Collaboration Agreement</td>
<td>July 1, 2007</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Manitoba Geological Services</td>
<td>Agreement for NMMA to provide care and management duties for the MGS Centennial Core Storage facility at Bakers Narrows</td>
<td>Sept. 1, 2019</td>
<td>Aug. 31, 2021</td>
</tr>
<tr>
<td>Manitoba Hydro Telecom (MHT)</td>
<td>10Gbps Wavelength Agreement</td>
<td>October 1, 2009</td>
<td>September 30, 2024</td>
</tr>
<tr>
<td>Manitoba Institute of Trades and Technology (formerly Winnipeg Technical College)</td>
<td>Memorandum of Understanding re Industrial Mechanical (Millwright) Apprenticeship – Level 1 and Level 2 Onsite Delivery at MITT Site</td>
<td>May 31, 2014</td>
<td>March 31, 2017 – renegotiation underway</td>
</tr>
<tr>
<td>Manitoba’s Public Universities and Colleges (U of Manitoba, U of Winnipeg, Brandon U, Red River College, Université de Saint-Boniface, Assiniboine Community College, UCN)</td>
<td>Memorandum of Understanding Between Manitoba’s Public Universities and Colleges for Improving Student Mobility</td>
<td>June 24, 2011</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Mathias Colomb Cree Nation</td>
<td>Agreement to establish and maintain a Joint University / Public Library Facility in Pukatawagan.</td>
<td>June 23, 2015</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Mathias Colomb First Nation</td>
<td>Establishment of UCN’s Mathias Colomb Regional Centre</td>
<td>July 1, 2003</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

² 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.
<table>
<thead>
<tr>
<th>Signatory</th>
<th>Title</th>
<th>Effective Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misipawistik Cree Nation</td>
<td>Memorandum of Understanding re: Establishment of UCN's Misipawistik Cree Nation Regional Centre</td>
<td>July 1, 2007</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The Natural Sciences and Engineering Research Council of Canada and The Social Sciences and Humanities Research Council of Canada</td>
<td>Agreement on the Administration of Agency Grants and Awards by Research Institutions</td>
<td>April 1, 2018</td>
<td>March 31, 2023</td>
</tr>
<tr>
<td>Natural Sciences and Engineering Research Council (NSERC)</td>
<td>Memorandum of Understanding re: Roles and Responsibilities in the Management of Federal Grants and Awards</td>
<td>April 19, 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Nisichawayasihk Cree Nation</td>
<td>Establishment of UCN's Nisichawayasihk Regional Centre</td>
<td>March 13, 2003</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The Northern Manitoba Sector Council Inc.</td>
<td>Equipment Use Agreement (re: Mine Training Simulator Base Station and Training Consoles)</td>
<td>September 1, 2010</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Northern Regional Health Authority</td>
<td>Letter of Agreement Between UCN and Northern Regional Health Authority re: brokerage of UCN's Infusion Therapy &amp; Intravenous (IV) and Intramuscular (IM) Medication Administration course</td>
<td>September 1, 2011</td>
<td>Ongoing</td>
</tr>
<tr>
<td>NorQuest College</td>
<td>Purchase of Practical Nurse Program Curriculum and Related Documents</td>
<td>June 30, 2009</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Northlands College</td>
<td>Cooperation and Collaboration Agreement</td>
<td>January 28, 1997</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Norway House Cree Nation</td>
<td>Agreement to Establish and maintain a Joint University / Public Library Facility</td>
<td>March 13, 2009</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Norway House Cree Nation</td>
<td>Establishment of UCN's Norway House Regional Centre</td>
<td>March 11, 2004</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Signatory</td>
<td>Title</td>
<td>Effective Date</td>
<td>Expiry Date</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Nunavut Arctic College</td>
<td>Cooperation and Collaboration Agreement</td>
<td>June 2, 1996</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Opaskwayak Education Authority</td>
<td>General Cooperation and Collaboration Agreement</td>
<td>February 22, 2002</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Opaskwayak Education Authority</td>
<td>MOA respecting joint vocational, trades, and technology programming</td>
<td>July, 2015</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Pimicikamak Cree Nation Education Authority, Cross Lake</td>
<td>Establishment of UCN’s Pimicikamak Regional Centre</td>
<td>December 15, 1999</td>
<td>Ongoing</td>
</tr>
<tr>
<td>South Eastman Regional Health Authority</td>
<td>Memorandum of Understanding regarding the Reinstatement and Continuation of the South Eastman Regional Health Authority Clinical Placement Agreement entered into May 25, 2009</td>
<td>March 2, 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>St. Theresa Point First Nation</td>
<td>Establishment of UCN’s St. Theresa Point Regional Centre</td>
<td>July 1, 2004</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Tataskweyak Cree Nation</td>
<td>Establishment of UCN’s Tataskweyak Regional Centre</td>
<td>September 17, 2001</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Treaty Relations Commission of Manitoba</td>
<td>Memorandum of Understanding re: Collaboration to Enhance Treaty Education</td>
<td>October 27, 2009</td>
<td>Ongoing</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>Memorandum of Understanding (MOU) in support of the bid for the National Research Centre on Residential Schools</td>
<td>January 30, 2012</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The University of Manitoba</td>
<td>Bachelor of Nursing Agreement for the Collaborative UCN Cohort</td>
<td>July 19, 2020</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
APPENDIX D: 2019-20 PARTNERSHIPS AND WORKING RELATIONSHIPS
The following table includes organizations with whom UCN has worked over the 2019-20 year.

A
Aboriginal Education Research Forum
Aboriginal Financial Officers Association
Aboriginal Human Resource Association
Adult Learning and Literacy (ALL), Manitoba Economic Development and Training
Apprenticeship Manitoba
Assembly of Manitoba Chiefs
Assiniboine Community Colleges
Association of Canadian Universities for Northern Studies
Athabasca University

B
Blue Quills First Nations College
Brandon University
Bunibonibee Cree Nation
Business Improvement Solutions Inc.

C
Cameco
Campus Manitoba
Canadian Association of Practical Nurse Education
Canadian Association of Schools of Nursing
Canadian Institute of Forestry
Canadian Institute of Marketing
Canadian Kraft Paper Industries Ltd.
Canadian Language and Literacy Research Network (CLLRNet)
Canadian Library Association
Career Trek
Centre for Rupert’s Land Studies
Certified General Accountants of Manitoba
Chartered Professional Accountants of Manitoba
Child and Family Services
Chemawawin Education Authority
College of Licensed Practical Nurses of Manitoba
Commission on Dental Accreditation of Canada
Construction Safety Association of Manitoba
Council of Prairie and Pacific University Libraries
Cree Nation Child and Family Services
Criti Care, Inc.
Cross Lake Education Authority

D
Dental Assistant Educators of Canada

F
First Nations and Inuit Health Branch
First Nations University of Canada
Flin Flon School Division
Fox Lake Cree Nation
Frontier School Division
Future Skills Centre of Ryerson University

H
Honekwē (House of Stories)
HudBay Minerals Inc.
Hudson Bay Port Company
Hudson Bay Railway Company

I
Indigenous and Northern Affairs Canada
Indigenous Services Canada
Instructure, Inc.
Interior Health Authority
Island Lake Tribal Council

K
Keewatin Tribal Council
Kelsey Recreation Commission
Kelsey Learning Centre
Kelsey School Division

M
Manitoba Indigenous and Municipal Relations
Manitoba Conservation and Climate
Manitoba Construction Sector Council
Manitoba Dental Assistants Association
Manitoba Dental Association
Manitoba Economic Development and Training
Manitoba Forestry Association
Manitoba Government Mineral Resource Development Division
Manitoba Health, Seniors and Active Living
Manitoba Heavy Construction Association
Manitoba Hydro
Manitoba Hydro Telecom
Manitoba Institute of Trades and Technology
Manitoba Jobs and Skills Development Centres
Manitoba Keewatinowi Ininew Okimakanak
Manitoba Library Association
Manitoba Library Consortium, Inc.
Manitoba Métis Federation
Manitoba Public Library Service
Manitoba Public Post-Secondary Cooperative
Manitoba Sport, Culture and Heritage
Mathias Colomb First Nation
Mining Association of Manitoba
Misipawistik Cree Nation
Mosakahiken Cree Nation
Mount Royal College
N
National Screen Institute
Nelson House Atoskiwin Training and Employment Centre (ATEC)
New Media Manitoba
Nisichawayasihk Cree Nation
NorQuest College
North Central Canada Centre for the Arts and Environment
North Forge
Northern and Aboriginal Population Health and Wellness Institute
Northlands College
Northern Career Quest Mining
Northern Manitoba Sector Council
Northern Nursing Education Network
Northern Regional Health Authority
Norway House Cree Nation
Nunavut Arctic College

O
Opaskwayak Cree Nation
Opaskwayak Education Authority
Operating Engineers Training Institute of Manitoba

P
Paskwayak Business Development Corporation Ltd.
Pimicikamak Cree Nation
Prairie Mountain Regional Health Authority

R
Red River College
Reel North Film Festival (Thompson)
Riipen
Royal Bank of Canada
Royal Road University

S
Safety Services Manitoba
Saskatchewan Polytechnic
School District of Mystery Lake
Skills Canada Manitoba
Skills and Employment Partnerships
Southern Regional Health Authority
St. Theresa Point First Nation Employment and Training
Sunrise Health Region
Swampy Cree Tribal Council
Swan Valley School Division

T
Tataskweyak Cree Nation
Tataskweyak Community Employment and Training Program (CETP)
Tech Manitoba
The Manitoba Museum
The Pas Wellness Centre
Thompson Multicultural Centre
Thompson Newcomer Settlement Services
Thompson Public Library

U
University of Manitoba
University of Manitoba Libraries
University of the Arctic
University of Winnipeg

V
Valé – Manitoba Division

W
Winnipeg Regional Health Authority

Y
York Factory First Nation (funding Mature High School Diploma in York Landing with Manitoba Hydro)
APPENDIX E: 2019-20 ARTICULATION AND ACCREDITATION AGREEMENTS
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.

<table>
<thead>
<tr>
<th>UCN Program</th>
<th>Details of Transfer Agreement and/or Articulation</th>
<th>Institution and Program and/or Accreditation Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCN Adult Learning Centre</td>
<td>Registration</td>
<td>UCN Adult Learning Centre, registered by Adult Learning &amp; Literacy, Manitoba Economic Development and Training</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>High School students can join the adult program.</td>
<td>High School course credit</td>
</tr>
<tr>
<td>Bachelor of Education (Integrated Degree Programs and After-Degree Program)</td>
<td>Accreditation</td>
<td>Manitoba Education &amp; Training</td>
</tr>
<tr>
<td>Business Administration (diploma)</td>
<td>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.</td>
<td>Brandon University</td>
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<td></td>
<td>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 Marketing.</td>
<td>University of Lethbridge</td>
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<tr>
<td>Business Administration (diploma)</td>
<td>(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.</td>
<td>University of Lethbridge</td>
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<tr>
<td></td>
<td>39 credit hours towards Bachelor of Commerce (Honours) - Asper School of Business/UCN Joint Program (additional 81 credit hours at U of M required)</td>
<td>University of Manitoba</td>
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<tr>
<td></td>
<td>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</td>
<td>Athabasca University</td>
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<td>Graduates are eligible to take an additional five courses from AFOA to receive their CAFM (Certified Aboriginal Financial Management) designation.</td>
<td>Aboriginal Finance Officers Association (AFOA)</td>
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<tr>
<td>Community Economic Development (diploma)</td>
<td>Accreditation. Graduates of UCN's Community Economic Development program are eligible to be fully accredited members of CANDO as Technician Aboriginal Economic Developers.</td>
<td>Canadian Association of Native Development Officers (CANDO)</td>
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<tr>
<td>Culinary Arts</td>
<td>Regular full-time UCN program in which high school students from Margaret Barbour Collegiate Institute participate</td>
<td>High School course credit</td>
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<tr>
<td>Diploma in Practical Nursing</td>
<td>Program Approval</td>
<td>College of Licensed Practical Nurses of Manitoba</td>
</tr>
<tr>
<td>Early Childhood Education (certificate and diploma)</td>
<td>Accreditation</td>
<td>Provincial Child Care Qualifications and Training Committee (CCQTC)</td>
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<tr>
<td>• Early Learning and Child Care Certificate in Administration</td>
<td>Accreditation</td>
<td>Child Care Qualifications and Training Committee (CCQTC)</td>
</tr>
<tr>
<td>Early Childhood Education (diploma)</td>
<td>Courses are fully transferable to accredited Early Childhood Education programs at Manitoba community colleges, as per MCECEC Approved ECE Transfer Guide.</td>
<td>Red River College, Assiniboine Community College, Université de Saint-Boniface</td>
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<tr>
<td>Natural Resources Management Technology (diploma)</td>
<td>60 credit hour block credit transfer into BSc(Post Diploma)</td>
<td>Athabasca University</td>
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<td></td>
<td>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</td>
<td>University of Manitoba</td>
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<td>Natural Resources Management Technology (diploma)</td>
<td>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</td>
<td>Royal Roads University</td>
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<td>National accreditation. NRMT graduates receive Silver Ring as recognition of achieving status of professional Forest Technician.</td>
<td>Canadian Institute of Forestry (CIF)</td>
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<tr>
<td><strong>Nursing (Joint Bachelor of Nursing Degree)</strong></td>
<td>Registration with College of Registered Nurses of Manitoba – Sets standards in Nursing education and practice in Manitoba</td>
<td>College of Registered Nurses of Manitoba</td>
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<td>Students complete degree requirements through enrolment in both University College of the North (UCN) and University of Manitoba (U of M) courses. UCN Nursing program course credits are transferable to the U of M and vice versa.</td>
<td>University of Manitoba confers the Joint Bachelor of Nursing Degree upon graduation.</td>
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<tr>
<td><strong>Pre-Employment Trades Programs:</strong></td>
<td>Level 1 Apprenticeship Accreditation</td>
<td>Apprenticeship Manitoba, Entrepreneurship, Training and Trade, Province of Manitoba</td>
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<tr>
<td>• Automotive Technician</td>
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<td>• Carpentry and Woodworking</td>
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<td>• Electrical Trades Fundamentals</td>
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<td>• Culinary Arts</td>
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<td>• Heavy Duty Mechanics</td>
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<td>• Industrial Welding</td>
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UNIVERSITY COLLEGE OF THE NORTH

THE PAS CAMPUS
7th & Charlesbois
P.O. Box 3000
The Pas, MB
R9A 1L3
1-866-627-8500

THOMPSON CAMPUS
55 UCN Drive
P.O. Box 3000
Thompson, MB
R8N 1L7
1-866-677-6450

Workforce Development, Post Secondary Education Access, and Training Centres:
Bunibonibee (Oxford House)
Churchill
Chemawawin (Easterville)
Flin Flon
Mathias Colomb (Pukatawagan)
Misipawistik (Grand Rapids)
Nisichawayasihk (Nelson House)
Norway House
Opaskwayak
Pimicikamak (Cross Lake)
St. Theresa Point
Swan River
Tataskweyak (Split Lake)

UCN.CA