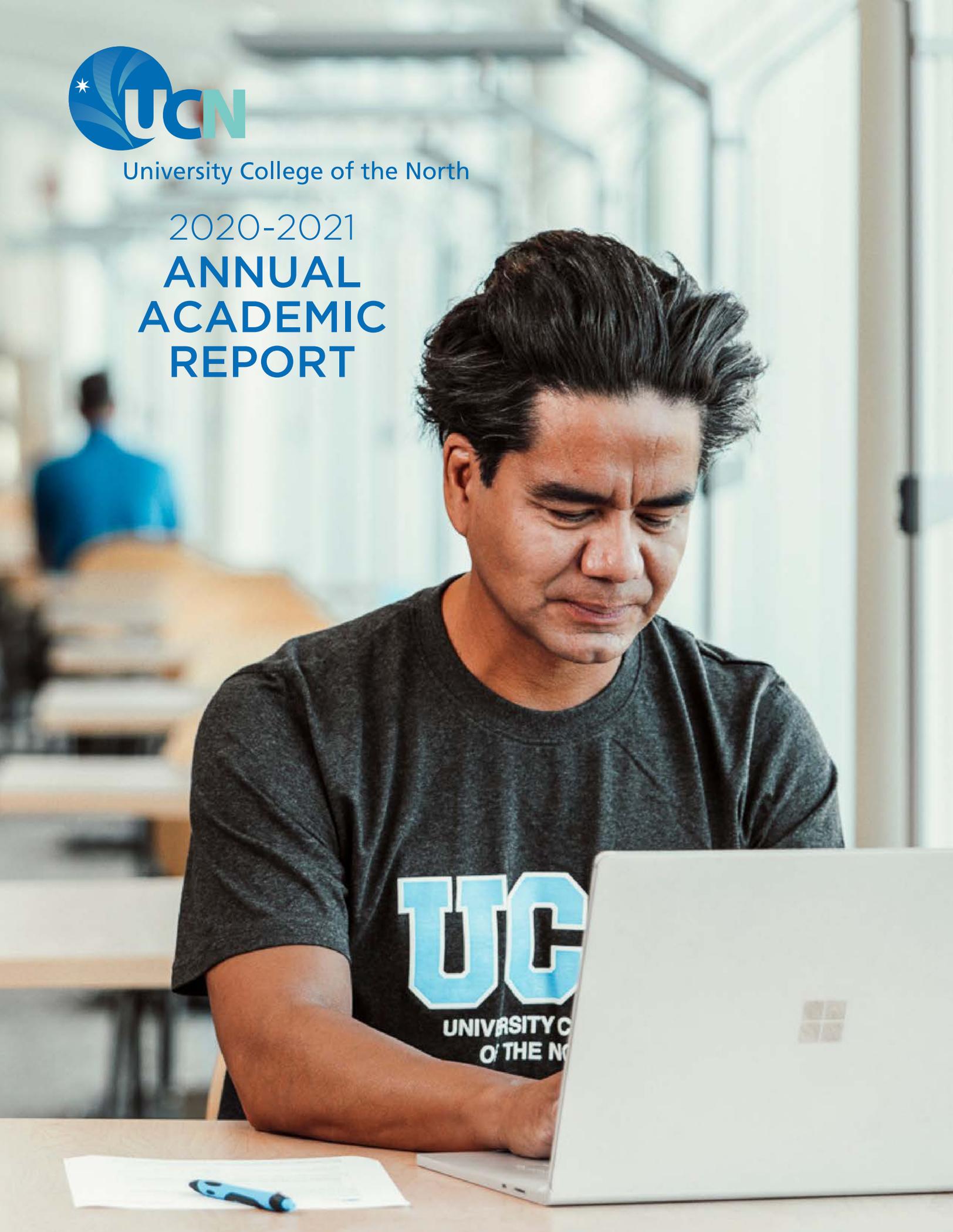# UCN

**University College of the North**

## 2020-2021
## ANNUAL ACADEMIC REPORT

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

It is my pleasure to share University College of the North's 2020-21 Annual Academic report. During this academic year, UCN focused on enrolling more students, offering more programs, fostering more partnerships, and ensuring more efficiency. Our efforts were assisted by the advent of the new *Academic and Research Plan 2020-2025:* ē-mēskanākiyak kaskitamasuwinihk isi (creating pathways to success), approved by Learning Council in the 2019-20 academic year.

The Academic and Research Plan identifies 10 goals and 47 related actions all creating specific pathways to establishing a framework for reconciliation in post-secondary education that includes changing our students' lives for the better, creating positive, effective relationships within UCN, with our communities and northern industries and ensuring excellence in all that we do. Despite the challenge of COVID-19, we believe that our new Academic and Research Plan provides the right guidance for UCN's teaching, learning, and scholarship, although the pandemic will inevitably frame decisions pertaining to the implementation of the plan.

As it became clear that the pandemic was chronic and would be with us for the entire 2020-21 academic year, UCN's faculty and staff adjusted, using remote, online and other techniques to ensure that students could continue their academic careers without interruption. Services and processes were offered online, by telephone, email, or by following distancing practices that helped to keep people safe. It wasn't always easy, but our efforts paid off, and the 2020-21 academic year saw our third highest enrolment since the creation of UCN in 2004.

As 2020-21 drew to a close, it was becoming clear that the advent of vaccines would again change how UCN conducts its business. A series of reviews and self-assessments were undertaken with wide consultation to help define how UCN will continue to serve northern and Indigenous students, support industry and contribute to the social and economic development of northern Manitoba. As we see the beginning of the end of the pandemic, we at UCN have reason to be optimistic about our future!

Dan Smith, Ph.D.
Vice-President Academic and Research

# RESPONDING TO COVID-19

The beginning of the 2020-21 academic year saw UCN continuing to respond to the onset of the COVID-19 pandemic.  After putting in place its initial response, UCN settled into an unwelcomed, but a well-managed kind of stability, monitoring developments and revising protocols to keep students, faculty, and staff safe, healthy, and engaged in education.

Faculty and staff continued to adapt educational delivery practices throughout 2020-21, engaging students through various different remote and online teaching delivery methods.  Students at UCN's Post-Secondary Education Access Centres (PSEACs) and locations other than Thompson and The Pas demonstrated significant flexibility in their studies as communities responded to the challenges of the pandemic.

## Looking Ahead

In the first half of the 2020-21 academic year, Learning Council, through the Academic Planning Committee, explored academic priorities for the post-pandemic era.  After a necessarily short but thorough consultation process, Learning Council approved in September 2020 *A Framework for a Resilient and Sustainable Post-COVID UCN.*  That document identified three principles, expressed as statements of what we hope will be:

1. Learners are at the centre of all activities
2. We are more responsive and adaptive to learners, communities, and industries
3. UCN is one institution in its operations and its outlook

These three principles are intended to help guide the implementation of UCN's Academic and Research Plan 2020-2025, approved in June 2020 in the context of the post-pandemic environment.

Additionally, throughout the year, UCN initiated in a number of self-reflections and reviews that examined, among other things, how UCN can strengthen student services, the creation of a retention strategy, articulating an agenda for Reconciliation, creating a strategic research plan, examining student housing, reviewing teacher education in the north, exploring options for teaching and learning after the pandemic, to mention just a few.  It is clear that UCN was fully engaged in preparing for success in the post-pandemic era.

As UCN monitors and responds to public health orders, we anticipate further adaptions to operations, and look forward to the return to more normal operations including an increase in face-to-face learning and more staff being present on campuses.  We also anticipate that "normal" operations will be different than before the pandemic.  UCN continues to explore options related to more remote and online learning, more flexible work options, and different use of physical space.  The pandemic was a disruptive event, creating opportunities to do things differently.  UCN has embraced that opportunity.

Students, faculty, and staff have demonstrated exceptional flexibility and resilience during the course of the pandemic.  We should all be confident that UCN will be able to address whatever challenges and opportunities reveal themselves as the pandemic recedes.   We can be ever more certain that better times are ahead of us and that UCN will be a critical part of that bright future.

# INSTITUTIONAL COMMITMENT TO THE TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION

The Truth and Reconciliation Commission (TRC) has called upon public institutions, and notably universities, to act "in order to redress the legacy of residential schools and advance the process of Canadian reconciliation." There are a number of calls that can be considered specific to post-secondary institutions; that said, UCN, like other institutions, has an obligation to support other aspects in the report. UCN is well positioned to fulfill its' obligation to truth and reconciliation in ways that are meaningful and embedded in the institution's governance and organizational structures and this update on some of the actions taken is meant to demonstrate UCN's commitment to the critical work undertaken by the TRC.

The University College of the North was established in 2004 with a mandate to serve Aboriginal Manitobans.

> Section 3 of *The University College of the North* Act states:
>
> **Purposes**
> **3**        The purposes of the university college are:
> (a)    to serve the educational needs of Aboriginal and northern Manitobans; and,
> (b)    to enhance the economic and social well-being of northern Manitoba by providing a broad range of educational opportunities.

In 2019, UCN established a new strategic plan with a mission and vision as follows:

> Mission:  University College of the North serves northern communities and people with education, training, teaching, learning and research, while being inclusive and respectful of diverse Indigenous and northern values.

> Vision:  Guided by the Seven Sacred Teachings (Truth, Wisdom, Honesty, Humility, Courage, Love and Respect), UCN is building better futures for a stronger North.

In 2020, UCN established the Reconciliation, Research and Academic Innovation (RRAI) department.  The department provides an academic home for reconciliation at UCN and supports UCN's agenda for reconciliation by ensuring that it is pursued broadly throughout UCN's academic programs and forms part of the very fabric of UCN's academic and research division.  In 2021, the Associate Vice-President of RRAI established the Truth and Reconciliation Steering Committee.  The main purpose of this committee is to develop a framework or strategy to advance the Calls to Actions within UCN.  While the focus of the committee is within the academic and research area, their work extends to other areas of UCN including the Council of Elders, Office of the President and Human Resources.  Thus, the membership of the committee is representative of the institution including teaching staff, the Council of Elders and the UCN Chancellor among others.

Indigenization is deeply embedded in the mandate of the institution, both in terms of the legislative establishment of the institution, and its strategic direction. In the 2019-20 academic year, the Learning Council approved the new *Academic and Research Plan 2020-2025:* ē-mēskanākiyak kaskitamasuwinihk isi (creating pathways to success). The plan identifies 10 goals and 47 related actions all creating specific pathways to establishing a framework for reconciliation in post-secondary education.

Given its' mandate, location, and student profile, UCN has the opportunity to expend a larger proportion of its resources on indigenization. UCN reflects its Aboriginal context in four broad categories: (1) governance, (2) policy and practice, (3) human resources, and (4) curriculum and research. How UCN has operationalized activity and resources under each category follows.

## Governance

The Governing Council has overall responsibility for UCN and may determine all matters of UCN policy except those specifically assigned to the Learning Council by the UCN Act. The Learning Council is responsible for the academic policy of UCN.

The Council of Elders, established in law, works in partnership with the Governing Council to provide guidance within UCN by sharing Elder's traditional knowledge of wisdom, beliefs, and values in a respectful and caring way. The Council of Elders also promotes an understanding of the role of Elders within UCN. The Council consists of 17 members, 14 of which represent the various communities within UCN's catchment area.

The inclusion of Elder wisdom and guidance extends beyond the Council of Elders with Elder representatives sitting as voting members on Governing Council, the Learning Council, all Learning Council standing committees, Faculty Councils and other institutional committees (e.g. hiring committees, Research Ethics Board, Tenure and Promotion Committee, Animal Care Committee and others).

## Policy and Practice

Every new course and program submitted for approval to UCN's Curriculum & Standards Committee must articulate how Indigenous content is addressed. Further, UCN has passed a policy on *Indigenous Curriculum* that confirms the Learning Council's expectation that curriculum at UCN will incorporate Indigenous content and pedagogy.

UCN has embraced and encourages the weaving of traditional practices and protocols into the day to day business of the institution including, established protocols with respect to Elder participation in classrooms and in meetings. The respectful ways of inviting an Elder's participation with a ceremonial offering where appropriate and the provision of an honoraria to recognize and honor the gifts they share, are documented in policy and guiding documents available to all staff.

Opening and closing prayers are important components of UCN meetings and other gatherings, ensuring that discussions about institutional matters begin and end in a good way is critical. UCN is also committed to providing appropriate spaces for ceremonies like Pipe Ceremonies, Feasts or for a safe space to smudge and seek Elder guidance through the Mamawechetotan and Ininiwi Kiskinwamakewin student centres in The Pas and Thompson respectively. These centres welcome all students, staff and community members and provide dedicated and safe spaces for gathering and ceremony.

Two sweat lodge compounds were constructed in The Pas and Thompson and sweat ceremonies are held regularly for members of the UCN and broader community. UCN celebrates graduates annually at Traditional Graduation Pow Wow celebrations in April. These celebrations are meant to honor and acknowledge the sacrifices that UCN students have made to reach their educational goals.

UCN is committed to recognizing that it operates on the traditional territories of Indigenous peoples and the homeland of the Metis nation, this acknowledgement appears on every course outline and is spoken at the beginning of meetings and gatherings. Further, UCN endeavors to use Indigenous languages to name spaces (i.e. student centres), programs (i.e. Kenanow Faculty of Education, Ininiw Nekani Human Resource Management diploma, etc.) and ensures that architectural features in buildings, art and the presentation of facilities considers Indigenous philosophies.

## Human Resources

Hiring practices at UCN incorporate Indigeneity through the adoption of a preference statement on all job advertisements. The statement reads:

> *Representative Workforce (formerly employment equity) is a factor in the selection process. Applicants are invited to indicate in their covering letter or resume if they are from any of the following groups: Aboriginal people, persons with disabilities, visible minorities, or women and men in non-traditional roles. All qualified candidates are encourage to apply; however, Canadians and permanent residents will be given priority.*

UCN is committed to hiring two positions entitled *Indigenous Curriculum Specialist* that will be key to ensuring UCN's curriculum reflects Indigenous pedagogy.

UCN has had a steady increase in the number of overall staff who identify as Indigenous:

| Academic Years | | | | | |
|---|---|---|---|---|---|
| Ethnicity | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Indigenous | 208 | 214 | 212 | 215 | 218 |
| | 50% | 54% | 53% | 54% | 55% |
| Non-Declared | 205 | 185 | 188 | 181 | 180 |
| | 50% | 46% | 47% | 46% | 45% |
| Total | 413 | 399 | 400 | 396 | 398 |
| | 2% | -3% | 0.25% | -1% | 0.50% |

The following chart shows a **five year average** of the proportion of staff by Indigenous and non-Indigenous status.

**Employment Categories by Indigenous Status**

| Category | Indigenous | Non-Declared |
|---|---|---|
| Administration | 66% | 34% |
| Ancilliary | 62% | 38% |
| Facility Maintenance | 91% | 9% |
| Instructional | 39% | 61% |
| Library | 39% | 61% |
| Management and Information Systems | 46% | 54% |
| Program Support | 66% | 34% |

■ Indigenous  ■ Non-Declared
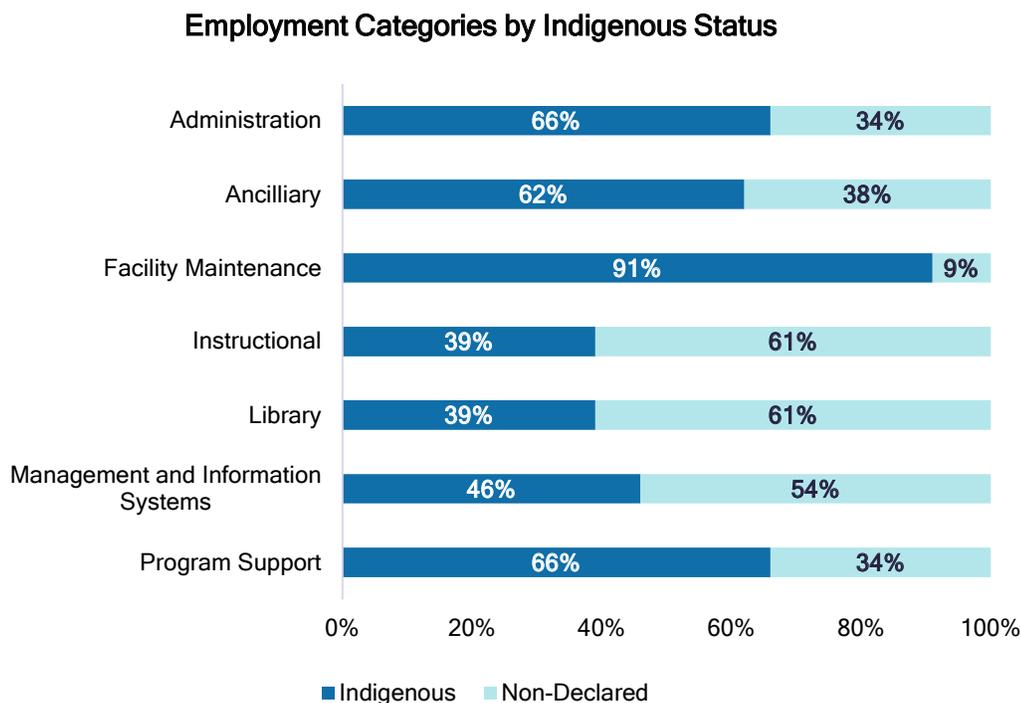
As identified in the *Academic and Research Plan 2020-2025:* ē-mēskanākiyak kaskitamasuwinihk isi (creating pathways to success), UCN intends to explore tenure acknowledgement for traditional knowledge holders as well as hire an Academic Specialist with expertise in Indigenous curriculum development to support faculty members in developing / redeveloping curriculum.

UCN provides a number of opportunities throughout the academic year for faculty and staff to expand their knowledge of Indigenous peoples, histories, cultures and traditions. Prior to the return to courses each fall, UCN hosts mandatory professional development sessions for new and returning staff (UCan Days) that includes information sessions about Indigenous culture, the history and legacy of residential schools, treaty relations, etc.  In 2015, UCN partnered with a number of organizations to co-host the first Summer Institute on First Nations, Metis and Inuit Teachings, Culture and History (Summer Institute).  The annual event is held at the Egg Lake Camp site (approximately 40 minutes north of The Pas) at a former correctional site for low risk offenders, now decommissioned and owned by the Opaskwayak Cree Nation.  The Summer Institute brings together educators, community members and others with the goal of developing a further understanding and knowledge of Indigenous history, worldviews and culture by engagement in a variety of experiences that are authentic, land and experience based. Over the five and a half day event, Indigenous focused activities are held including the opportunity to hear from a number of prominent Indigenous people speaking about the role and impact of education, a variety of cultural activities, and opportunities to dialogue with colleagues on the nature of change and the role/importance of creating "allied relationships" between Indigenous and non-Indigenous peoples.

UCN annually hosts a gathering in the spring focused on the philosophies of truth and reconciliation.  The 5th annual Truth & Reconciliation Gathering: Kwayesk-astâsowin Mamawâpiwin was held in April, 2021.  The event brings community members together to gain knowledge of often hidden (or unknown) historical truths.  Participants are invited to take an active role in reconciliation in academia and employ reconciliation practices at the course, program, and institutional levels.

## Curriculum and Research

UCN's Curriculum and Standards Committee reviews all proposals for new degree, diploma, and certificate programs, including all new and revised previously approved and existing courses and programs.  The membership of the committee provides for a voting Elder member.

All students at UCN are required to take the one-credit hour course *Waskawimakanwa Mecimwaci Isihtwawina* which introduces students to sharing circles, group activities and other Aboriginal cultural practices, and by working with traditional and non-traditional teachers.  Students learn about the historical and contemporary issues of Indigenous people and actively participate in various culturally-based experiences, including a feast.  Every UCN student requires this course to be eligible for graduation.

Indigegogy is woven into UCN programming, most prevalent in UCN's Kenanow 'all of us, all of us who are here' Bachelor of Education program.  This northern-based and Indigenous-focused teacher education program melds the wisdom and guidance provided by the Elders with the certification standards and academic expectations of Manitoba Education and Advanced Learning.  In the Kenanow model, the kinship system is envisioned as an organically functioning system into which education is naturally and harmoniously integrated and transmitted.  UCN offers a certificate in Aboriginal and Northern Counselling Skills through the Faculty of Education.  Students receive the knowledge and skills required to deliver culturally proficient counselling for Aboriginal and northern populations.  All courses blend Aboriginal philosophy and culture with western counselling practice.

UCN's Centre for Aboriginal Languages and Culture aims to promote, preserve and revitalize Aboriginal languages and cultural philosophies for future generations.  One concrete way of achieving this vision is through the offering of the Certificate in Teaching Ininimowin.  This unique program is offered entirely in Cree and aims to enhance Cree teaching methods in school programs to fluent Cree speaking community members or certified teachers.  UCN offers three- and four-year majors and a minor in Aboriginal and Northern studies.  These programs build from a focus on Aboriginal cultures and Northern Manitoba, this interdisciplinary program aims to further understandings of the experiences of Aboriginal peoples and communities in the past and present and to consider regional, national and international dimensions.

In partnership with communities, UCN established, maintains and operates three public libraries in First Nations Communities (Norway House, Easterville, and Pukatawagan).  Pukatawagan is the most remote public library in Manitoba.

UCN's draft Strategic Research Plan identifies, among other things, principles for participating in third-party research opportunities that focus on ensuring that UCN's Aboriginal and northern context is reflected in research priorities. Where expected and agreed to by an Aboriginal community, the First Nations principles of ownership, control, access, and possession - more commonly known as OCAP – must be the guiding principles for all researchers when working with an Aboriginal community. OCAP asserts that First Nations have control over data collection processes, and that they own and control how this information can be used. The participating/sponsoring post-secondary education institution(s) in the research must commit to supporting and enforcing OCAP with participating researchers.

UCN takes very seriously its' commitment to the TRC Calls to Action and to truth and reconciliation. UCN has a responsibility to ensure that these principles are reflected in day to day operations and become vital parts of the fabric of academia at UCN. UCN's relationship with and service to Indigenous communities whether through post-secondary education access centre partnerships and other touch points must continue to be a priority for the Academic and Research Division particularly and UCN generally.

## Thompson UCN Student Awarded Kin Canada Bursary

Terri-Lynn Reid, a student at the UCN Thompson Campus, was awarded a Kin Canada Bursary in May, 2021. One of the 71 students selected out of the 206 applicants across Canada, Reid was awarded a $1,000 bursary

Reid was selected based on her various community volunteering experiences, her future financial needs in finishing her program, and her knowledge of the Thompson Kin Club association. Reid will be starting her second year in the community economic development diploma program at UCN's Thompson Campus.



In a thank you letter, Reid sent to the Thompson Kin Club she wrote, "Every little bit helps me with my education so I can help our community and provide for my family. Your gift will forever be appreciated and I'm so excited to start my final year in September."

Since the bursary's inception in 1994, $1,096,000 has been awarded to 1,096 students across Canada. Kin Canada Bursaries aims to provide 50 - $1,000 bursaries every year to deserving post-secondary students, dependent on the previous year's funding. Twenty-one Manitoba awards were made possible in 2001 through the generous contribution from the Winnipeg Kinsmen jackpot Bingo.

# SUPPORTING ACADEMIC EXCELLENCE

Enrolment Services & Registrar and Office of the Dean of Students strive to be student-centered and to ensure service to UCN students and staff is provided with an attitude of care, service, and support.

Services include guidance on enrolment processes, scheduling, academic advising, accessibility services, counselling, accessibility, Indigenous centres, Campus Elders/Advisors, financial aid and awards, tutoring and recreation.

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

## ENROLMENT SERVICES & REGISTRAR

This year saw the usual annual maintenance updates for the student information system issued by the vendor, which require UCN to visit and adjust the processes and procedures within the office.  This in turn requires the continuous and ongoing training and education for all accessing the system.

The 2020-21 year saw continued work on the online registration process in order to make it as easy and intuitive for students' use.  There is a continued push to move other processes online, these include but are not limited to items such as official transcript requests, graduation application, change of address, along with various other processes.  2020-21 also saw a continuing trend of more applications being received, thus having programs being filled and waitlist for numerous programs being instituted.

The Assessment Centre saw a decline in the number of program assessments, and external exams being proctored.  This can be directly attributed to the impact of COVID-19 and the restrictions which have impacted the service.  Assessment Centre saw approximately 250 program assessments being written, with another 140 externally proctored exams over the past academic year.

Finally, The Pas Campus Assessment Centre is in the final stages of being recognized as an official PearsonVue testing center.  The time in which it has taken to become an official testing site has been longer than expected due to COVID-19.

## OFFICE OF THE DEAN OF STUDENTS

Online orientation activities began in mid-July for new and returning students. Despite the challenging times of moving online, staff and faculty rose to the challenge and learned new skills to ensure our students did not miss out on the important information that they needed to assist them to be successful students. Faculty held program orientations online with their students immediately before classes began in the fall of 2020. Fun and safe activities were incorporated into the online orientation to set the tone for school spirit and engagement. Student engagement is a strong component of student success, recognizing this, online activities were organized throughout the academic year to keep students engaged.

The Learners' Assistance Centre is available on both campuses with a coordinator at each location. The centre offers a quiet space for students to receive tutoring and computers for their use. The Student Association Council provide the financial resources for tutoring while the coordinators are tasked with seeking tutors.

Student Accessibility Services work with students who declare a disability. Coordinators at both campuses collaborate with faculties and support services to ensure proper accommodation is in place.

The Counsellors and Academic Advisors team together to assist students who encounter challenges. Having a direct effect on students' personal and academic success at UCN, they advocate for students in almost any situation where a student may require assistance. Most common issues UCN students face include attendance, mental health issues, grief and loss, and addictions with alcohol and drugs.

Financial Aid and Awards Programming continues to expand its impact on students. The Financial Aid and Awards staff work with an 11-member Awards Committee comprised of faculty members, administrative staff, the Dean of Students, one Elder and one student representative to approve new award offers and amended offers, and to select awardees and distribute awards.

From April 1, 2019 to March 31, 2020, the staff and Awards Committee members reviewed 130 award applications and distributed a total of $65,650.00 to 78 students who qualified.

# OUR STUDENTS
## Student Profile and Enrolment

Important UCN student metrics for the 2020-21 Year:

| | |
|---|---|
| Total enrolment: | 2,797 |
| Indigenous students (credentialed programs): | 75% |
| Female students (credentialed programs): | 60% |
| Students over age 30 (total enrolment): | 58% |

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 2020-21 academic year, UCN enrolled 2,797 students.

Credentialed programming (degree, certificate, diploma, and apprenticeship) accounted for 54% of total enrolment, 3% was in preparation programs (adult learning and essential skills) and 43% was in non-credentialed programming (workforce and community responsive training).

UCN delivered 43 credentialed programs in 41 locations throughout Manitoba in 2020-21. As a university college, UCN provides many educational opportunities in credentialed programming.  In 2020-21, 41% of students seeking credentials in The Pas were enrolled in university, and 59% were enrolled in college.  In Thompson, 56% were pursuing credentials in university, and 44% in college.  At UCN's Post-Secondary Education Access Centres, 29% of the student population enrolled in credentialed programs were in university, and 71% in college.

For UCN students enrolled in credentialed programming, the average age was 29; 75% self-identified as Indigenous, and 60% self-identified as female.

UCN set goals to see overall enrolment increases as follows:

→ 2020-21:  2,629 students;
→ 2021-22:  3,224 students; and,
→ 2022-23:  3,715 students.

The full Enrolment Summary for the 2020-21 Academic Year can be found in Appendix A.

# 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 24, 2021, 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 2020-21 academic year, UCN had 367 students' graduates from 37 programs.  There were 238 graduates from UCN's main campuses in The Pas and Thompson, and 129 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.

| Credential | # of Graduates |
|---|---|
| Apprenticeship[1] | 5 |
| Certificate | 205 |
| Diploma | 79 |
| Degree | 64 |
| Mature High School Diploma | 14 |
| Total | 367 |

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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 2020-21 year.

UCN offers base budget programs that are approved and financially supported by the Government of Manitoba.  These programs are shown by program type below:

| Program Type | Program |
|---|---|
| Adult Learning | - General Studies: Adult Education<br>- Mature High School Diploma |
| Apprenticeship | - Industrial Mechanic (Millwright)<br>- Industrial Electrical<br>- Carpentry |
| Certificate | - Automotive Technician<br>- Carpentry/Woodworking<br>- Culinary Arts<br>- Educational Assistant<br>- Electrical Trades Fundamentals<br>- Health Care Aide<br>- Heavy Duty Mechanics<br>- Industrial Welding<br>- Introduction to Construction Trades*<br>- Law Enforcement<br>- Office Assistant<br>- Primary Care Paramedic |
| Diploma | - Business Administration (Accounting stream; management stream)<br>- Community Economic Development<br>- Diploma in Practical Nursing<br>- Early Childhood Education<br>- Natural Resources Management Technology |
| 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)<br>- Bachelor of Business Administration<br>- Bachelor of Education (Bachelor of Arts/Education integrated; Bachelor of Interdisciplinary Studies/Education integrated; and After Degree B.Ed.)<br>- 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)

# Access

## Dr. Lynette Plett, Associate Vice-President

The Access department ensures 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.

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 |
|---|
| • Post-Secondary Education Access Centre Coordinators participated in a Certificate in Career / Employment Coach program which included workshops in *resume development, job search, career planning* and *interview skills*. <br> • Post-Secondary Education Access Centre Coordinators participated in a pilot certificate course "*Introduction to Literacy and Essential Skills and Recognition of Prior Learning Assessment*" developed and piloted by Workplace Education Manitoba. <br> • The Business Administration (management stream) program was offered in **Chemawawin/Easterville**. <br> • Adult Learning Centre Programming was offered in **Mathias Colomb/Pukatawagan**, two students graduated with a high school diploma. <br> • In **Misapiwstik/Grand Rapids**, three students completed an Office Assistant program and the Bachelor of Interdisciplinary Studies / Kenanow Bachelor of Education program was offered. <br> • Nine students graduated from a Carpentry/Woodworking program in **Nisichawayasihk**. <br> • Eleven students completed the Educational Assistant Certificate and the Bachelor of Interdisciplinary Studies/Kenanow Bachelor of Education program was offered in **Norway House**. <br> • Six students completed a Post-Secondary Preparation program. The Educational Assistant Certificate and the Bachelor of Interdisciplinary Studies/Kenanow Bachelor of Education programs were offered in **Pimicikamak/Cross Lake**. <br> • In **St. Theresa Point**, seven students completed the Business Administration program (management stream) and the Early Childhood Education program was offered. <br> • Adult Learning Centre and Bachelor of Interdisciplinary Studies/Kenanow Bachelor of Education programs were offered in **Tataskweyak/Split Lake**. <br> • A new full-credit course was introduced for the Adult Learning Centre program. In *Applied Business Technologies 40S,* students explored trends in the business world and obtained employable business skills. Skills taught in Computer Applications, Career Development and English courses were incorporated and refreshed in the new course. |

# 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, Opaskwayak Training 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 Accepts Donation to Automotive Technician Program

In June, 2021, Great North GM in The Pas donated two vehicles to the UCN Automotive Technician program to help train students.  The donation includes a 2014 Chevrolet Cruze and a 2015 Chevrolet Impala.  The vehicles are valued at more than $16,000 when for sale.

The donation came about during a regular conversation between Great North GM General Manager, Frank Lang and UCN Automotive Technician Instructor, Riley Wlasichuk.



"Growth is the big thing.  In the north, you have to build a workforce," said Lang, "This will give them a hands-on training tool.  Students can get the chance to get working hours on the vehicles.".

# Centre for Career and Work-Integrated Learning

## Krystle Paskaruk, Coordinator, Career & Work-Integrated Learning

During this academic year, the UCN Centre for Career & Work-Integrated Learning (CCWIL) pivoted to an online and virtual delivery model to offer a full range of programming and services to support and engage Employers, Industry, Students and the UCN community in career development and work-integrated learning (WIL) initiatives during the
COVID-19 pandemic. This effort resulted in over 3000 student, staff, job seeker and employer participant engagements, an unprecedented engagement level for 100% virtual delivery.

| Key Highlights |
|---|

- Over the academic year, UCN students completed 885 successful work placements within host organizations.
- UCN became a member of the Manitoba Association for Career Development (MACD) and renewed its memberships with Canadian Association for Career Educators and Employers (CACEE), and Co-operative Education and Work-Integrated Learning Canada (CEWIL).
- CCWIL Coordinator, Krystle Paskaruk, was appointed to the Manitoba Association for Career Development Board of Directors, representing Northern Manitoba.  K. Paskaruk was also granted the designation of Certified Career Development Practitioner by the Canadian Council for Career Development.  This designation confirms mastery of professional competencies, recognizes industry-respected best practices, and sets a standard for excellence, establishing UCN as an expert in quality service delivery grounded in professional excellence.
- The CCWIL team, Kelly Hause and Krystle Paskaruk, completed the Career and Employment Coach Certificate Program through the University of Winnipeg.  This certification enables students and all job seekers to access professional coaching services for resume development, career exploration, job search and interviewing.
- The Professional Development Series, designed to help students develop the skills and tools needed to secure employment and perform professionally in the workplace, was re-configured for both in-person and online delivery and formally changed to UCN courses whereby completion will now be recognized on the UCN transcript. Over the 2020-2021 academic year, the program received 750 registrations and Certificates of Completion were presented to over 30 participants who elected to complete the entire program.  To-date, more than a dozen UCN programs have adopted the Professional Development Series into their program curriculum for in-class delivery.
- In replacement of Industry Engagement Night, (which could not be held due to public health restrictions) UCN held six very successful virtual employer events which connected 148 UCN students and alumni to employers and industry representatives from across the region.

- Over this academic year, UCN departments and programs worked closely with CCWIL to support, develop, and enhance understanding of WIL and identify program-specific WIL opportunities. Currently, the Faculty of Arts, Business and Science is developing elective WIL options, which will integrate student studies within a workplace or practice setting.
- Funded through RBC Future Launch, UCN launched its first course with *Riipen,* a collaboration platform for experiential learning between post-secondary institutions, educators, industry partners and students. Students enrolled in UCN's Bachelor of Business Administration Program gained real-life work experience while completing their studies. The students performed statistical calculations and analyzed data provided by an employer located in Atlanta, Georgia. This opportunity enabled UCN students to forge new paths, gain work-ready skills and garner international attention.
- The UCN *Career Post*, a publication designed to promote WIL and career development at UCN, celebrated two years in publication and reached viewership of more than 2000+ subscribers.
- A virtual resource hub on the UCN Website including an online job portal, was created to improve accessibility to all resources and information pertaining to work-integrated learning and career development, for all stakeholders. This can be accessed at www.ucn.ca/wil



172 @ 16 Virtual Class Presentations

750 @ 77 PD Seminars

Educate 922 Participants

148 @ 6 Virtual Employer Events

Empowered 148 Participants

19 In-class delivery requests

70 Career Information request for services

206 Job Posting Requests

WIL & Career Services Engaged 3034 Participants through the UCN Centre for Career & WIL

Embrace 449 Participants

12 Career Event support

9 Request for Work-placement support

Excite 1515

1515 Engaged on social media

68 Resume, Career & Interview Coaching requests

10 Career Closet Appointments

55 Requests re: WIL/Career

UNIVERSITY COLLEGE OF THE NORTH  Statistics from Sept 2020- June 2021

## Training Solutions

### Nancy Goodridge, Director

The Training Solutions group was created to ensure that UCN remains nimble and responsive to community and industry needs by providing:

- Training to employment and upskilling for workforce development;
- Contract (cost recovery) delivery of UCN programming on an as-needed and when-needed basis;
- Oversight of UCN's workforce development centres including the Northern Workforce Development Centre (Thompson) and the Swan Valley Workforce Development Centre (Swan River) as well as the Opaskwayak Cree Nation Training Centre; and
- Continuing education and professional development programming at multiple northern sites.

Over the 2020-21 year, Training Solutions generated more than $3 million in revenue and offered over 85 programs throughout the north of Manitoba. Much of this was through contract training in which communities and industries have the opportunity to undertake existing UCN courses or programs for a particular cohort of students (e.g., a group of employees), or to work with UCN to develop a bespoke program to meet client's specific needs.

While the global pandemic impacted much programming, Training Solutions created new partnerships that enabled UCN to provide numerous on-line and virtual courses to augment the limited number of face-to-face offerings that proceeded while adhering to pandemic-related protocols.

### Work-Integrated Learning in Action



UCN students in the Business Administration Diploma program applied the theory learned during the two-year program in a capstone project. The project challenged them to find a small business impacted by the pandemic. Teams of students worked with a business client to analyze their current marketing situation and conduct an analysis and customer survey. The students used this data to create a plan to improve business for their client. Students designed and improved social media marketing through platforms such as TikTok, Instagram, Facebook and website design. A second survey was conducted to measure the impact of their improved strategies and they then made a final presentation of recommendations to each business client.

Work-Integrated Learning such as this project, has many benefits for all stakeholders. Students are able to apply classroom learning to a real work project, while employers benefit from the new ideas, fresh perspectives, and enthusiasm, which students bring to the workplace.

# Workforce Development Centres

## Tim Gibson, Manager, Northern Workforce Development Centre

The Northern Workforce Development Centre (NWDC) at UCN's Thompson Campus focuses on upskilling workers and training for employment in northern Manitoba.

More than 400 students were engaged in programs at the NWDC during this academic year. The majority, but not all, of this training took place at Thompson. The selection of courses and program offerings was, in part, guided by the NWDC Advisory Board, which was very active in the 2020-21 year.

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. The result was a Regional Program Plan with training suitable for delivery in many regions of northern Manitoba.

The global pandemic continued to impact programming at the NWDC; fewer face-to-face courses were delivered while courses that were virtual or on-line became a larger part of the overall training. This pivot in delivery methods, while disruptive, permitted more sites to receive training.

| Key Highlights |
| --- |
| <ul><li>Partnered with the Communities Economic Development Fund for delivery of Welding and Small Motor Repair for commercial fishers in northern Manitoba.</li><li>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.</li><li>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.</li><li>The NWDC is part of a national network of Workforce Innovation Centres stretching from Newfoundland/Labrador to B.C.</li><li>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.</li></ul> |

# 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 146 students 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 with workers that are safe, aware, efficient, and effective, businesses that are viable and productive, and 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 |
|---|
| <ul><li>Offered a 2nd intake to the UCN Home Builders program as a direct action to meet the labour market needs of the local residential construction sector industry. Students learn and experience building a house from the ground up. The program was held in partnership with Northern Specialities Ltd and Swan Valley School Division.</li><li>100% of the students in the Early Childhood Education Workplace Model Diploma program graduated with employment.</li><li>Introduced and successfully completed 2 new programs in partnership with Safety Services Manitoba: Manitoba Occupational Health and Safety Certificate and Health and Safety Professional Certificate.</li><li>The Aboriginal and Northern Counseling Skills Certificate virtual program began with 25 students throughout northern Manitoba. Students were waitlisted due the high demand for this training, ease of access and evening offering.</li></ul> |

| Training at the Centre included: | |
|---|---|
| Confined Space Entry<br>Fall Protection<br>Flag Person<br>Forklift Refresher<br>Introduction to Computers, Word and Excel | Safety Committee Basics Security Guard<br>Spill Response<br>Standard First Aid with CPR<br>Train the Trainer/Adult Learning |

## Opaskwayak Cree Nation Training Centre

Located at Opaskwayak Cree Nation (OCN), the OCN Training Centre provides numerous programs and courses to meet the training needs of Opaskwayak and surrounding communities.

While the global pandemic has impacted the delivery methods of programming at the OCN Training Centre, it has adapted and delivered, by a variety of methods (virtual, face-to-face but socially distanced, on-line).  A range of training included:

- Introduction to Computers/Zoom (to assist students in on-line learning)
- Certificate in Teaching Ininimowin
- Educational Assistant Certificate
- Conversational Cree
- Manitoba Security Guard Training
- Heavy Equipment Operator Training
- Preparation for Post-Secondary Studies
- Indigenous Food Preparation
- Safe Food Handling courses
- First Aid/CPR courses

## Craig Cowper, Operations Coordinator, Northern Manitoba Mining Academy

The Northern Manitoba Mining Academy is a collaborative venture led by a Board of Directors, established and authorized by UCN.  The primary objectives of the NMMA are:

1. To plan and implement educational programming and research programs that meet the needs of UCN partners;
2. To expand the NMMA infrastructure and capital to support new research and teaching opportunities;
3. To resource the NMMA sufficiently to ensure sustainability;
4. To promote and market the NMMA brand; and
5. To sustain an exemplary governance model and Board membership for the NMMA.

To meet these objectives, the NMMA had, during the 2020-21 fiscal year, 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 work that happens at the UCN Workforce Development Centres within the Community and Industry Solutions

group, responding 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 the Tech Manitoba Digital Literacy program, project management and leadership training, and a range of safety and industry-focused training.

Outreach and career-awareness activities are significant activities for the NMMA. Although, during the 2020-21 fiscal year, public health restrictions prevented middle- and secondary-school students from participating in events directed at increasing awareness of the career options within the mining, mineral exploration, and skilled trades sectors. Partnerships with various provincial school divisions and organizations are anticipated to resume next year.

| Key Highlights |
| --- |
| <ul><li>Partnered with Manitoba Workplace Training and Employment and Workplace Education Manitoba (WEM) for the successful completion of Wilderness Safety Training Certificate Programs conducted at Wabowden and Thompson.</li><li>Partnered with Hudbay Minerals Inc. to provide First Aid training for local employees.</li><li>User days for 2020-21<ul><li>1367 user days (a decrease from recent years, significantly impacted by public health restrictions for both class size and permitted programming).</li></ul></li><li>NMMA represented at local, provincial and national events<ul><li>GAC-MAC 2020 Virtual (Geological Association of Canada-Mineralogical Association of Canada, Sept 21-23 2020)</li><li>Flin Flon Rotary meeting presentation, Meteorite Impacts in Economic Geology, October 15, 2020.</li><li>PDAC 2021 Virtual (Prospectors and Developers Association of Canada; March 8-11 2021).</li></ul></li></ul> |

## Introduction to the Mining Industry

In partnership with the Saskatchewan Indian Institute of Technologies (SITT) and Workplace Education Manitoba (WEM), a 10-week Introduction to the Mining Industry program was developed and facilitated to members of the Peter Ballantyne Cree Nation.



Students learned about mining operations, equipment and processes, explosives, blasting, drilling and core handling.  Practical lessons in helicopter safety, use of mineral exploration equipment and operation of the underground mining simulator provided some valuable hands-on experience.  Individual certificates were attained for health and safety classes including First Aid, Fall Protection, Confined Space Entry and Fire Extinguisher.

10 students completed the program.

# Faculty of Arts, Business and Science

**Harvey Briggs, Dean (July 1-May 8)**
**Kim Laycock, Dean (May 13-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.

## Curriculum Updates

- The Office Assistant Program added an accounting stream.
- An exit option was created in the Business Administration Diploma and Community Economic Development two-year diplomas. Students have the option to exit after one year and obtain a Basic Business Principles Certificate.

## Staffing Updates

- Kim Laycock was named Dean of the Faculty for a two-year term in May, 2021. Prior to this appointment, Kim served as Faculty Coordinator, as the Business Program Co-Chair and as a College Instructor in the Business Administration Diploma program. Kim has been with UCN for 20 years.
- After over 30 years teaching in the Office Assistant program, Andrea Robinson retired in October, 2020.
- Eileen Thomas from Aboriginal and Northern Studies retired in August, 2020.
- Jackie Hartman joined the Office Assistant program as a full-time instructor.
- Dr. Tariqul Islam (Social Sciences); Dr. Anderson Assuah (Aboriginal and Northern Studies); and, Dr. Asfia Kamal (Aboriginal and Northern Studies) joined the Faculty.
- Dr. Amzad Hossain became a University Instructor (previously held the rank of College Instructor).
- Several faculty members were granted tenure and/or promotion during this academic year.
  - Dr. Sue Matheson was promoted to Full Professor;
  - Dr. Ramona Neckoway attained tenure and was promoted to Associate Professor;
  - Dr. Joseph Atoyebi attained tenure;
  - Dr. Gilbert McInnis attained tenure;
  - Dr. Katrin Atnikov (Stedronsky) attained tenure; and,
  - Dr. Abayomi Oredebge attained tenure.

## Research, Publication, Artistic and Community Outreach

- Dr. Sue Matheson was awarded a 2021 PCA Literary Award for *best edited reference collection in popular and American culture* in May, 2021. Dr. Matheson published "Women in the Western", through Edinburgh University Press in 2020.
- Dr. Amzad Hossain and Dr. Ying Kong obtained a SEED grant to explore *Employer perspectives on employability skills: the effect of the Covid 19 pandemic on UCN students' remote learning experience.*
- Dr. Joseph Atoyebi obtained a SSHRC grant to explore the topic *Partnership on Plagiarism Prevention in Universities (PPPU).*
- Dr. Ramona Neckoway activity participated as a committee member on the Manitoba Aboriginal Language Strategy.
- Dr. Jennie Wastesicoot was granted a one-year academic leave to work with Cree language archives at the University of Manitoba.
- Dr. Ying Kong and Dr. Joseph Atoybi produced the 7th issue of *Muses from the North* in April, 2021. A collection of essays from students reflecting on the impact of the COVID-19 pandemic on their learning and living experiences. **"**COVID-19 has affected each and every person in almost indescribable ways," said Elizabeth Tritthart, *Muses* student editor and print copy designer. "It has been an extremely challenging time for most, and I am beyond honored to have the opportunity to work so closely with so many outstanding individuals on this special release of *Muses from the North*.**"**

## UCN Faculty Members Create Swampy Cree Textbook

UCN faculty members collaborated on a Cree language textbook in hopes of maintaining northern culture. UCN Arts, Business and Science faculty member, Eileen McKay Thomas teaches a specific dialect of Cree: Swampy Cree. McKay Thomas quickly noticed the lack of a textbook focused on this dialect and turned to long time Cree language educator, Solomon Ratt for guidance. While his teachings are in a different dialect, Ratt's *Beginning Cree* text proved to be a valuable resource in getting started on the creation of the Swampy Cree (N dialect) text. The project took on a new life when McKay Thomas formed a partnership with Dr. Ying Kong, a colleague in UCN's Faculty of Arts, Business and Science. McKay Thomas drew upon Dr. Kong's experience in teaching and creating resource materials for the Mandarin language at the Universities of Manitoba and Winnipeg. UCN SEED Funding launched their research project, "Innovation in Cree Language Learning and Teaching: Highlighting the Cree Language Spoken in Manitoba." The goal was to launch a Cree language textbook for Swampy Cree Speakers. The book is slated for publication by the University of Regina Press in the near future. The cover features designs commissioned by Ricky Hamilton, a local artist and Swampy Cree teacher. UCN student Elizabeth Tritthart worked with the authors as a research assistant on this project.
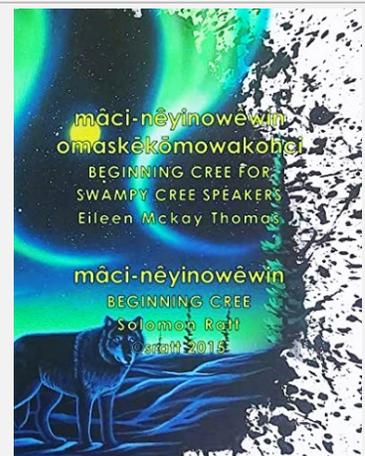
# Faculty of Education

David Wlliamson, Dean (July 1-June 27)
Gina Guiboche, Dean (June 28-June 30)

## Program offerings:

Kenanow Bachelor of Education
        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

## Staffing Updates

- David Williamson's term as dean ended and he has returned to faculty as an instructor.
- Gina Guiboche was named Dean on June 28, 2021. Gina, a First Nation Muskego Ininiwak woman from the Opaskwayak Cree Nation and of the wolf people through the Vuntut Gwich'in from Vuntut Gwich'in First Nation in Old Crow, Yukon Territory, has lived and worked in the north for most of her life. Gina served on the Government of Manitoba implementation team for preparing Keewatin Community College for its new mandate and university status, by helping to create UCN's initial Five-Year Strategic Plan.

## Research, Publication, Artistic and Community Outreach

- Dr. Amjad Malik presented *The Effectives of Playing Video Games on Grade 9 students in Pakistan and Canada: A Comparative Study* at the 49th Annual Canadian Society of Studies in Education Conference On-line in June, 2021.
- David Williamson was contributing poet to a number of publications including Aesthetic Magazine's International Creative Writing Annual, 2021 and Adelaide Literary Magazine (Summer, 2020).
- Chris Duncan delivered presentations to students on "Safe Talk Suicide Prevention" and "Service Learning Workshops, Families & Schools Together".
- Olivia McCorriston, an active educational teacher and supporter of youth in the community, was nominated and recognized for her role serving Manitoba. The recognition was through the HONOUR 150 initiative presented by Canada Life which recognized 150 people across the province who stood out in their role in making Manitoba such an amazing province.

## Graduate Spotlight:  Brie Phillips

Brie Phillips is a teacher who is able to weave education, writing and art together for Indigenous students and educators alike.  A Metis woman, Brie grew up in Creighton, SK and always enjoyed spending time with children.  She knew her future career would involve kids somehow, but it was her experience in a mentor program that sparked her passion for teaching.

Brie enrolled in the Northern Teacher Education Program (NORTEP) in La Ronge and completed most of her training.  NORTEP ceased operation in 2017 and Brie was left wondering where to complete her educational training.  In 2018, Brie found UCN and enrolled in the Kenanow Bachelor of Education program.
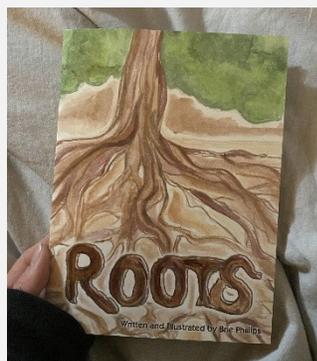
Brie won a UCN scholarship sponsored by the Retired Teachers' Association of Manitoba (RTAM) awarded annually to an Indigenous student enrolled full-time in any post-secondary program at UCN.  RTAM contacted Brie and asked if she would be interested in working on a project for Manitoba 150, in Indigenous education and anti-racist education.  The project was the publication of her book Roots, which emanated from a project in one of her courses where she wrote about what Kenanow (Cree for "all of us") meant to her.  The story mirrors the way her grandmother spoke, in a beautiful, magnetic and magical type of way.  She describes the pathways she found to connect to her personal identity, through owning a health foods store, camping and reclaiming culture and roots in a different way than what might be expected.

Roots will be sent to every provincial school, public and private, as well as every library in Manitoba, to provincial members of the Legislative Assembly, Assembly of Manitoba Chiefs, the Manitoba Metis Federation and the Mayor of every municipality.

# Faculty of Health

## Dr. Vicki Zeran, Dean

<u>Program offerings</u>:

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

| Curriculum Updates |
| --- |
| <ul><li>In view of the need to follow public health orders during the COVID-19 pandemic, Bachelor of Nursing courses were all delivered virtually with the exception of the four skills courses and clinical courses.  One course (NURS.4540) had to be changed to asynchronous delivery to accommodate the Northern Regional Health Authority's request to divide Clinical 6 students into two groups to attend on alternate days.</li><li>The Bachelor of Nursing simulation program is expanding in the Fall of 2021 to include virtual simulation (vSIM) in clinical 3, 4 & 5 at both sites.</li><li>The Law Enforcement Program has acquired a Firearms Simulator.  This innovative training method involves the use of Laser-Based Technology in a simulated environment, and has effectively been utilized in Military, Law Enforcement and in Natural Resources settings.  It is a known fact that students trained in simulated firearms had higher scores on safety and handling at the final qualification examinations, as compared to their counterparts.  The simulator will be used with the new Law Enforcement software in Term 40 (2021).</li><li>A new first year course, NUR.1033 Human Growth and Development has been developed for the Diploma in Practical Nursing (DPN) program.</li><li>Unlike many schools in the province, the DPN students did not experience any disruptions to their clinical practicums due to the pandemic.</li><li>The Selkirk DPN program commenced in May 2020 with 22 students registered for the program.  17 students will continue into the second year of the program.</li><li>UCN, in partnership with the Northern Health Region and the Northern Manitoba Sector Council, offered the Health Care Support Worker program in several Northern communities in January 2021.  The program was created to meet the immediate and critical health care needs occasioned by the pandemic.</li></ul> |

## Staffing Updates

- Jodi Johnson joined the Faculty of Health, as the Manager of Community Based Health programs.
- Tabitha Brandt joined the Faculty of Health as the Administrative Assistant to the Dean.
- Noreen Wallwin retired from the Faculty in June of 2020.
- Nursing welcomed Cindy Fleming back from retirement to UCN Thompson in the Fall of 2020 for Clinical 5, 6 and Skills 3 & 4.
- Kristi Maxwell also joined the Thompson faculty in August of 2020.
- Darryl Shotton, Recreation Coordinator, continued to be very involved with Faculty students' fitness program.
- MJ Donald retired this year and Darby Brown joined the Faculty as the new Instructor in the Law Enforcement Program.
- There will be a full complement of instructors for the Primary Care Paramedic program.  Chelsea Friesen assumed the role of Coordinator and permanent full-time instructor starting in the Fall.  In addition, Dan Jones will be starting with UCN in the Fall as the second full-time permanent instructor.
- Tamara Hominuk joined the faculty in Swan River and will teach into the Diploma in Practical Nursing and Health Care Aide programs.
- Two new instructors were hired for the Diploma in Practical Nursing program in Thompson which will commence in September 2021.
- Three new instructors joined the Faculty to teach in the Diploma in Practical Nursing program in Selkirk:  Kathryn Braun, Pamela Scheveck and Kaitlyn Yurick. Irene Williamson joined the team as the Administrative Assistant for the site.
- Clinical Instructors were recruited for The Pas and Thompson cohorts which commenced in April 2021.

## Notable Faculty/Staff Achievements

- All of the Health Faculty met the challenge to change teaching methodology for alternate course delivery very quickly to ensure courses and programs could continue during the pandemic.  The Faculty proved to be resilient, flexible, resourceful and innovative.
- Nursing Instructors, Dorothy Loder, Megan Boscow, Kathleen Threinen, Shamilla Thethy and Cindy Fleming received the Hidden Hero Award from Red River College.  Red River College's (RRC) BRAVO Awards recognize employees who live out

# 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 (3 intakes of Level 1-2 are offered through a partnership with MITT in Winnipeg, MB)

| Curriculum Updates |
| --- |
| <ul><li>Apprenticeship levels continued to be offered online and in person per intake (50% online and 50% in person).</li><li>Remote teaching was utilized for pre-employment skilled trades and in the Natural Resources Management Technology program.  Students were on campus for certain components of their practical training.</li><li>Pre-employment trades students returned to campus for the Winter 2021 term utilizing safety precautions.</li></ul> |

| Staffing Updates |
| --- |
| <ul><li>Three long time instructors retired during this academic year:<ul><li>John Senow, Heavy Duty Mechanics;</li><li>Jim Marion, Automotive Technician; and,</li><li>Marilyn Meyer, Natural Resources Management Technology</li></ul></li></ul>We thank each one for their dedication and commitment to their students, their profession and to UCN! |

# Reconciliation, Research and Academic Innovation

## Harvey Briggs, Associate Vice-President

Reconciliation, Research, and Academic Innovation (RRAI) continued to provide guidance and leadership to UCN throughout this academic year under the direction of Harvey Briggs, Associate Vice-President.  The creation of this department demonstrates UCN's commitment to reconciliation as it provides an academic home for reconciliation and supports and champions 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 aims to integrate Indigenous content and pedagogy in UCN's 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 |
| --- |
| <ul><li>The 5th annual Truth and Reconciliation Gathering was held virtually in April, 2021.  The theme for the event was, "Sharing Our Truth and Knowledge is Changing Academica".  The gathering aimed to hold discussions to build student and educator's capacity for reciprocity, understanding, and relationship restoration.</li><li>The program review process was stalled due to the pandemic; however, it is slated to begin again in January, 2022.</li><li>UCN has two Indigenous Curriculum Specialist positions.  These positions act as the primary resource within UCN to assist faculty members to incorporate Indigenous epistemologies into their professional practice.</li><li>UCN's Learning Council passed a motion that each course include at least one course outcome related to Indigenous knowledge, practice or perspective.  The Indigenous Curriculum Specialist team worked with instructional staff across all faculties to support this effort.</li><li>The Centre for Learning, Education and Research (CLEaR) continued to offer professional development including an Indigenous research session facilitated by Dr. Raven Sinclair from the University of Regina.</li></ul> |

# UCN Libraries

"Tansi, tawàw isi ayamihcikéwikamikw."

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"Hello, welcome to the library."

**University College of the North**

**HERE YOU CAN.** UCN.CA

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 Pas and Thompson campuses, Swan River Health Centre, and community Libraries in Chemawawin, Norway House, and Pukatawagan.

As a result of the Covid-19 pandemic, there were no programs offered at the regional libraries. In addition, due to provincial restrictions, public libraries were closed to patrons from November 12, 2020 to July 17, 2021. Library staff arranged curb-side service for community members during this time. When working on-site staff followed established safety protocols to provide services for UCN staff and students.

One of the innovations required to continue to serve patrons was the adoption of Hoopla, a digital streaming platform made available through all of UCN's libraries. A UCN/Public Library initiative, this library media streaming platform provided audio books, comics, e-books, movies, music, and television programs through a desktop browser or mobile app.

## Heather Smith, Campus Librarian
## Oscar Lathlin Research Library, The Pas

| Key highlights |
| --- |
| • Library staff created a number of library videos for UCN and community outreach.  One such series, *Beyond the Book*, showcased demonstrations from a variety of resources including folding origami, easy yoga stretches and more.  The video series was created to whet the appetite of readers and encourage them to explore featured titles and more resources available in the UCN library. |
| • Staff created various videos on research skills, collections, and Indigenous languages.  An eight-video series on the 7 Teachings is in production and features UCN students.  Nelson Leaske, Waskawimakanwa Mecimwaci Isihtwawina Instructor, is producing a series of videos on the Cree Language.  The latter video series are slated for completion in the next academic year. |
| • A number of authors were featured throughout the year in physical and virtual spotlights.  Author Stephen Graham Jones included his video spotlight on his twitter account. |
| • A memorial window display was created to honor the lost 215 children of Kamloops in May and June, 2021. |
| • Occasioned by the pandemic, the library increased the number of e-resources resulting in the purchase of Audio Cine Films, a streaming service with a collection of hundreds of titles from the world's more renowned film studies and a renewal of RBDigital, the largest audiobook producer in the world. |

## Betty Braaksma, Campus Librarian
## Wellington and Madeleine Spence Memorial Library, Thompson

| Key highlights |
| --- |
| • The library space and collections were rearranged to make resources more visible and browsable.  Spaces were also rearranged to create a more welcoming and inviting study environment for students. |
| • Indigenous collections were showcased in various displays, including one to commemorate children lost at the Kamloops residential school. |
| • A permanent and visible location to showcase Indigenous authors was created. |
| • Library staff consulted with Thompson Campus Elder Lynda Neckoway to create an appropriate and welcoming sign in Cree.  More Cree signage is in development. |
| • An agreement has been reached to transfer the Adult Learning collection of student support materials to the library.  The collection will be catalogued so that it is searchable. |
| • The directory of library databases was revised and updated.  The new format is dynamic and searchable. |
| • In partnership with the Keewatin Tribal Council, library staff received a grant from Library and Archives Canada to digitize oral histories of local Elders.  Carrying on the work of a research project held in 2002 where Elders were recorded on cassette and VHS tapes, this project will preserve and make these recordings available to patrons. |

# Community Libraries

**Anthony Zong, Community Librarian, Easterville/Chemawawin Public Library**

**Fiona Godwin, Community Librarian, Norway House Public Library**

**Gloria Richard, Pukatawagan Public Library**

UCN operates community libraries in Chemawawin, Norway House and Pukatawagan. Each library is governed by partnership agreements with the respective community and serves staff and students of the UCN Post-Secondary Education Access Centre Chemawawin School, Norway House Education Centre, Sakastew School, and community members.

The pandemic changed the way that staff interacted with patrons and directly impacted service hours. Staff are to be commended for their efforts to ensure service levels were minimally impacted including the use of curb-side pickup of resources where possible.

| Key Highlights |
| --- |
| • 2021 marked the tenth anniversary of the partnership between UCN and the Chemawawin Cree Nation and the library was recognized by the provincial government for this milestone. |
| • John Lindley (part-time Library Clerk, Chemawawin) was recognized for 5 years of service as a UCN employee. |
| • Chantal Hart (Library Clerk, Norway House) joined UCN in September, 2020. |

UCN also operates a library in Swan River at the UCN/Faculty of Health site. Marnie Waddell, Administrative Assistant, maintains and circulates the departmental collection. As a specialized library, the Swan River Health collection serves as an information hub for staff and students and includes an up-to-date print and audio-visual collection supporting all programs offered.

# Office of Research and Innovation

The Office of Research and Innovation provides key services for faculty, staff and students to support their research activities at UCN.  The office produces a wide variety of institutional handbooks and guides, reports, compilations, documents and research resources such as the forms and guidelines for Animal Care and Use, Human Research Ethics, UCN Researcher Guide, How to Brew the Perfect Research Project, and UCN Tutorial on Responsible Conduct of Research.  The office facilitates and supports identification of external funding opportunities as well as preparation, review and submission of research proposals of UCN community for external and internal funding competitions.

## UCN Animal Care and Use
### Key highlights

- The Animal Care Committee (ACC) has reviewed and approved Post-Approval Monitoring (PAM) forms associated with animal use protocols in 2020-21.  The PAM program ensured that instrucor field operations match the corresponding animal use protocols, which is key to animal safety and well-being, as well as quality assurance standards.  It also improves the efficacy of the animal use protocols and assists members of the UCN community in understanding field-based teaching and research, its importance, and the assurance of quality and safety.
- For 2020-21 field activities, Pedagogical Merit Review (PMR) was done by two reviewers for each protocol related materials.  The Manager of Research, UCN Senior Administrator/VPAR's designate, has shared PMR reviewers' comments and decision to ACC.  The ACC has reviewed and apprpoved animal use protocols for 2020-21 field activities.
- Three Student Representatives, an Elder, and a Community Representative were appointed to the committee.  A 3-year term agreement was signed between UCN and Dr. Wayne Lees to provide veterinary services to UCN.
- UCN received a Certificate of Good Animal Practice based on the work of ACC, which was awarded by the Canada Council on Animal Care (CCAC) on November 17, 2017.  The next assessment by the CCAC occurred in 2020.  The CCAC's full/regular assessment visit to UCN was scheduled for May, 2020.  Due to COVID-19, this virtual assessment was done in November, 2020. The UCN's Animal Care and Use Program successfully passed the CCAC assessment with two regular recommendations.  Currently, ACC is preparing documents to address the CCAC recommendations.

| UCN Animal Care and Use |
| :---: |
| Key highlights |

- Animal Use Training for the UCN Natural Resources Management Technology (NRMT) Program Students - The ACC continues to fund animal user training with the NRMT Program students and to monitor whether students participating in animal use activities in the NRMT Program have completed the training. As in previous years, students in Year 2 of the NRMT diploma program were supported to take online animal user training through the University of Manitoba. The training covers general principles for ethical use of animals in research together with modules particular to fish and wildlife, and must be completed by the students before they participate in the Fall Field Practicum part of their program. For 2020-21 field activities, 11 students were funded for animal user training.
- Every year, one or two members of the ACC are supported by the Research Support Fund grant from Tri-councils (SSHRC, NSERC and CIHR) of Government of Canada, to attend the Canadian Council on Animal Care (CCAC) annual national conference and ACC Coordinators meeting.  This conference brings together experts in diverse areas of animal care and use, offering topical sessions and high-quality presentations.  The ACC members, who attended the CAC conference and meeting, shared key information and trends they learned from the conference with the ACC.  In 2020-21, three ACC members attended the CCAC Virtual National Workshop.

| UCN Human Research Ethics |
| :---: |
| Key highlights |

- Every year, one or two members of UCN REB are supported by the Research Support Fund grant that UCN receives annually, to attend the Canadian Association of Research Ethics Boards (CAREB) annual national conference. This conference brings together experts in diverse areas of research ethics, offering topical sessions and high-quality presentations. The REB members, who attended the CAREB conference, discuss the key information and trends they learned from the conference in UCN's REB meeting. In 2020-21, the ACC Coordinator attended the CAREB Virtual National Conference.
- REB reviewed and approved the following 4 ethics applications:
  - ANS 3101 Oral History Methodology: Student Projects.
  - ANS 2900 Solid Waste Management in Northern and Remote Communities (Course-based Project).
  - Business Success Perspectives: An Examination of Indigenous and Non-Indigenous Views.
  - Coping in Complex Systems: An Action Research Study of Senior Practicum Students during the COVID-19 Pandemic Response (Approved by the University of Manitoba REB).
- REB also reviewed and approved 3 renewal ethics applications listed below:
  - ANS 3101 Oral History Methodology: Student Projects.
  - MGT 4060 Course Based Student Assignment for Management Research Methods (Term 30, 2021).
  - Cedar Path

## UCN Core Research Fund (UCN Seed Fund)

To increase the efficiency and effectiveness of review process and timeline, the Seed Grant Committee (SGC) was formed. The SGC is a permanent subcommittee of the Research, Education and Learning (REAL) Committee. The SGC draws members from UCN faculty and staff, and operates under a Terms of Reference. The SGC reviews internal research grant applications for the UCN Core Research Fund's Seed Grant competition to conduct original research and scholarly activities. The SGC provides recommendations for funding to the UCN Office of Research and Innovation, which is responsible to support faculty research and creative activity. The SGC may be called upon to provide recommendations for other research funds that may be assigned to the committee.

Research, innovation and scholarly activities of UCN faculty, staff and students in 2020-21 (April 1, 2020 – March 31, 2021) were supported by $13,400[!] from the UCN Seed Grant Fund. The SGC has received, reviewed and approved the following 5 seed grant applications for 2020-21 with 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).

[!] The amount was reduced from $29,500 to $13,400 due to the COVID-19 pandemic budget cut-down.
[+] The project was not conducted due to the travel restrictions to USA during the COVID-19 pandemic.


## UCN Research Support Fund

In 2020-21 (April 1, 2020 – March 31, 2021), UCN received a Research Support Fund (RSF) $62,157, an external grant from tri-council funding agencies (SSHRC, NSERC and CIHR) of Government of Canada. This federal grant helps postsecondary institutions to offset the overhead costs of supporting research activities, capacity building and training. Targeted investments were made through 2020-21 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. RSF allocation, usage, performance and outcomes in 2020-21 are explained below.

## Budget Allocated in 2020-21 RSF:

| Expenditure Category | Budget Amount | Budget Percentage |
|---|---|---|
| Research Facilities | $4,000.00 | 6.4% |
| Research Resources | $20,157.00 | 32.4% |
| Management and Administration | $16,000.00 | 25.7% |
| Regulatory Requirements and Accreditation | $12,000.00 | 19.3% |
| Intellectual Property and Knowledge Mobilization | $10,000.00 | 16.1% |
| TOTAL | $62,157.00 | 100.0% |

## Statement of Account / Expenditures Incurred in 2020-21 RSF:

| Expenditure Category | Budget Amount | Budget Percentage |
|---|---|---|
| Research Facilities | $0.00 | 0.0% |
| Research Resources | $51,115.47 | 82.3% |
| Management and Administration | $2,321.01 | 3.7% |
| Regulatory Requirements and Accreditation | $6,338.74 | 10.2% |
| Intellectual Property and Knowledge Mobilization | $2,381.78 | 3.8% |
| TOTAL | $62,157.00 | 100.0% |

Due to the COVID-19 pandemic situation, 2020-21 RSF grant period was extended for 3 months. Therefore, 2020-21 RSF grant period is from April 1, 2020 to June 30, 2021. The performance of UCN and outcomes achieved through the RSF grant in 2020-21 are summarized below.

1. **Research Resources:** The RSF grant helped to cover costs associated with many essential research resources including UCN-wide SPSS software license, Survey Monkey subscription, iPad Pro and MS Surface Pro for research work, and a communication device for the Research Office.

2. **Management and Administration:** UCN has one Manager of Research position at its only Research Office. To maximize the use of RSF grant funds to cover key research functions and resources, UCN used internal salary funds to cover this position. In 2020-21, the RSF grant was used to cover costs related to the operations of the Research Office, internal research-related workshops/trainings, and participation of the Manager of Research in the conferences conducted by Canadian Association of Research Administrators (CARA), Colleges and Institutes Canada (CICan), Canadian Association of University Business Officers (CAUBO), National Indigenous Virtual Tech, and Aboriginal Education Research Forum.

3. <u>Regulatory Requirements and Accreditation:</u> In 2020-21, the RSF grant has enabled UCN to meet regulatory and accreditation requirements including costs related to the operations of UCN's Research Ethics Board (REB) and Animal Care Committee (ACC) and related professional developments. The REB Coordinator has participated in the Canadian Association of Research Ethics Boards (CAREB) national conference. Three ACC members have attended the Canadian Council on Animal Care (CCAC) national workshop, and the ACC Coordinator has participated in the ACC Coordinators meeting. The RSF grant has also covered costs related to UCN's participation in CCAC program and animal user training for 11 UCN students enrolled in Natural Resources Management Technology program's field practicum courses.

4. <u>Intellectual Property and Knowledge Mobilization:</u> A team of three was invited from the University of Regina. They provided online workshops and training on "the landscape of Indigenous research: emergence, ethics and priorities" and "how to conduct qualitative data analysis with NVivo and ATLAS. ti software applications". An online workshop titled "undergraduate research fundamentals: empowering students" conducted by American Library Association was provided to faculty, staff and students. The costs associated with these workshops and trainings were paid from the 2020-21 RSF grant. They are important for UCN's intellectual property management and knowledge mobilization.

## <u>Research and Scholarly Activities</u>

Faculty and staff members at UCN are engaged in a broad range of work related to research and scholarly activity, capacity building and service. UCN has many exciting projects on the go with a range of community, academic and other partners across Manitoba, Canada and internationally. They have collectively supported and strengthened research, teaching and learning at UCN.

The survey of research, scholarly activity, capacity building and service undertaken by UCN faculty and staff in 2020-21 (April 1, 2020 – March 31, 2021) is listed at <u>https://www.ucn.ca/sites/RI/Research/Pages/Summary-of-Research,-Scholarly-Activity,-Capacity-Building-and-Service.aspx</u>.

## Research Grant Proposals Submitted to External Funding Agencies

UCN faculty and staff have submitted 4 grant proposals for the external research funding through the UCN Office of Research and Innovation in 2020-21. Among the 4 grant proposals listed below, 2 research proposals were successfully funded by external funding agencies and 1 proposal is currently under review by the funding agency. UCN's Canadian Foundation for Innovation (CFI) eligibility application was successful. UCN is now eligible to apply for CFI grants under the college category.

| No. | Funding Agency | Funding Program | Project Cost | Project Title |
|---|---|---|---|---|
| 1[*] | SSHRC | Partnership Grants -Full Application | $2.5 million for 7 years | International partnership on plagiarism prevention in universities (PPPU) (with Université du Québec en Outaouais) |
| 2[*] | CIHR | Indigenous COVID-19 Rapid Research Funding Opportunity | $445,600 for 1 year | kitatipithitamak mithwayawin: Evaluating impacts of an existing Indigenous-led project on COVID-19, which includes past work on risk communication, present work on digital health, and a future international gathering for impacted Indigenous communities around the world |
| 3[*] | CFI | Institutional Eligibility | N/A | UCN's eligibility application to CFI |
| 4[#] | Canadian Heritage | Indigenous Languages and Cultures Program | $1.02 million for 2 years | Towards language reclamation and revitalization in northern Manitoba |

[*] Approved by external funding agencies.
[#] The research proposal is currently under the review of funding agency

# Instructional Services/Distance Education

With the continuation of the COVID-19 pandemic response, the Instructional Services area has shifted its work toward pivot responses and course migration into online and hybrid delivery models. This has included designing, developing and adapting course materials and processes to support online teaching and learning. Instructional Services added a Learning Specialist to assist with pedagogical design and support materials for instructors and students.

UCN was able to support the rapid transition to online learning with the existing Learning Management Systems (LMS) and web-conferencing platforms. UCN experienced far less disruption than many other Manitoba postsecondary institutions based on the existing model of synchronous delivery to remote communities. Use of educational technologies by faculty and students grew exponentially this past year as courses migrated to UCN's learning management system, UCNLearn.

*UCNLearn -* To maximize its usefulness and align strong pedagogical practices for online learning, Instructional Services integrated many new functions, tools, and cloud applications into the platform, broadening options for faculty in course and activity development for students.  UCNLearn tools and functionality are under constant review to support instructor teaching content and context.  Ongoing orientation and training sessions are offered to individual instructors & students, small groups, or faculties.

Focus for the past year has been on strategic support and upgrades for UCNLearn.  The Educational Technologist has worked with Desire2Learn (UCN Learn's vendor) and UCN's IT department to support technology alignments and functions.  Activity has focused on strategic support of instructors requiring specialized equipment or platform use to meet the needs of the course teaching and learning processes.

An important area of service provision from Learning Technologies includes ongoing and active development and delivery of technology training and orientation sessions that support quality practices and pedagogical design. Focus this past year has been on adaptation of content for instructors moving from face-to-face instruction.

Learning Technologies organized a number of scheduled sessions during Fall Orientation as well as responded to departmental requests, and individual faculty member sessions throughout the year.  Instructional Services staff worked to expand the online video tutorial library containing resources for faculty and students.  UCN hosts a dedicated stream of short videos on UCNLearn, web conferencing, and quality practices for online teaching and learning.

A vital role of the Learning Technologies area is the creation of partnerships for collaboration on issues and activities to support high quality teaching and learning practices. Instructional Services has been actively engaged with provincial government, institutional and professional organizations to support and expand academic learning technologies, practices, resources and supports for our faculty and institution.

*Flexible Learning Advisory Group (FLAG)* – Instructional Services participated on this provincial group to collaborate on developments and initiatives with learning technologies in postsecondary institutions. This group includes representation from the Manitoba Education Minister's office and Campus Manitoba. Instructional Services shared UCN activities and perspectives.  FLAG focused its work around the pivot to online this past year to assess the needs, challenges and required supports of partner institutions. FLAG facilitated the connection between the institutions to share processes, tools, platforms and training opportunities, which has been quite valuable this past year. Work on a shared institutional data file collating resources is ongoing.  Work continues at the provincial level to support the creation and adoption of open educational resources (OERs).  An on-site session at UCN is being planned when COVID-19 gathering protocols allow.

*Campus Manitoba (CMB)* – UCN is a member of this consortium of public postsecondary institutions addressing online access and support for postsecondary students.

*Manitoba Flexible Learning HUB (HUB)* – HUB has a mandate to provide supports to public postsecondary institutions for developing and implementing online courses and supports. HUB's objective is to ensure current and competitive educational technology use and investment.  During the COVID-19 pivot, HUB paused course-development work to focus efforts on resource development and supports for all Manitoba postsecondary institutions. Three key areas were addressed:
  o Contingencies for Online Course Development
  o Teaching and Learning Online Courses
  o Course Framework Resources

*Manitoba Academic Integrity Network (MAIN)* – Instructional Services remained on the Board of Directors for MAIN. Inter-institutional collaboration continued with open registration for institutional faculty to attend organized sessions on Academic Integrity. The group hosted an annual conference with provincial, national and international speakers. Additional work has included a database of contract cheating sites; the development of a multilingual Academic Integrity statement (on-going); curation of resources for online testing alternatives; and sharing of institutional processes for student supports and positive, proactive Academic Integrity processes.

*Quality Matters* – The HUB also procured provincial licensing for the Quality Matters (QM) program for all postsecondary institutions.  UCN operated under its own QM licensing for the past 5 years.  Being covered under the broader license, allowed access to professional-development resources and training for developing and reviewing online courses.  The University of Manitoba has completed training of QM trainers and is offering training sessions from the HUB department.  UCN staff and faculty have participated in several of the training sessions.

*Course Consultations* – The HUB implemented an additional service for Online Course Consultations directly with interested faculty members.  Supports included access to an Instructional Designer and a Digital Media Specialist.

*Manitoba Collaborative Indigenous Education Blueprint (MCIEB)* – Instructional Services acted as a strategic planning host for the MCIEB project to review, assess, revise and align their strategic goals for the next 5 years.  UCN hosted a two-day planning session with MCIEB representatives to assist in the creation of a short-term working plan to focus the work of the group with their postsecondary, business, industry, community and government partners.

*Red River College (RRC)* – Meeting the needs of rapid course development and migration to online environments has been exceptionally challenging for trades courses. Red River College offered UCN the full use of its trade's curriculum.  This process required dedicated work and supports from RRC Learning Technologies staff to assist in organizing and migrating massive amounts of digital content. RRC's support included consultations with their Learning Technology team and a trades instructor for demonstrating RRC's online curriculum and distance teaching practices.

The Learning Technologies team continued its work to move courses into online formats, customize content and processes, and provide logistical support for instructors and students within online platforms (UCNLearn and Zoom).

The following data from UCNLearn illustrates the extent of this online activity. In these charts, the 2019-20 bars capture one term (spring) of COVID-specific transitions while the 2020-2021 bars show a full year of transition activity.

Figure 1
*Active Courses in UCNLearn Comparison by Academic Year*



### Active Courses

| | 2019-20 | 2020-21 |
|---|---|---|
| ■ courses | 3970 | 9639 |
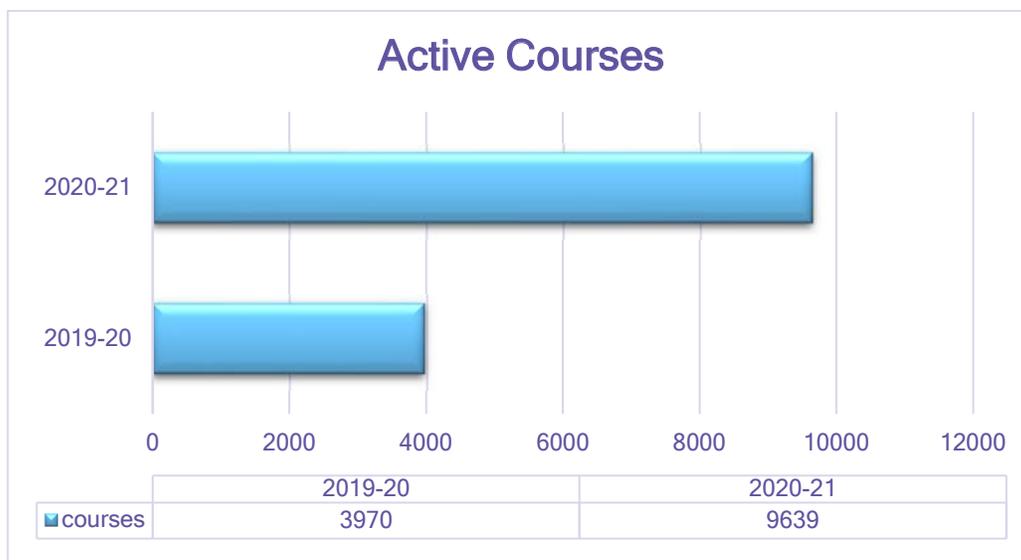
*Note:*  These figures reference only courses within the UCNLearn system that demonstrated instructor/student activity such as logins, content review, assignment completions, discussion boards and gradebook entries. They do not measure the level of completeness regarding these areas within the course shells.

Figure 2
*Unique Student Count Comparison by Academic Year*



**Unique Student Count**

| | 2019-20 | 2020-21 |
|---|---|---|
| ■ unique students | 1025 | 1624 |
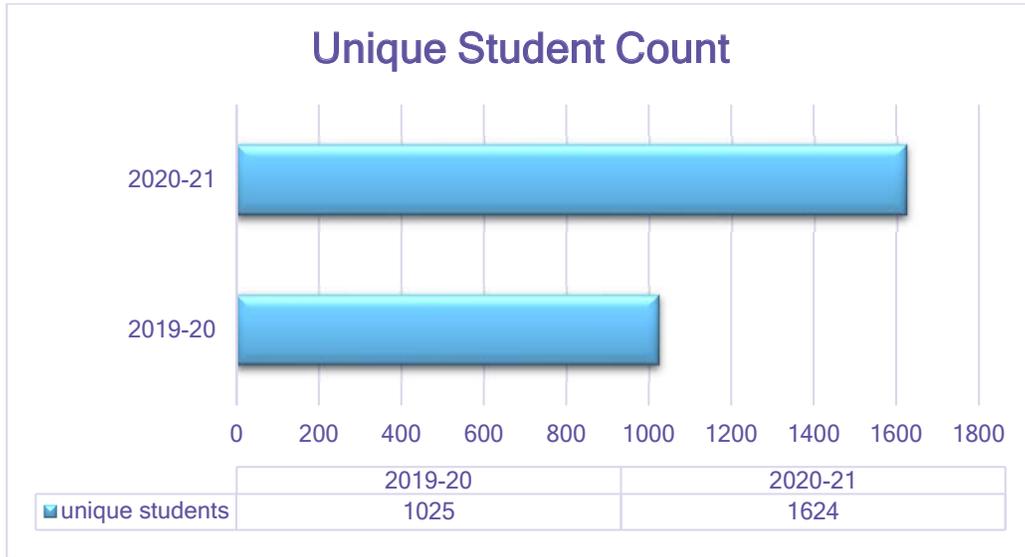
*Note:* These figures show unique student accesses to the system (by student number). Duplicate access for multiple courses was excluded. These figures illustrate increased student enrolment and activity within the online learning environment.

Figure 3
*Content Items in UCNLearn – Comparison by Academic Year*



**Content Items by Course**

| | 2019-20 | 2020-21 |
|---|---|---|
| ■ Content | 2996 | 31053 |
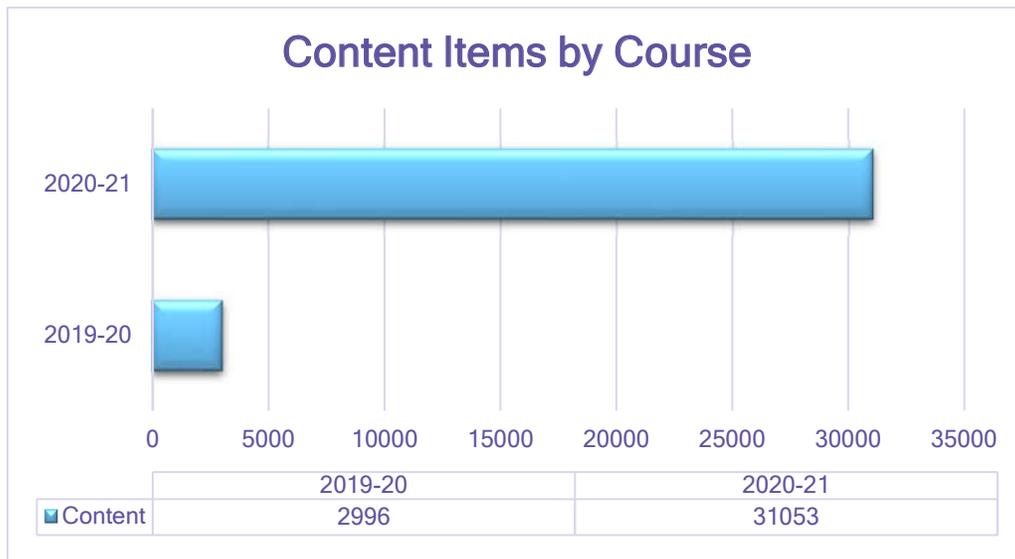
*Note:* These figures show the total count of content items added to the system. This chart makes no statement about the purpose or use of content items.

The snapshot comparison of active courses, student numbers and content items (figures 1-3) within the UCNLearn system demonstrates the digital transitioning to online environments that occurred within a very short time frame.

The Learning Technology Specialists and Educational Technologist supported the rapid pivot to online teaching and learning required work in a number of areas to facilitate access to tools, platforms, course structure, and resources for instructors, students, and support staff.  Several resources were created and made available to instructors and students including an *Instructor's Guide to UCNLearn, UCNLearn – A Student's Guide,* a Kaltura channel for Instructional Services which included a video library to support online skills and knowledge with processes, pedagogy, course design, and platform tools and a UCNLearn live chat help feature which provided immediate live support by Instructional Services staff during course hours (days and evenings) for students and instructors.

Instructional Services reviewed, and implemented (where applicable), a number of external programs and applications to support online engagement:
- Hypothesis - https://web.hypothes.is/ and Perusall - https://perusall.com/  - virtual annotation tools for use in courses to allow joint annotation (students and instructors) of any digital resources such as journal articles, websites, or media rich digital content.
- ReadSpeaker – to support student accommodations and access issues https://www.readspeaker.com/
- PollEverywhere  https://www.polleverywhere.com/ and Mentimeter https://www.mentimeter.com/ for real time polling within Zoom sessions

The Learning Technology Facilitator (LTF) team was instrumental in supporting the daily needs of instructors and students with online course transitions.  Staff worked rotating shifts to provide both face-to-face and online support as needed.  They used live sessions to assist with technology training and troubleshooting. They offered and supported individual and small-group orientation sessions and worked with instructors to ensure connections and equipment for teaching and learning was available and integrated into the online classroom process.  The LTF team remained the first line of contact for students and instructors for courses and supports.

## Access and Privacy

There have been 6 official Access to Information requests, all of which have been answered.  The UCN Archivist provided FIPPA training sessions as required, including one for the Early Childhood Education department that also focused on the Personal Health Information Act (PHIA), Personal Information Protection and Electronic Documents Act (PIPEDA) and records.  The Archivist, in conjunction with the Policy Manager, wrote policy and procedures to satisfy Canada's Anti-Spam Legislation (CASL) and the details of implementation are ongoing.  CASL is the federal law dealing with spam and other electronic threats.  It is meant to protect Canadians while ensuring that businesses can continue to compete in the global marketplace.

# APPENDIX A:  ENROLMENT AND GRADUATE SUMMARY FOR THE 2020-21 ACADEMIC YEAR

# Enrolment Summary for the 2020-21 Academic Year

## Adult Learning Centre

| Main Campuses (The Pas & Thompson) | Y1 | Y2 | | Totals |
|---|---|---|---|---|
| General Studies: Adult Education | 8 | | | 8 |
| High School Diploma | 3 | | | 3 |
| Mature Student High School Diploma | 51 | | | 51 |
| **Main Campuses (The Pas & Thompson) Total:** | **62** | | | **62** |
| **Regional and Remote Campuses** | **Y1** | **Y2** | | **Totals** |
| Mature Student High School Diploma | 26 | | | 26 |
| **Regional and Remote Campuses Total:** | **26** | | | **26** |
| **Adult Learning Centre Total:** | **88** | | | **88** |

## Centre for Aboriginal Languages

| Regional and Remote Campuses | Y1 | | Totals |
|---|---|---|---|
| Certificate in Teaching Ininimowin | 9 | | 9 |
| **Regional and Remote Campuses Total:** | **9** | | **9** |
| **Centre for Aboriginal Languages Total:** | **9** | | **9** |

## Faculty of Arts Business & Science

| Main Campuses (The Pas & Thompson) | Y1 | Y2 | Y3 | Y4 | Totals |
|---|---|---|---|---|---|
| Bachelor of Arts | 226 | 26 | 7 | 2 | 261 |
| Bachelor of Business Administration | 13 | 3 | 9 | 4 | 29 |
| Basic Business Principles | 1 | | | | 1 |
| Business Administration Diploma | 40 | 34 | | | 74 |
| Community Economic Development | 11 | | | | 11 |
| Office Assistant | 28 | | | | 28 |
| **Main Campuses (The Pas & Thompson) Total:** | **319** | **63** | **16** | **6** | **404** |
| **Regional and Remote Campuses** | **Y1** | **Y2** | **Y3** | **Y4** | **Totals** |
| Bachelor of Arts | 45 | 2 | 1 | | 48 |
| Bachelor of Business Administration | | | 1 | | 1 |
| Business Administration Diploma | 3 | 1 | | | 4 |
| Office Assistant | 5 | | | | 5 |
| **Regional and Remote Campuses Total:** | **53** | **3** | **2** | | **58** |
| **Faculty of Arts Business & Science Total:** | **372** | **66** | **18** | **6** | **462** |

# Enrolment Summary for the 2020-21 Academic Year

## Faculty of Education

| Main Campuses (The Pas & Thompson) | Y1 | Y2 | Y3 | Y4 | Y5 | Totals |
|---|---|---|---|---|---|---|
| Aboriginal & Northern Counselling Skills | 13 | | | | | 14 |
| Bachelor of Arts/B.Ed. | 1 | | | | | 1 |
| Bachelor of Arts/Education | 36 | 16 | 12 | 4 | 6 | 74 |
| Bachelor of Education | 23 | 11 | 1 | 6 | 1 | 42 |
| Bachelor of Interdisciplinary Studies/Education | | 1 | 2 | | | 3 |
| Early Childhood Education | 19 | 16 | | | | 35 |
| Early Learning and Child Care | 2 | | | | | 2 |
| Educational Assistant Certificate | 1 | | | | | 1 |
| **Main Campuses (The Pas & Thompson) Total:** | **95** | **45** | **15** | **10** | **7** | **172** |

| Regional and Remote Campuses | Y1 | Y2 | Y3 | Y4 | Y5 | Totals |
|---|---|---|---|---|---|---|
| Aboriginal & Northern Counselling Skills | 20 | | | | | 20 |
| Bachelor of Arts/Education | 2 | | | | | 2 |
| Bachelor of Education | 21 | 1 | | 1 | 1 | 24 |
| Bachelor of Interdisciplinary Studies/Education | 32 | 9 | 6 | | | 47 |
| Early Childhood Education | 6 | 15 | | | | 21 |
| Early Learning and Child Care | 7 | | | | | 7 |
| Educational Assistant Certificate | 105 | | | | | 105 |
| **Regional and Remote Campuses Total:** | **193** | **25** | **6** | **1** | **1** | **226** |
| **Faculty of Education Total:** | **288** | **70** | **21** | **11** | **8** | **398** |

## Faculty of Health

| Main Campuses (The Pas & Thompson) | Y1 | Y2 | Y3 | Y4 | Totals |
|---|---|---|---|---|---|
| Bachelor of Nursing | 1 | 43 | 27 | 32 | 103 |
| Health Care Aide | 20 | | | | 20 |
| Law Enforcement | 12 | | | | 12 |
| Primary Care Paramedic | 12 | | | | 12 |
| **Main Campuses (The Pas & Thompson) Total:** | **45** | **43** | **27** | **32** | **147** |

| Regional and Remote Campuses | Y1 | Y2 | Y3 | Y4 | Totals |
|---|---|---|---|---|---|
| Bachelor of Nursing | 1 | | | | 1 |
| Diploma in Practical Nursing | 30 | 19 | | | 49 |
| Health Care Aide | 4 | | | | 4 |
| Primary Care Paramedic | 1 | | | | 1 |
| **Regional and Remote Campuses Total:** | **36** | **19** | | | **55** |
| **Faculty of Health Total:** | **81** | **62** | **27** | **32** | **202** |

# Enrolment Summary for the 2020-21 Academic Year

## Skilled Trades, Apprenticeship and Technology

| Main Campuses (The Pas & Thompson) | Y1/L1 | Y2/L2 | L3 | L4 | Totals |
|---|---|---|---|---|---|
| Automotive Technician | 9 | | | | 9 |
| Carpentry Apprenticeship | | 10 | | 12 | 22 |
| Carpentry/Woodworking | 9 | | | | 9 |
| Culinary Arts | 6 | | | | 6 |
| Electrical Trades Fundamentals | 12 | | | | 12 |
| Heavy Duty Mechanics | 11 | | | | 11 |
| Heavy Equipment Operator Training | 10 | | | | 10 |
| High School Automotive Technician | 2 | | | | 2 |
| Industrial Electrical Apprenticeship | | | 14 | 11 | 25 |
| Industrial Mechanic Apprenticeship | 33 | 17 | 27 | 60 | 137 |
| Industrial Welding | 10 | | | | 10 |
| Intro to Construction Trades | 13 | | | | 13 |
| Natural Resources Management Technology | 7 | 16 | | | 23 |
| Wilderness Safety Training | 7 | | | | 7 |
| **Main Campuses (The Pas & Thompson) Total:** | **129** | **43** | **41** | **83** | **296** |

| Regional and Remote Campuses | Y1/L1 | Y2/L2 | L3 | L4 | Totals |
|---|---|---|---|---|---|
| Carpentry/Woodworking | 12 | | | | 12 |
| Heavy Equipment Operator Training | 24 | | | | 24 |
| Home Builder | 17 | | | | 17 |
| Industrial Electrical Apprenticeship | | | 1 | 1 | 2 |
| **Regional and Remote Campuses Total:** | **53** | | **1** | **1** | **55** |
| **Skilled Trades, Apprenticeship and Technology Total:** | **182** | **43** | **42** | **84** | **351** |

## Workforce and Community Responsive Training

| | Y1 | | | | Totals |
|---|---|---|---|---|---|
| General Studies: Non-Program | 227 | | | | 227 |
| Northern Manitoba Mining Academy | 314 | | | | 320 |
| Northern Workforce Development Centre | 450 | | | | 453 |
| Opaskwayak Cree Nation Training Centre | 180 | | | | 181 |
| Swan Valley Workforce Development Centre | 104 | | | | 106 |
| **Total:** | **1275** | **2** | **3** | **7** | **1287** |
| **Workforce and Community Responsive Training Total:** | **1275** | **2** | **3** | **7** | **1287** |

# Enrolment Summary for the 2020-21 Academic Year

|  | Y1 | Y2 | Y3 | Y4 | Y5 | Total |
|---|---|---|---|---|---|---|
| **Main Campuses (The Pas & Thompson) Total:** | 650 | 194 | 999 | 131 | 7 | 1081 |
| **Regional and Remote Campuses Total:** | 370 | 47 | 9 | 2 | 1 | 429 |
| **Workforce and Community Responsive Training Total:** | 1275 | 2 | 3 | 7 |  | 1287 |
| **Report Total:** | 2295 | 243 | 111 | 140 | 8 | 2797 |

# Graduates 2020-21

## Main Campuses (The Pas & Thompson)

### Adult Learning Centre

| | |
|---|---:|
| **Diplomas** | **12** |
| Mature Student High School Diploma | 12 |
| **Adult Learning Centre Total:** | **12** |

### Faculty of Arts, Business & Science

| | |
|---|---:|
| **Certificates** | **11** |
| Basic Business Principles | 1 |
| Office Assistant | 10 |
| **Degrees** | **14** |
| Bachelor of Arts | 8 |
| Bachelor of Business Administration | 6 |
| **Diplomas** | **24** |
| Business Administration Diploma | 24 |
| **Faculty of Arts, Business & Science Total:** | **49** |

### Faculty of Education

| | |
|---|---:|
| **Certificates** | **6** |
| Aboriginal & Northern Counselling Skills | 6 |
| **Degrees** | **30** |
| Bachelor of Arts/Education | 9 |
| Bachelor of Education | 19 |
| Bachelor of Interdisciplinary Studies/Education | 2 |
| **Diplomas** | **13** |
| Early Childhood Education | 13 |
| **Faculty of Education Total:** | **49** |

### Faculty of Health

| | |
|---|---:|
| **Certificates** | **26** |
| Health Care Aide | 13 |
| Law Enforcement | 4 |
| Primary Care Paramedic | 9 |
| **Degrees** | **33** |
| Bachelor of Nursing | 33 |
| **Faculty of Health Total:** | **59** |

### Skilled Trades, Apprenticeship and Technology

| | |
|---|---:|
| **Apprenticeship** | **9** |
| Industrial Electrical Apprenticeship | 9 |
| **Certificates** | **56** |
| Automotive Technician | 4 |
| Carpentry/Woodworking | 5 |
| Culinary Arts | 5 |
| Electrical Trades Fundamentals | 8 |
| Heavy Duty Mechanics | 6 |
| Heavy Equipment Operator Training | 9 |
| Industrial Welding | 5 |
| Intro to Construction Trades | 8 |
| Wilderness Safety Training | 6 |
| **Diplomas** | **10** |

## Main Campuses (The Pas & Thompson)

| | |
|---|---:|
| Natural Resources Management Technology | 10 |
| **Skilled Trades, Apprenticeship and Technology Total:** | **75** |

## Post-Secondary Access Centres

### Adult Learning Centre

| | |
|---|---:|
| **Diplomas** | **2** |
| Mature Student High School Diploma | 2 |
| **Adult Learning Centre Total:** | **2** |

### Centre for Aboriginal Languages

| | |
|---|---:|
| **Certificates** | **8** |
| Certificate in Teaching Ininimowin | 8 |
| **Centre for Aboriginal Languages Total:** | **8** |

### Faculty of Arts, Business & Science

| | |
|---|---:|
| **Certificates** | **3** |
| Office Assistant | 3 |
| **Degrees** | **5** |
| Bachelor of Arts | 5 |
| **Faculty of Arts, Business & Science Total:** | **8** |

### Faculty of Education

| | |
|---|---:|
| **Certificates** | **65** |
| Educational Assistant Certificate | 65 |
| **Diplomas** | **8** |
| Early Childhood Education | 8 |
| **Faculty of Education Total:** | **73** |

### Faculty of Health

| | |
|---|---:|
| **Certificates** | **2** |
| Health Care Aide | 2 |
| **Diplomas** | **9** |
| Diploma in Practical Nursing | 9 |
| **Faculty of Health Total:** | **11** |

### Skilled Trades, Apprenticeship and Technology

| | |
|---|---:|
| **Certificates** | **49** |
| Carpentry/Woodworking | 7 |
| Heavy Equipment Operator Training | 24 |
| Home Builder | 10 |
| Intro to Construction Trades | 1 |
| Wilderness Safety Training | 7 |
| **Skilled Trades, Apprenticeship and Technology Total:** | **49** |

## Report Summary

| | |
|---|---|
| **Apprenticeship** | **9** |
| **Certificates** | **226** |
| **Degrees** | **82** |
| **Diplomas** | **64** |
| **Mature High School Diplomas** | **14** |
| **Main Campuses Total:** | **244** |
| **Post Secondary Access Centres Total:** | **151** |
| **Institution Total:** | **395** |

# APPENDIX B: 2020-21 MEMORANDA OF UNDERSTANDING AND AGREEMENTS

The following are academically-related Memoranda of Understanding, Agreements and Inter-Institutional Relationships negotiated and/or active in the 2020-21 academic year.

| Signatory | Title | Effective Date | Expiry Date |
|---|---|---|---|
| 4916906 Manitoba Limited | Lease agreement for Faculty of Health Swan River site | July 1, 2012 | Ongoing |
| The Board of Governors of Red River College | Addendum to Memorandum of Understanding Agreement re: EADDI originally signed May 11, 2011 (see below)* | August 2, 2011 | Ongoing |
| The Board of Governors of Red River College | Memorandum of Understanding re: E-Apprenticeship Design and Development Initiative (EADDI) – Industrial Mechanic (Millwright) Level 2 | Original signed May 11, 2011

*Addendum added August 2, 2011 (see above) | Ongoing |
| Brandon University | Memorandum of Understanding for the shared position of Professional Associate at Brandon University and the Northern Manitoba Mining Academy | May 16, 2016 | Ongoing |
| Chemawawin Cree Nation | Agreement to Establish and maintain a Joint University / Public Library Facility | March 30, 2011 | Ongoing |
| Chemawawin Cree Nation | Establishment of UCN's Chemawawin Regional Centre | June 17, 2002 | Ongoing |
| Child and Family Services Authorities | Memorandum of Understanding for the tuition waiver of up to five (5) students who are in extended care. | March 15, 2017 | Ongoing |
| The Council on Post-Secondary Education[2] | Memorandum of Understanding Concerning Campus Manitoba | October 30, 2006 | Ongoing |

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

| Signatory | Title | Effective Date | Expiry Date |
|---|---|---|---|
| Critical Care Emergency Medical Services | Memorandum of Understanding to Cooperate and Collaborate in the Joint Delivery of an Emergency Medical Responder (EMR) certificate program | May 15, 2014 | TBD |
| Criti Care EMS Paramedic Academy | Agreement to offer the Joint Primary Care Paramedic program | January, 2018 | Ongoing |
| Frontier School Division | Cooperation and Collaboration Agreement – High School course credit | September 1, 2015 | Ongoing |
| Her Majesty the Queen in Right of the Province of Manitoba, as represented by the Minister of Conservation | Agreement respecting Use of Tramping Lake Field Station | September 1, 2014 | August 31, 2019 |
| Instructure, Inc. | Memorandum of Understanding for the hosting of UCN courses on Instructure's Canvas Network platform. | October 15, 2016 | Ongoing |
| Interior Health Authority | Affiliation Agreement for Placement of UCN Students in Interior Health Authority's Facilities for Practical Experience | August 1, 2008 | Ongoing |
| Kelsey School Division | Cooperation and Collaboration Agreement – High School course credit | September 1, 2013 | Ongoing |
| Kelsey School Division | MOA respecting joint vocational, trades, and technology programming | January 26, 2015 | Ongoing |
| Manitoba Aboriginal and Northern Affairs | Memorandum of Understanding regarding Development of a Partnership for Aboriginal Employment | June 12, 2009 | Ongoing |

| Signatory | Title | Effective Date | Expiry Date |
|---|---|---|---|
| Manitoba Advanced Education and Literacy; & Manitoba Entrepreneurship Training and Trade [3] | Memorandum of Agreement on Implementing the Off-Campus Work Permit Program for International Students on Off-Campus Work Permit Program for International Students | January 28, 2009 | Ongoing |
| Manitoba First Nations Education Resource Centre | Cooperation and Collaboration Agreement | July 1, 2007 | Ongoing |
| Manitoba Geological Services | Agreement for NMMA to provide care and management duties for the MGS Centennial Core Storage facility at Bakers Narrows | Sept. 1, 2019 | Aug. 31, 2021 |
| Manitoba Hydro Telecom (MHT) | 10Gbps Wavelength Agreement | October 1, 2009 | September 30, 2024 (15 year term) |
| Manitoba Institute of Trades and Technology (formerly Winnipeg Technical College) | Memorandum of Understanding re Industrial Mechanical (Millwright) Apprenticeship – Level 1 and Level 2 Onsite Delivery at MITT Site | May 31, 2014 | March 31, 2017 – renegotiation underway |
| 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) | Memorandum of Understanding Between Manitoba's Public Universities and Colleges for Improving Student Mobility | June 24, 2011 | Ongoing |
| Mathias Colomb Cree Nation | Agreement to establish and maintain a Joint University / Public Library Facility in Pukatawagan. | June 23, 2015 | Ongoing |
| Mathias Colomb First Nation | Establishment of UCN's Mathias Colomb Regional Centre | July 1, 2003 | Ongoing |

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

| Signatory | Title | Effective Date | Expiry Date |
|---|---|---|---|
| Misipawistik Cree Nation | Memorandum of Understanding re: Establishment of UCN's Misipawistik Cree Nation Regional Centre | July 1, 2007 | Ongoing |
| The Natural Sciences and Engineering Research Council of Canada and The Social Sciences and Humanities Research Council of Canada | Agreement on the Administration of Agency Grants and Awards by Research Institutions | April 1, 2018 | March 31, 2023 |
| Natural Sciences and Engineering Research Council (NSERC) | Memorandum of Understanding re: Roles and Responsibilities in the Management of Federal Grants and Awards | April 19, 2012 | Ongoing |
| Nisichawayasihk Cree Nation | Establishment of UCN's Nisichawayasihk Regional Centre | March 13, 2003 | Ongoing |
| The Northern Manitoba Sector Council Inc. | Equipment Use Agreement (re: Mine Training Simulator Base Station and Training Consoles) | September 1, 2010 | Ongoing |
| Northern Regional Health Authority | Letter of Agreement Between UCN and Northern Regional Health Authority re brokerage of UCN's Infusion Therapy & Intravenous (IV) and Intramuscular (IM) Medication Administration course | September 1, 2011 | Ongoing |
| NorQuest College | Purchase of Practical Nurse Program Curriculum and Related Documents | June 30, 2009 | Ongoing |
| Northlands College | Cooperation and Collaboration Agreement | January 28, 1997 | Ongoing |
| Norway House Cree Nation | Agreement to Establish and maintain a Joint University / Public Library Facility | March 13, 2009 | Ongoing |
| Norway House Cree Nation | Establishment of UCN's Norway House Regional Centre | March 11, 2004 | Ongoing |
| Nunavut Arctic College | Cooperation and Collaboration Agreement | June 2, 1996 | Ongoing |

| Signatory | Title | Effective Date | Expiry Date |
|---|---|---|---|
| Opaskwayak Education Authority | General Cooperation and Collaboration Agreement | February 22, 2002 | Ongoing |
| Opaskwayak Education Authority | MOA respecting joint vocational, trades, and technology programming | July, 2015 | Ongoing |
| Pimicikamak Cree Nation Education Authority, Cross Lake | Establishment of UCN's Pimicikamak Regional Centre | December 15, 1999 | Ongoing |
| South Eastman Regional Health Authority | Memorandum of Understanding regarding the Reinstatement and Continuation of the South Eastman Regional Health Authority Clinical Placement Agreement entered into May 25, 2009 | March 2, 2012 | Ongoing |
| St. Theresa Point First Nation | Establishment of UCN's St. Theresa Point Regional Centre | July 1, 2004 | Ongoing |
| Tataskweyak Cree Nation | Establishment of UCN's Tataskweyak Regional Centre | September 17, 2001 | Ongoing |
| Treaty Relations Commission of Manitoba | Memorandum of Understanding re: Collaboration to Enhance Treaty Education | October 27, 2009 | Ongoing |
| University of Manitoba | Memorandum of Understanding (MOU) in support of the bid for the National Research Centre on Residential Schools | January 30, 2012 | Ongoing |
| The University of Manitoba | Bachelor of Nursing Agreement for the Collaborative UCN Cohort | July 19, 2020 | Ongoing |

# APPENDIX C:  2020-21 PARTNERSHIPS AND WORKING RELATIONSHIPS

The following list includes organizations with whom UCN has worked over the 2020-21 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 Conservation and Climate
Manitoba Construction Sector Council
Manitoba Dental Assistants Association
Manitoba Dental Association
Manitoba Economic Development and Jobs
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 Indigenous and Municipal Relations
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 D:  2020-21 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.

| UCN Program | Details of Transfer Agreement and/or Articulation | Institution and Program and/or Accreditation Body |
|---|---|---|
| UCN Adult Learning Centre | Registration | UCN Adult Learning Centre, registered by Adult Learning & Literacy, Manitoba Economic Development and Training |
| Automotive Technology | High School students can join the adult program. | High School course credit |
| Bachelor of Education (Integrated Degree Programs and After-Degree Program) | Accreditation | Manitoba Education & Training |
| Business Administration (diploma) | 60 credit hours (2+2) into the Bachelor of Business Administration degree, and into the four-year Bachelor of Arts degree with a Business Administration major. | Brandon University |
| | 2 + 2 into the Post Diploma Bachelor of Management degree, with majors in: Accounting, Finance; First Nations' Governance, General Management; Human Resource Management and Labour Relations; Information Systems (IS); International Management; and Marketing. | University of Lethbridge |

| UCN Program | Details of Transfer Agreement and/or Articulation | Institution and Program and/or Accreditation Body |
|---|---|---|
| Business Administration (diploma) | (NOTE: Only Accounting Diploma graduates may choose an Accounting degree major.)  Students admitted to the Post-Diploma B.Mgt. Program are also eligible for participation in the Management Co-operative Education Program. | University of Lethbridge |
| | 39 credit hours towards Bachelor of Commerce (Honours) - Asper School of Business/UCN Joint Program (additional 81 credit hours at U of M required) | University of Manitoba |
| | 57-60 credit hours (depending upon electives) into the 3-year Bachelor of Management (Post Diploma) degree and into the 4-year Bachelor of Management (Post Diploma) degree | Athabasca University |
| | Graduates are eligible to take an additional five courses from AFOA to receive their CAFM (Certified Aboriginal Financial Management) designation. | Aboriginal Finance Officers Association (AFOA) |
| Community Economic Development (diploma) | Accreditation.  Graduates of UCN's Community Economic Development program are eligible to be fully accredited members of CANDO as Technician Aboriginal Economic Developers. | Canadian Association of Native Development Officers (CANDO) |

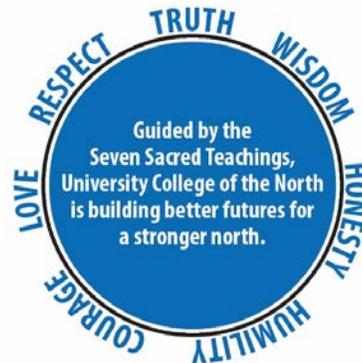| UCN Program | Details of Transfer Agreement and/or Articulation | Institution and Program and/or Accreditation Body |
|---|---|---|
| Culinary Arts | Regular full-time UCN program in which high school students from Margaret Barbour Collegiate Institute participate | High School course credit |
| Diploma in Practical Nursing | Program Approval | College of Licensed Practical Nurses of Manitoba |
| Early Childhood Education (certificate and diploma) | Accreditation | Provincial Child Care Qualifications and Training Committee (CCQTC) |
| • Early Learning and Child Care Certificate in Administration | Accreditation | Child Care Qualifications and Training Committee (CCQTC) |
| Early Childhood Education (diploma) | Courses are fully transferable to accredited Early Childhood Education programs at Manitoba community colleges, as per MCECEC Approved ECE Transfer Guide. | Red River College, Assiniboine Community College, Université de Saint-Boniface |
| Natural Resources Management Technology (diploma) | 60 credit hour block credit transfer into BSc(Post Diploma) | Athabasca University |
| | 2 yrs / 60 credit hours credit transfer into B. Env. (Environmental Science), Major, Major Co-op, Honours or Honours Co-op, with focus area in Natural Resource Management or Wildlife Management | University of Manitoba |
| Natural Resources Management Technology (diploma) | NRMT diploma with at least two additional post-secondary math (linear algebra, calculus, or physics) and two post-secondary courses in chemistry allows graduates to enter third year of the BSC in Environmental Science and BSc in Environmental Management degree programs | Royal Roads University |
| | National accreditation. NRMT graduates receive Silver Ring as recognition of achieving status of professional Forest Technician. | Canadian Institute of Forestry (CIF) |

| UCN Program | Details of Transfer Agreement and/or Articulation | Institution and Program and/or Accreditation Body |
|---|---|---|
| Nursing (Joint Bachelor of Nursing Degree) | Registration with College of Registered Nurses of Manitoba – Sets standards in Nursing education and practice in Manitoba | College of Registered Nurses of Manitoba |
| | Students complete degree requirements through enrolment in both 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. | University of Manitoba confers the Joint Bachelor of Nursing Degree upon graduation. |
| Pre-Employment Trades Programs:<br>▪ Automotive Technician<br>▪ Carpentry and Woodworking<br>▪ Electrical Trades Fundamentals<br>▪ Culinary Arts<br>▪ Heavy Duty Mechanics<br>▪ Industrial Welding | Level 1 Apprenticeship Accreditation | Apprenticeship Manitoba, Entrepreneurship, Training and Trade, Province of Manitoba |

# ABOUT UNIVERSITY COLLEGE OF THE NORTH

## MISSION STATEMENT

University College of the North serves northern communities and people with education, training, teaching, learning and research, while being inclusive and respectful of diverse Indigenous and northern values.

## VISION STATEMENT

TRUTH · WISDOM · HONESTY · HUMILITY · COURAGE · LOVE · RESPECT

Guided by the Seven Sacred Teachings, University College of the North is building better futures for a stronger north.
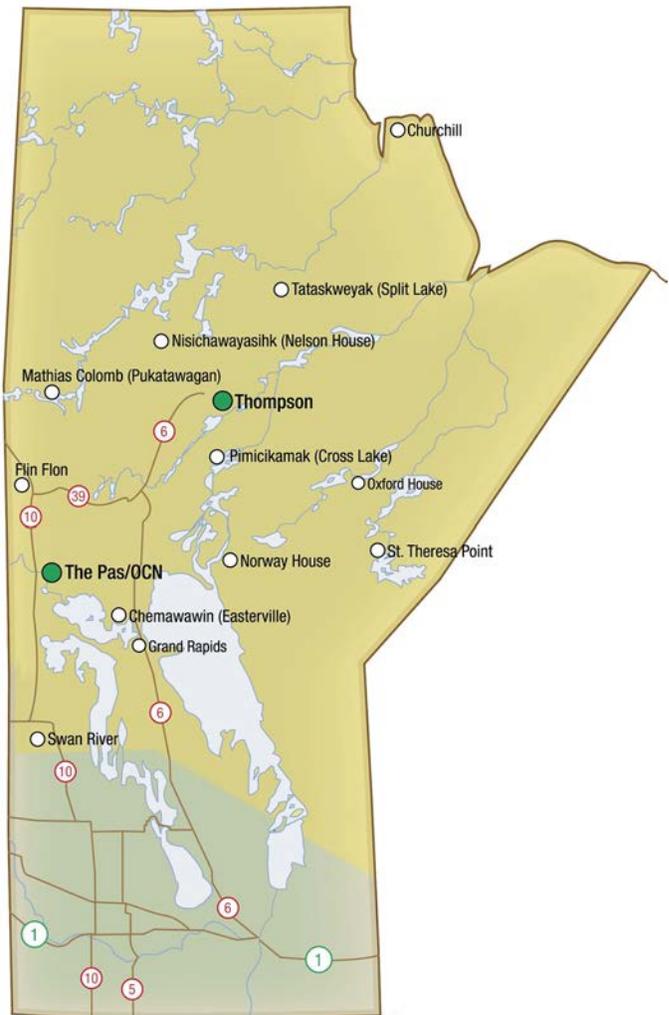
In 2004, *The University College of the North Act* was introduced into provincial legislature and was formally passed on June 1, 2004.

*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.

Churchill

Tataskweyak (Split Lake)

Nisichawayasihk (Nelson House)

Mathias Colomb (Pukatawagan)

Thompson

Flin Flon

Pimicikamak (Cross Lake)

Oxford House

Norway House

St. Theresa Point

The Pas/OCN

Chemawawin (Easterville)

Grand Rapids

Swan River

# 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

# POST SECONDARY EDUCATION ACCESS CENTRE LOCATIONS

Bunibonibee (Oxford House) – Chemawewin (Easterville) – Churchill
– Flin Flon (Northern Manitoba Mining Academy)
– Mathias Colomb (Pukatawagan) – Misipawistik (Grand Rapids)
–Nisichawayasihk (Nelson House) – Norway House
– Opaskwayak Cree Nation – Pimicikamak (Cross Lake)
– St. Theresa Point – Swan River – Tataskwayak (Split Lake)

## University College of the North