

OWN YOUR FUTURE  
UNIVERSITY COLLEGE OF THE NORTH

**THE PAS CAMPUS**

7th & Charlesbois  
P.O.Box 3000  
The Pas, MB, R9A 1M7  
866-627-8500

**THOMPSON CAMPUS**

55 UCN Drive  
Thompson, MB  
R8N 1L7  
866-677-6450

**REGIONAL CENTRE LOCATIONS**

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

[www.ucn.ca](http://www.ucn.ca)

ANNUAL  
REPORT  
2016-2017

UNIVERSITY COLLEGE OF THE NORTH ANNUAL REPORT 2016-2017

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# MESSAGE FROM THE PRESIDENT & VICE CHANCELLOR

UCN has celebrated many institutional successes over the 2016-17 year, including the implementation of the Cultural Proficiency training initiative for all staff, the naming of the Library on the Thompson campus, the hosting of a delegation from Columbia and Peru, and the re-introduction of the Linkages Conference.

The Aboriginal Knowledge and Culture Division (AKCD) is now well established from a perspective of awareness, identification and fulfillment of initiatives, collaboration with other UCN divisions and an understanding within UCN of the role and contacts within AKCD. The establishment of this division has provided the opportunity for UCN to introduce and implement Cultural Proficiency training for all staff. Cultural Proficiency is the knowledge, skills, attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

A naming ceremony for the UCN Thompson Campus Library was held in August, 2016. The Library was officially named in honour of the late Council of Elder members, Wellington and Madeline Spence of Nisichawayasihk Cree Nation. Wellington and Madeline were founding members of UCN's Council of Elders and participated in the consultation process to establish a university college in northern Manitoba. Wellington and Madeline demonstrated a passion for helping others and for the betterment of all people.

In May, 2016, a delegation of Mayors and municipal government members from Colombia and Peru visited Thompson. This event was hosted by the Federation of Canadian Municipalities (FCM) as a case study in creative approaches to diversifying the economy of a community. A tour of UCN's Thompson campus was conducted followed by a question and answer session. UCN was also invited to a welcome reception for the delegation from Peru and Columbia. Follow-up communication from the FCM was received in July, 2016 and included an invitation for UCN to be part of a seminar/exchange in October, 2016 to share experiences with representatives of various Indigenous groups in Colombia.

UCN re-introduced the Linkages Conference in October, 2016 in Thompson, MB. Keynote speakers included Thompson MLA Kelly Bindle and Grand Chief Sheila North Wilson, Manitoba Keewatinowi Okimakanak. This event provided an opportunity for internal and external stakeholders to discuss the educational needs of people in northern Manitoba.

The work as part of the Kiskinotahiwewin Strategic Plan has continued. Twelve facilitators have lead Outcomes Assessment sessions for two cycles (2015-16, 2016-17) and are preparing to facilitate the third cycle of Outcomes Assessment sessions beginning in April, 2017. Overall, the facilitated sessions have created more engagement which fosters staff and unit involvement with implementing the goals and objectives identified in the strategic plan.

I want to take this opportunity to acknowledge the continued dedication and commitment of our staff. You are often the first point of contact for our students and act as institutional ambassadors and I am grateful to each one of you for supporting our students from enrolment to graduation!



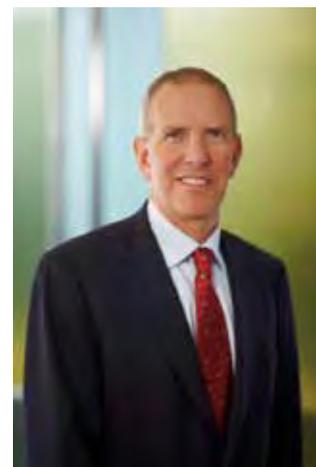
*Konrad Jonasson  
President & Vice Chancellor  
University College of the North*

# MESSAGE FROM GOVERNING COUNCIL CHAIR

It is my pleasure to submit the 2016-17 UCN Annual Report. In the pages that follow are a tremendous number of successes. Of particular interest will be the submission on the University College of the North's creation of the College of Trades and Technology. The direction we move in right now will pave the way for educating a highly skilled population with emphasis on trades training.

As we strive to meet the needs of northern Manitoba our connection to the communities we serve has only been strengthened.

A noteworthy milestone occurred this past year. Manitoba marked its 50<sup>th</sup> year of providing post-secondary education to our north through the campus located in The Pas. It is now, as it was a half century ago, amazing dedication and professionalism of the faculty and staff committed to the success of each and every one of our students.



*Tom Goodman, Chair  
Governing Council  
University College of the North*

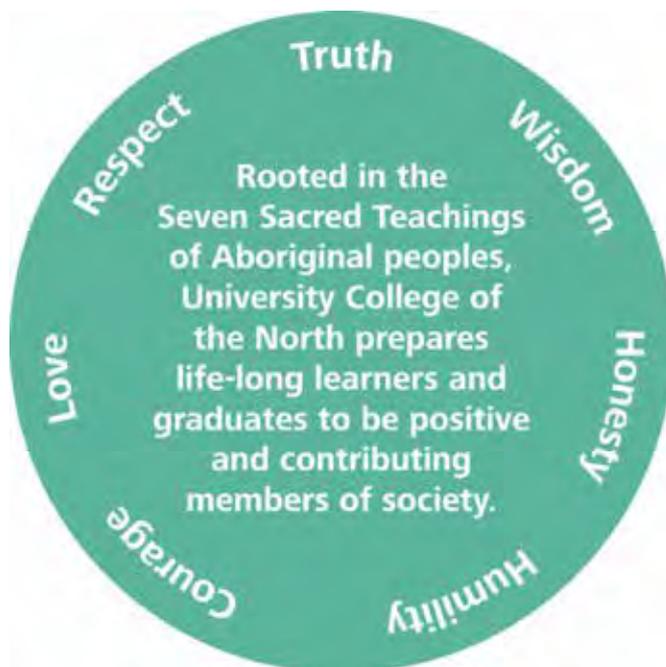


# ABOUT UNIVERSITY COLLEGE OF THE NORTH

## UCNS GOVERNING COUNCIL END STATEMENTS ARE:

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

## VISION STATEMENT



## GUIDING PRINCIPLES

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

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

## MISSION STATEMENT

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

## VALUES

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

UCN operates with a tri-cameral system that includes the Governing Council, Learning Council and Council of Elders. All the Councils are mandated by the UCN Act.

## **GOVERNING COUNCIL**

There are 20 members from a variety of geographic locations throughout Manitoba. The membership is chosen and selected so as to provide a broad scope of experience and expertise across educational backgrounds and the region. There is also representation from the Learning Council, Council of Elders, UCN faculty, non-faculty and students. The Governing Council operates under a policy governance model under which the Council's policies guide the work of the Council and the UCN President and Vice Chancellor.

Some of the key activities undertaken by the Governing Council in 2016-17 include:

- ⇒ Established the Governing Council's annual meeting schedule and calendar.
- ⇒ Established the schedule for the review of the Governing Council's policies and UCN's Bylaws.
- ⇒ Ongoing monitoring of the work of the UCN President and Vice Chancellor in relation to the Governing Council's policies through monthly reports as well as three monitoring reports per year.
- ⇒ As per the Governing Council's annual calendar, received presentations from both internal and external areas on a variety of topics.

## **COUNCIL OF ELDERS**

The Council of Elders consists of no more than 17 voting members. Fourteen are Elders representing the various communities that UCN serves, along with one representative from the Governing Council and one member from the Learning Council. In November 2013, the Council of Elders included a student in their composition. The student is to be appointed from the Student Association Council and will alternate each year between the Thompson campus and The Pas campus.

The Council works in partnership with the Governing Council and the Learning Council. The Council provides guidance within UCN by sharing Elders' traditional knowledge of wisdom, beliefs and values in a respectful and caring way. Council members participate in a variety of ways across UCN including representation on the Governing Council, Learning Council and standing committees of the Learning Council as well as selection committees for UCN faculty and non-faculty positions. The Council provides guidance on academic development, Aboriginal culture and actively participates in UCN conferences and events.

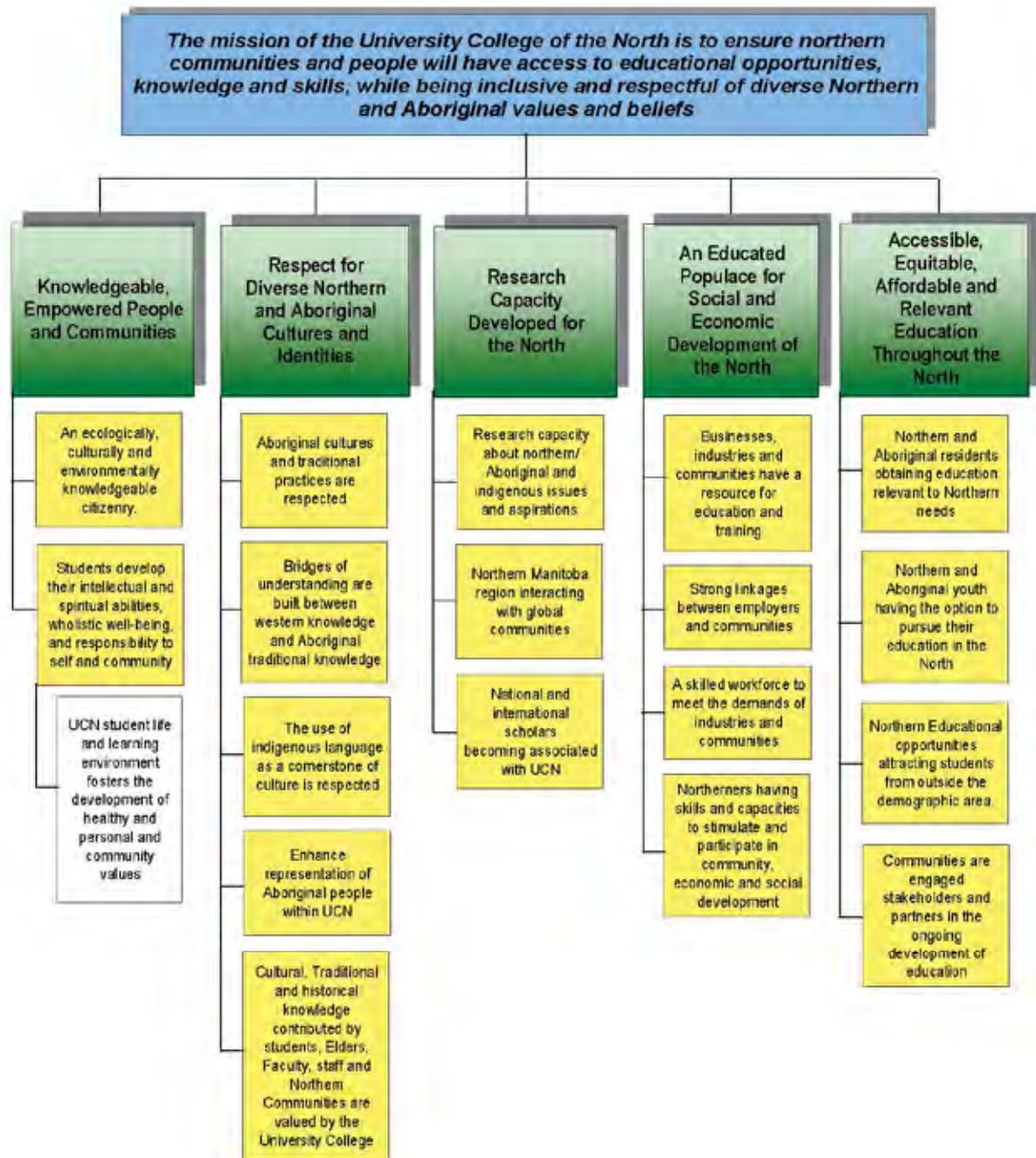
## **LEARNING COUNCIL**

There are up to 32 voting members representing college and university faculty, academic administration, academic resources, academic services, students, and a representative member from Governing Council and Council of Elders.

The Learning Council has nine standing committees with are; awards, academic planning, curriculum and standards, executive, library, research and scholarship, appeals, academic dress and equity. All standing committees are comprised of UCN faculty, staff members, a Council of Elders member, and a student member to ensure a broad representation of knowledge, ideas and input.

The Learning Council has ensured that UCN's academic planning, programming and academic standards continue to demonstrate excellence over the 2016-17 year. The Learning Council has approved new degree and diploma programs and has ensured that existing academic programming is current. The Council reminds us that students are at the centre of our institution.

# UCN GOVERNING COUNCIL ENDS STATEMENT



# UCN GOVERNING COUNCIL MEMBERS

## **CHANCELLOR**

Mr. Edwin Jebb

## **CHAIR**

Mr. Harvey Bostrom

## **VICE-CHAIR**

Mr. William (Bill) Schaffer

## **PRESIDENT & VICE CHANCELLOR**

Mr. Konrad Jonasson

## **COUNCIL MEMBERS**

### **Appointed by Government**

Ms. Bev Fontaine

Mr. Tom Goodman

Ms. Julyda Lagimodiere

Mr. Al McLauchlan (Resigned July 2016)

Ms. Michelle Minnish

Mr. Don Nisbet

Mr. David Swanson

### **Appointed by UCN Governing Council**

Mr. William (Bill) Schaffer

Ms. Naomi (Dee) Chaboyer

### **Staff Representatives**

Dr. Selvin Peter—University Faculty

Mr. Borys Kruk—College Faculty

Mr. Grant Nemeth—Non Faculty

### **Student Representation**

Ms. Rachael Clarke—SAC Thompson (Term ended Oct 2016)

Mr. Walter Young—SAC The Pas (Appointed Nov 2016)

Ms. Jordis Abrahamson (LGIC student appointment)

Mr. Ken Brandt (LGIC student appointment)

### **Council of Elders Representative**

Elder Albert Tait

### **Learning Council Representative**

Mr. David Williamson (term ended Oct 2016)

Dr. Vicki Zeran (appointed Oct 2016)

### **UCN Tri-Council Executive Officer**

Ms. Shelly Bulycz

# UCN LEARNING COUNCIL MEMBERS

## **CHANCELLOR**

Mr. Edwin Jebb

## **CHAIR**

Mr. David Williamson (term ended Oct 2016)

Dr. Vicki Zerán (appointed Oct 2016)

## **VICE-CHAIR**

Ms. Patty Klimchuk (Term ended Aug 2016)

Mr. David Williamson (Appointed voting Dean Aug 2012 & elected Vice-Chair Oct 2016)

## **PRESIDENT & VICE CHANCELLOR**

Mr. Konrad Jonasson

## **VICE-PRESIDENT, ACADEMIC AND RESEARCH**

Dr. Dan Smith

## **VICE-PRESIDENT, COMMUNITY BASED-SERVICES**

Ms. Donna Carriere

## **ASSOCIATE VICE-PRESIDENT, CAREER AND WORKFORCE DEVELOPMENT**

Mr. Rob Penner

## **COUNCIL OF ELDERS REPRESENTATIVE**

Elder Martha Jonasson

## **GOVERNING COUNCIL REPRESENTATIVE**

Mr. William (Bill) Schaffer

## **STUDENT COUNSELLOR**

Position is currently vacant

## **DEANS**

Dr. Vicki Zerán, Health (Appointed Aug 2014)

Dr. Stan Gardner, Library and Instructional Services  
(Appointed April 2012)

## **UNIVERSITY FACULTY**

Mr. Dave Anderson (term ended June 2016)

Ms. Faye Bartlett, Education (appointed Sept 2015)

Ms. Anne Barbour-Stevenson, Education (appointed Sept 2015)

Ms. Shauna Flett, Health (term ended June 2016)

Dr. Keith Hyde, Arts, Business & Science (appointed Sept 2015)

Dr. Greg Stott, Arts, Business & Science (Re-appointed 2014)

Three vacancies

## **COLLEGE FACULTY**

Ms. Laura Ayers, Education (appointed Sept 2015)

Ms. Barb Carlson, Education (appointed Oct 2015)

Mr. Jason Grandy, Business (appointed Sept 2015)

Ms. Patty Klimchuk, Health (term ended Aug 2016)

Ms. Kim Laycock, Business (appointed Sept 2015)

Ms. Andrea Robinson, Business (appointed Sept 2015)

Ms. Brenda Wasylik, Health (re-appointed June 2016)

Two Vacancies

## **STUDENT**

Ms. Mercedes Cote (appointed July 2016)

## **EX-OFFICIO**

Dr. Dan Smith, Dean—Arts, Business and Science

Mr. Roland Mising, Dean—Trades and Technology

Ms. Linda Melnick, Dean—Research & Innovation

Ms. Florence Watson, Dean—Student Development and Registrar

Ms. Sandra Muilenburg, VP Finance and Resources

Mr. Chris Reddy, VP Strategic Services and Development

## **UCN TRI-COUNCIL EXECUTIVE OFFICER**

Ms. Shelly Bulycz

# UCN COUNCIL OF ELDERS MEMBERS

Comprised of Elders from various communities throughout Northern Manitoba

## **COUNCIL OF ELDERS CHAIR**

Elder Stella Neff, Misipawistik Cree Nation (Term ended December 2016)

Elder Martha Jonasson, Wabowden (Appointed Chair December 2016)

## **VICE-CHAIR**

Elder Martha Jonasson, Wabowden (Term ended December 2016)

Elder Stella Neff, Misipawistik Cree Nation (Appointed December 2016)

## **EXECUTIVE MEMBERS**

Elder Albert Tait, Norway House (Term ended December 2016)

Elder Nick Halcrow, Pimicikamak Cree Nation (Term ended December 2016)

Elder Mabel Bignell, Opaskwayak Cree Nation (Re-appointed December 2016)

Elder Ernie Samatte, The Pas (Appointed December 2016)

Elder Jimmy Hunter-Spence, Nelson House (Appointed December 2016)

## **TRI-COUNCIL REPRESENTATION**

### **Governing Council Representative**

Mr. Don Nisbet

## **LEARNING COUNCIL REPRESENTATIVE**

Ms. Faye Bartlett

## **COUNCIL OF ELDERS MEMBERSHIP**

Elder Theresa Bighetty, Mathias Colomb

Elder Noma Leahy, Thompson

Elder Martha Spence, Tataskwayak

Elder Joan Ledoux, Flin Flon

## **UCN RESIDENT ELDERS**

Elder Marie Ballantyne, Thompson Campus

Elder John Martin, The Pas Campus

## **UCN TRI-COUNCIL EXECUTIVE OFFICER**

Ms. Shelly Bulycz

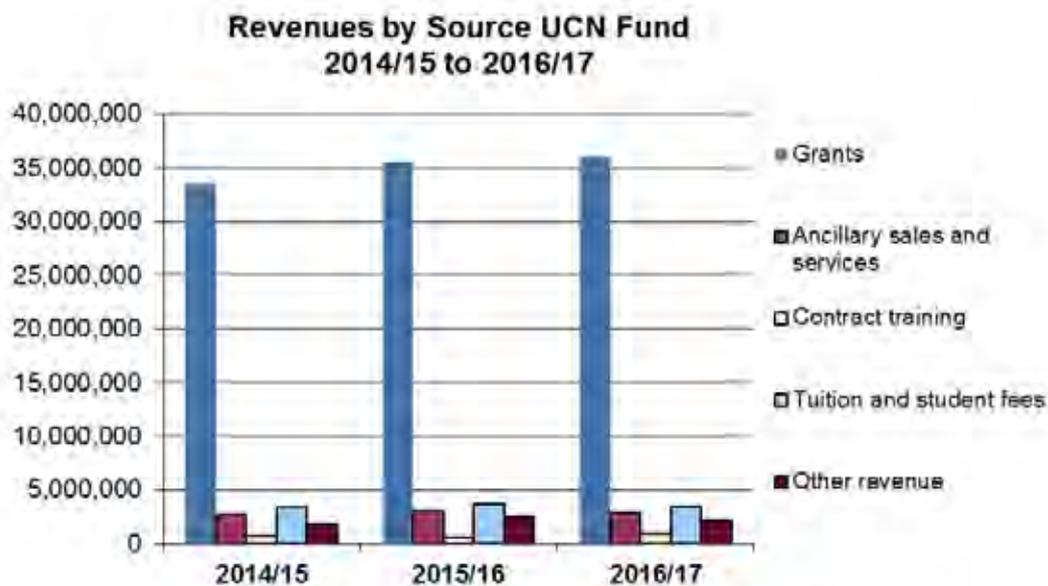
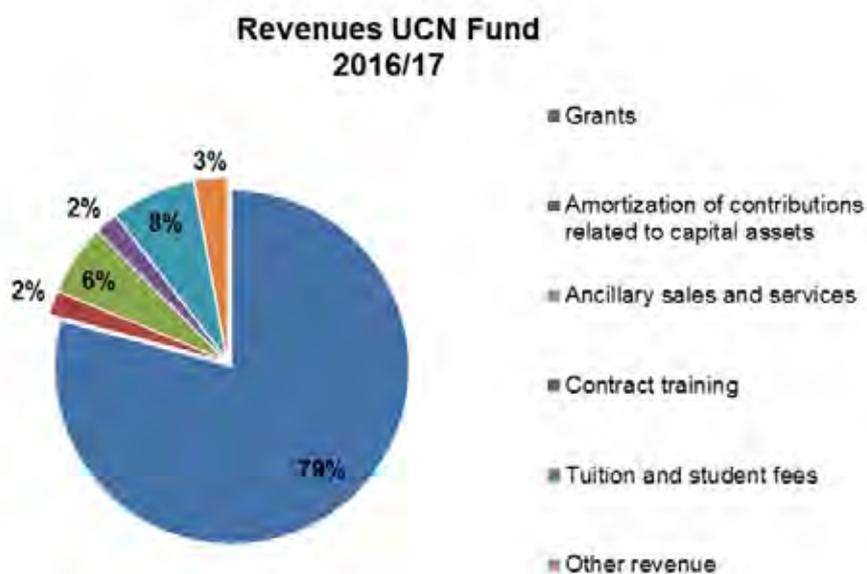


# FINANCE & RESOURCES

This section provides an overview of the financial results the University College of the North (UCN) achieved in the fiscal year ended March 31, 2017. Throughout this fiscal year, the university college continued to operate in a climate of economic, technological and environmental change while looking to improve fiscal responsibility and program offerings to our Northern and Aboriginal students. Our Mission, Vision and Strategic Plan continued to guide the allocation of financial, human resources, and capital resources and were the basis for budget decisions.

The total revenue for UCN General Fund is \$45.6 million for the fiscal year ended March 31, 2017. Total expenditures amounted to \$44.8 million, leaving an Excess of Revenues over Expenses amounting to \$.8 million. This surplus has been added to the university college's Unrestricted Net Asset balance.

Grant revenue from the Province of Manitoba represents the university college's single largest source of revenue and plays a key role in the ability to fund the activities of the institution.



# CAPITAL PROJECTS

To help ensure that students and researchers can pursue their studies and research in the north, the science labs at The Pas campus have undergone a complete over haul during the 2016-17 academic year.

The new biology and chemistry labs were rebuilt and furnished with industry standard equipment and the latest technology to best meet the needs of our students and faculty.

Throughout the demolition and construction phase, classes were conducted in an alternate space. Completion of this project is targeted for July 2017, and UCN will be working with Government for planning the grand opening.

Science programming is an integral part of all degree programming at UCN and students and faculty will be welcomed into a fully functioning and safe science lab in the Fall of 2017, which is an essential asset in the north.



**“ My love for children drew me to the program and the clear need for skilled people in the profession is only growing. ”**

**Jennifer Partridge**  
Early Childhood Education Student



# INFORMATION TECHNOLOGY

Information Technology (IT) worked on improving UCN's computing environment during 2016-17. This included replacing UCN's main servers in both Thompson and The Pas. The IT department also replaced all the desktop computers in computer labs at the Thompson and The Pas campuses. IT has also continued improving our Management Information System (MIS) this year. We worked with a consultant to change some of our processes and to customize some functionality. Some of the benefits of this work are already being seen. This process is expected to be completed early in the upcoming year.

IT continues to improve UCN's in-house software. This year we refined our software for generating T2202A's which allowed UCN to distribute them out in record time. We customized our MIS system to notify Enrolment Services employees regarding any inadvertent data entry issues they may have made during the student registration process. This allows us to catch data entry errors much quicker, thus ensuring we provide more accurate data to stakeholders as well as ensuring a smoother experience for our students.

UCN employees have begun using internal document storage in our MIS system. This means less paperwork is being passed around our institution, less delay in processing time, and it is easier than ever for staff to find documents they require to perform their duties.

The IT department has been working with the provincial auditors, along with hired consultants, on a number of items. Much progress was made on projects including the creation of a formal IT risk assessment process, a formal Disaster Recovery Plan, and a Business Continuity Plan that included a business impact analysis in 2016-17. The auditors also requested that UCN improve security protocols and practices regarding our databases. Acting on these recommendations, we have made significant improvements in this regard.

In Multimedia, UCN continues to deploy USB-based audio and video equipment to a number of classrooms to enhance the web conferencing capabilities in these rooms. Multimedia has also added an additional conferencing classroom at The Pas campus.

Our new Zoom web conferencing platform has had a positive impact on our ability to combine our traditional video conference rooms with those joining via PC based equipment. This has meant faculty or staff can join from a distance with their laptop, allowing them to teach classes that otherwise may have been missed. This has also meant easier integration with non-UCN personnel and organizations for lectures, meetings, conferences and interviews.

The UCN IT Department continues to strive to provide the most current computing experience and quick support for our students and staff.



# COMMUNICATIONS

UCN's Communications Department developed a smarter strategy to root out the "good news" stories. Drawing attention to actions such as the signing and implementation of the MOU allowing for a waiver of tuition for up to five students who were currently living within the Child and Family services agencies. Another hugely successful event took place in February where UCN hosted a Northern Skills competition. High school students travelled from all over the north to compete in trades focused skills including Auto Mechanics, Carpentry, Culinary Arts, Small Engine Repair and Cosmetology.

Communications played a key role in the unveiling of UCN's new College of Trades and Technology as well as a number of other key, positive events.

The focus of marketing continued to serve the catchment area where there was an increase in the number of applications at UCN's Regional Centres located throughout northern Manitoba.

Welcome to

## THOMPSON, MB.

...300 players

...60 coaches & assistant coaches

...Dozens and dozens of parents

### It's the 47th Munn Cup

**Good luck to all the teams!  
Enjoy our community and enjoy  
our hospitality!**

**A special thanks and big congratulations  
to all those volunteers who have worked  
so hard to make this weekend a reality!**



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UNIVERSITY COLLEGE OF THE NORTH



# ACADEMIC DIVISION



## Academic and Research Division 2016-17

The Academic and Research Division has been working throughout 2016-17 to help ensure that UCN leads in Manitoba's post-secondary sector, our students are successful, our connections to industry are strong and our programs are innovative. These efforts help ensure that UCN offers relevant education and research supporting economic and social development in the north.

One example of how the Division helped to **provide leadership** in the post-secondary system was through transferring \$20,000 to support work developing Manitoba's Indigenous Education Blueprint, a collaborative effort between public and private schools, post-secondary institutions and community organizations to develop a shared way ahead for achieving the educational calls to action from the Truth and Reconciliation Commission.

Additionally, for the third consecutive year UCN hosted MERN North, a research forum sponsored by the Manitoba Education Research Network. The forum featured presentations by researchers from multiple institutions on various different topics, including education in northern and isolated regions, Indigenous education, the Kenanow model, and other topics.

**Fostering student success**, the Academic and Research Division supported a number of activities that helped to ensure that UCN was a student centered institution. For example, the FABS developed a block transfer arrangement that allows students who have completed a certificate or diploma program at any Canadian public institution to receive credit for 15 credit hours (certificate) 30 credit hours (two-year diploma) or 45 credit hours (three-year diploma) of electives towards a Bachelor of Arts degree at UCN. This arrangement increases flexibility for students and allows holders of certificates and diplomas advanced standing into Arts degree programs at UCN.

Another exciting example of UCN's excellence, the Faculty of Health successfully negotiated an agreement with the RCMP that sees students graduating from UCN's Law Enforcement certificate program able to apply directly to the RCMP without having to write the RCMP Entrance Exam. This online exam is normally required by applicants as part of the RCMP's selection process. Applicants with a bachelor's degree or a diploma from a recognized post-secondary institution, and now applicants from UCN's Law Enforcement certificate program, are exempt from writing the exam.

In December 2016, the Student Development and Registrar's Department was reorganized to reduce the number of direct reports to the Dean from 19 to six. One new position was created on a cost-neutral basis, converting an existing position to create a Director of Student Life, reporting to the Dean and responsible for student-related activities (Learning Assistance Centres, Student Counselors, Student Success Coach, Financial Aid, Recreation and Recruiting). Additional supervisory responsibilities were given to each of the two Associate Registrars (reception, academic advisors, and enrolment services staff). This reorganization provides greater functionality, as well as establishes a sustainable organizational foundation to support the adoption of online registration, improve course and program scheduling, and to support initiatives intended to help provide a stronger and more focused approach to student recruiting and support through to graduation.

The Academic and Research Division helped to **improve industry connections** by announcing the establishment of the College of Trades and Technology (CTT), to be formally established in April, 2017. Led by an Associate Vice-President, CTT includes the programs offered by the Faculty of Trades and Technology such as current base-funded trades programming, Apprenticeship programs and incorporates the Northern Manitoba Mining Academy. The establishment of CTT also created the opportunity for management consolidation, transferring the Director of Career and Workforce Development to Community Based Services to provide greater focus and leadership in Contract Training, as well as discontinuing one decanal position. The College benefits from the guidance of a community and industry Strategic Council which will advise CTT on the use of 'alternating' programming that would see the CTT deliver needed programming on a time-limited basis until, for example, saturation is achieved, or other pressing program priorities arise. This approach will help ensure that UCN has the flexibility to offer programming that responds to immediate needs without committing to delivering that programming on an ongoing basis.

The Academic and Research Division worked collaboratively on **program innovation** to ensure that students have access to current and relevant programming. In March 2017, the official funding announcement was made for the Science Lab renovation in The Pas, committing a total of \$1 million in federal and provincial funding to support the \$2.1 million project. Premier Brian Pallister and the Minister of Growth, Enterprise and Trade made the announcement at The Pas Campus and spoke to students and staff as well as toured the lab under construction

In addition, beginning in October 2016, FABS offered a MOOC (a **M**assive **O**nline **O**pen **C**ourse) called *Made in America: Exploring the Hollywood Western*, taught by Associate Professor of English, Dr. Sue Matheson. The course, which is six weeks long, enrolled nearly 500 students from all over the world, making it the most successful single course offering at UCN. The course is offered for free and students do not earn credit, however students completing the course may earn a badge denoting the completion of the course.

In December 2016, the Learning Council approved a streamlined program approval process for non-degree programs. This new process means that new and amended certificate and diploma programs and courses that are not laddered with a degree are reviewed in an expedited manner by the Vice-President Academic and Research and do not go through the committee system established for degree programs by the Learning Council. The Non-Degree Program Approval Process is consistent with the program approval processes in place at other colleges in Manitoba and is similar to the process used by UCN's predecessor, Keewatin Community College. The Non-Degree Program Approval Process allows UCN to be nimbler and more responsive in terms of trades and technology programs, complementing the efforts of new CTT.

In pursuing these and other activities detailed in the following pages, the Academic and Research Division and its faculties/college are helping to achieve UCN's Academic Plan 2015-2020, and ensuring that UCN is responsive to the needs of northern and Aboriginal Manitobans.

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



# KENANOW FACULTY OF EDUCATION

## KENANOW BACHELOR OF EDUCATION

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

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

This year marked the beginning of a new cohort programs in Cross Lake, Norway House, Grand Rapids and Split Lake. Starting in the Fall of 2016, the four programs began with an Academic Prep for Post-Secondary term and courses in Arts and Education started in January.

This year, the Kenanow program also supported the Centre for Aboriginal Languages and Culture by providing funding to have the Certificate in Teaching Ininimowin assessed for credit into the B.Ed. program.



## Early Childhood Education

The Early Childhood Education (ECE) Program on both campuses includes a Workplace Education program for those employed in early childhood education as well as full-time Year I and II programs and a 40 hour course for child care aides employed in local child care centres. This year, The Pas was able to offer dual credit courses for local high schools, an initiative which allows high school graduates to enter the work force as child care aides recognized by the province.

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

In June 2017, ECE educators will join other ECE staff from Red River College, Assiniboine Community College and Universitaire de St. Boniface at the MCEC Conference to discuss common themes, challenges and goals in ECE. UCN's use of Aboriginal teachings is very popular among other institutions, providing opportunities to discuss and develop shared Aboriginal perspectives.



### Early Childhood Education Program Offerings at UCN

#### Diploma Program (2 years)

Graduates apply to Manitoba Early Learning for ECE II classification. September 5, 2017 - April 2018 (year 1) & September 2018 - May 2019 (year 2). Monday - Friday 9:00 - 4:00. Includes 4 practicums in childcare facilities.

#### Workplace Diploma Program (2 years)

Graduates apply to Manitoba Early Learning for ECE II classification. Must have 2 years' experience and be working in a childcare facility. This is an accelerated program - students attend classes 2 days per week and work 3 days. September 2017 - May 2018 (year 1) & September 2018 - 2019 (year 2)

#### Admission Requirements for Diploma Programs

Manitoba Grade 12, English 405 or equivalencies, or Mature Student  
Prior to Applied Learning must provide - updated Immunization, Criminal Record Check and Child Abuse Registry Check. For further details, see page 44 of the Academic Calendar 2017-18.

#### 40-Hour Evening Courses

These courses can qualify childcare assistants working in childcare facilities and are transferable to the diploma or workplace program. High School and Adult Learning students may use these for dual credit (*please check with your school prior to applying*)  
September - December 2017 UC ECE 1015 Safe and Healthy Environment  
February - May 2018 UC ECE 1025 Positive Child Guidance  
**\*Please apply for the above programs through Enrolment Services at UCN.**

#### Early Learning and Childcare Post Diploma Certificate

Must be a classified ECE II in Manitoba and have an ECE diploma. This on-line distance-evening program is 20 months and includes a 3-week practicum in a licensed childcare facility. Graduates apply to Manitoba Early Learning for ECE III classification. Next anticipated start date is September 2018 if sufficient interest is shown. Please leave your contact information with Katie Campbell (kcampbell@ucn.ca) if interested in the program.

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**For further information, please contact:**  
**Laura Ayres - ECE Program Coordinator**  
**P: 204-627-8635**  
**E: layres@ucn.ca**

## Aboriginal and Northern Counselling Skills Program

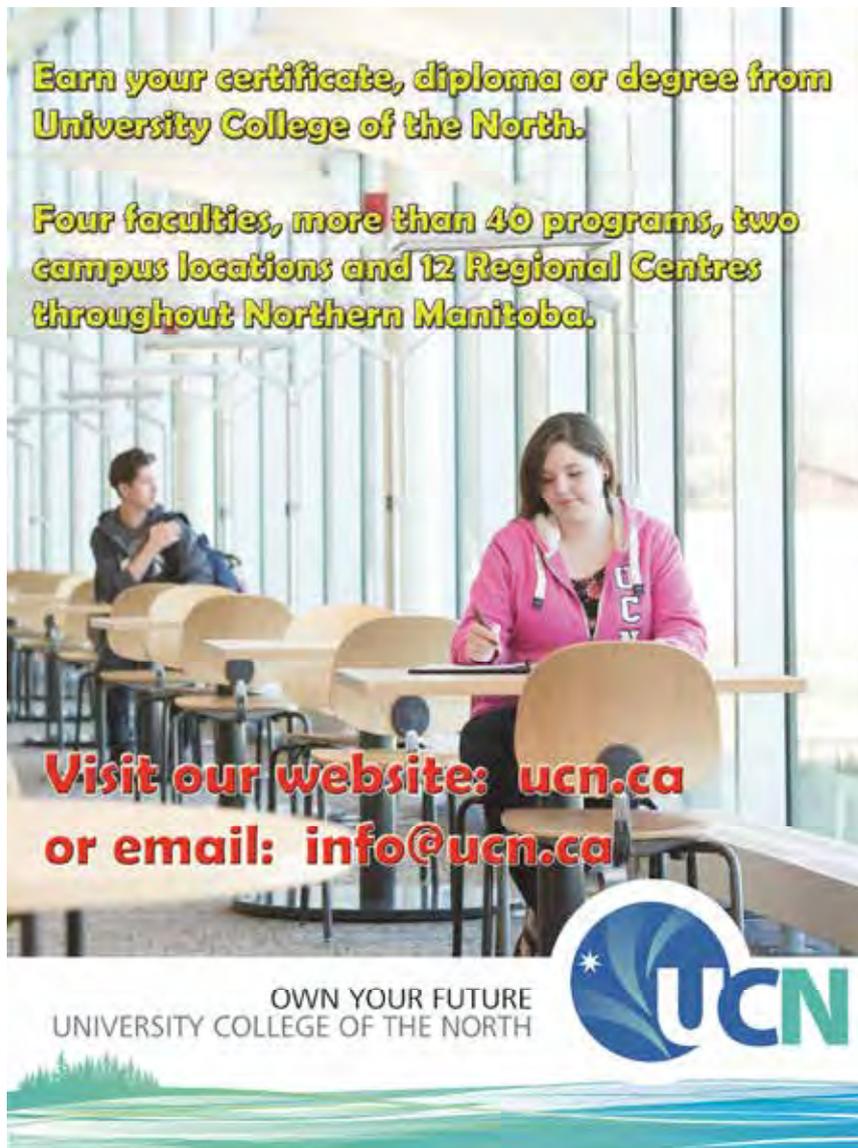
The Aboriginal and Northern Counselling Skills program which began classes in The Pas in the Fall, 2015 will see ten students graduate in 2017. These students were able to complete their program while being employed full-time. The emphasis on Aboriginal perspectives allowed students to develop more culturally meaningful practicum experiences.

The program also started in Swan river and will continue there until 2018, using local and on-campus experts.

## Faculty Departures and Arrivals

The Kenanow family will say a fond farewell to Faye Bartlett, the coordinator/instructor for our Aboriginal and Northern Counselling Skills program. This program was especially important to Faye as it threaded Aboriginal perspectives into counselling theory and serviced local Aboriginal organizations. Faye has enjoyed a long and varied career at UCN/KCC, coordinating a number of programs while also teaching university courses. We wish her good luck, good health and safe journeys.

The Kenanow family is pleased to welcome Chuck Bourgeois and Madden Dermot to our B.Ed. program. Their experience and expertise in Indigenous education will be a huge asset to our students.



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The advertisement features a background image of a student in a pink hoodie sitting at a desk in a classroom, writing in a notebook. Another student is visible in the background. The text is overlaid on the image in various colors and fonts. At the bottom, there is a logo for UCN with a star and a stylized 'U' and 'C'.

## Research, Publication, Artistic and Community Outreach

This year, the Kenanow Faculty of Education began its program review process by meeting with local Elders involved in the creation of the Kenanow model. Faculty also reviewed the outcomes for each course in the B.Ed. program to ensure content was relevant and reflected Aboriginal values and practices. An external reviewer familiar with the Kenanow model will conduct a formal review as in 2018.

Research and community service continue to be priorities for the Kenanow faculty in all our programs. The Early Childhood initiatives like Supper and a Book and Rec and Read as well as examples of how to include Aboriginal teachings, crafts and ceremonies continued with additional outreach between the ECE and B.Ed. programs.

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

Land and place-based education continues to serve as a natural learning environment for Kenanow B.Ed. students and UCN faculty. Developed as a partnership between UCN and the School District of Mystery Lake, the Mile 20 initiative showcases intergenerational learning and land-based learning while also modelling principles of cultural proficiency. In The Pas, funds were secured by a faculty and community group, lead by Olivia McCorriston, which will develop the Rosie Mayne Trail into a cultural teaching and learning space.

Examples of the teachings drawn from Kenanow partnerships have been presented at the Manitoba Education and Research Network (MERN) by Ann Barbour Stevenson and students and were presented at Shawane Dagoiwin by instructor Dave Anderson and student Angela Wolfe. In-coming faculty, Chuck Bourgeois also presented at various events, including MERN North in March.

David Williamson, the Dean of the Kenanow Faculty of Education continues to participate in the poetry community and is now an associate member of the League of Canadian Poets. He also wrote the forward to MERN's most recent monograph, *Creating Opportunities for Inclusive Education: Community Engagement through Kenanow*, authored by former Kenanow Dean, Al Gardiner.

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



# UCN ADULT LEARNING CENTRE

*“I feel I am a better writer and have basic math down now, I didn't before, and I have used these qualities at home, almost on a daily basis. “*

The UCN Adult Learning Centre (ALC) offers tuition free high school credits, which may lead to a Manitoba high school diploma, and upgrading courses. These courses are taught by Manitoba certified teachers and follow *Manitoba Curriculum Frameworks* with graduation requirements being the same as in the high school system. Students who have already earned a Manitoba High School Diploma may take additional credit courses at the UCN ALC to further their education, training or employment opportunities. The Manitoba Adult Learning Centre Act and General Regulations establish legislative requirements and standards that must be met so that students attending the UCN ALC are well served.

While many adults return to school bringing with them a wealth of learning gained through work or life experience, many students returning to the UCN ALC also bring with them an overwhelming belief that they are not capable of success and academic, social, financial and personal barriers impact their progress. In a post-secondary environment operating on different premises, the UCN ALC staff offer many additional resources and supports to students with daily opportunities to build supportive relationships with their teachers and other students.

The UCN ALC offers a range of courses from grade nine to grade 12. All courses include additional instructional hours to ensure that students have time to work through the necessary curriculum and so they can connect with the content and their teacher. One half day per week, students have the opportunity to work with their instructor, or any UCN ALC staff member, on materials they may have missed or on challenging content in the ALC Tutorial class. A personalized learning plan is developed for every student, discussed regularly with students, and reviewed twice annually by the UCN ALC Director to ensure that students are on track and have the resources and support they need to meet their goals. New in 2016-17, to address the gap in English As A Second Language training in Thompson, EAL for Academic Success is offered to meet the needs of those students whose first language is not English and who are seeking high school or post-secondary training.

Students attending the UCN ALC need supports and opportunities to address the barriers they are experiencing as a student. Monthly lunches, planned by students as a class assignment, are offered and coffee and snacks are regularly available. ALC staff plan and deliver skill building workshops. Students are supported with referrals to institutional and community supports and in 2016-17, the UCN ALC staff developed and implemented an Early Alert Referral System to respond early to students experiencing notable difficulties. Students and staff participate in monthly ceremonies and cultural activities at the Iniwik Kiskinwamakewin Centre and these activities are connected with and become classroom content. Thirty-seven students and five ALC staff attended the March 2017 Elder Youth Conference together as an ALC program activity. Referral, advocacy and support with bursaries, training programs, housing, daycare, prenatal benefits, employment, and other available programs are regular activities with students, who prefer to access this support from the ALC staff. In an effort to support students in reducing expenses for classes at the UCN ALC, a Book Lending Library is available to students. The Book Lending Library is funded by a grant through Manitoba Adult Learning and Literacy and it is maintained entirely by the UCN ALC staff. In 2016-17, The ALC Book Lending Library served 55 students who were able to borrow expensive textbooks, rather than having to purchase them. A highlight in 2016-17 was the presentation by a graduating UCN ALC student at the Adult Secondary Education Council Conference in Winnipeg on October 20 and 21, 2016. With support from Calm Air and UCN, this student presented his award winning STARR Writer's Contest essay to educators from across Manitoba. Three UCN ALC staff members were also able to attend the conference. A particular focus of the UCN Adult Learning Centre is the application of the Reading Apprenticeship Framework (RAF) in all UCN ALC classes. Developed by West Ed, this framework is intended to support high school and college students who have missed developing important learning skills in earlier grade levels. West Ed's research shows that RAF helps, “faculty members support students to become motivated, strategic, and critical thinkers and writers...” After a three-year pilot project in Manitoba, Manitoba Education has continued to be involved by offering ongoing training to deepen this approach to literacy teaching and learning. At the UCN ALC, students completing the Refresher English and Composition course saw reading comprehension and vocabulary gains by up to 2.2 grade levels. Three staff members participated in this training and growing in this approach will continue to be a priority moving forward.

In 2016-17:

- 100 students attended classes at the UCN ALC, with 71 students new to UCN
- 18 students graduated with a Manitoba High School Diploma
- 51 students completed at least one course for credit
- 50% of all courses attempted were completed.

# Olive Nunn

## Graduate 2016



I RETURNED TO SCHOOL because I had a dream that I was standing there on stage and I was crying. I was wearing a cap and a gown and I received my diploma. I wanted to finish my grade 12 and to have my grandchildren see what their Grandma could do. I wanted them to see what they too can accomplish and that they can succeed in their education. My dream came true.

THE ONE THING I DID AS A STUDENT THAT WORKED was that I studied for my tests.

MY WORDS OF WISDOM FOR ALL ALC STUDENTS is to keep on working hard and study for your tests. They will help your marks. And never give up on your dreams, whatever your goals are.



MY FUTURE PLANS ARE...I'm not too sure right now. I am working full time at UCN and I got this job because I'm a high school graduate.



# FACULTY OF ARTS, BUSINESS AND SCIENCE

2016-17 has been a year of transition and change for the Faculty of Arts, Business, and Science (FABS). We have had an extensive revision of the Social Science programming, a very successful review of the English program, extensive revision of the Natural Resources Management Technician program following a positive DACUM process in 2016, and extensive revisions to the Business program which have resulted in a number of developments that include offering the Community Economic Development program in Thompson and The Pas on a regular basis starting Fall 2017.

FABS is involved in the SEM (Strategic Enrollment Management) Committee, working to increase overall enrolment and retention within UCN. FABS has been actively promoting its business programs by participating in trade/career shows as well as community and sponsor visits. To this end, we are seeing increased applications on the admissions report for 2017-18. FABS is also involved in 50Force, the project team developing a more efficient scheduling process for UCN. In addition, FABS is part of the project team working on the development of a more effective enrolment and registration model.

FABS implemented program changes for 2017-18 to the following business programs: Office Assistant Certificate, Business Administration Diploma, and Community Economic Development Diploma. Suzanne Barbeau-Bracegirdle is working on a proposed agreement with CRP for the INRM program. BUD faculty is working with CA to ensure the BUD program aligns with upcoming changes in the CPA program. FABS is still committed in its relationship with the University of Winnipeg's Northern Social Work program and will continue to work with our partners to develop strong programming that fits the needs of northern Manitoba students in the coming years.

FABS is currently developing a new program to meet industry/job market requirements. The two-year Aboriginal and Northern Tourism and Hospitality Management (ANTHM) diploma program is in the development phase and will be presented for approval in the near future. ANTHM is being developed as a Co-Op program.

The Faculty entered into a relationship with Vale to provide internship opportunities for our business students. RBC continues to work with FABS to fill the needs of its Aboriginal intern program. FABS also extended its Bachelor of Business Administration program to Norway House as a means for supporting management development.

A new position was established in FABS to support the Dean as our programs continue to grow. Andrea Robinson has taken on this pivotal role for FABS (Coordinator of FABS) and has done an excellent job in fulfilling the role and defining it as she does her work.

The Faculty continues to work diligently with CBS to ensure the academic integrity of business program offerings in UCN's Regional Centres and is committed to offering support to instructors. FABS is heavily involved with CBS program offerings to clients working with international students. Currently, there is one cohort of the Office Assistant (OA) Certificate program running in Winnipeg. Four proposals have been received for 3 cohorts of the OA program and 1 cohort of BUAD Yr. 1 (Certificate) for 2017-18 and 1 cohort of OA for 2018-19.

FABS is in the process of forming a new Business Program Advisory Committee (BPAC). Invitations to BPAC will be sent out in June. The first meeting is planned for Fall, 2017.

## NOTABLE STAFF ACHIEVEMENTS

Dr. Abayomi Oredgebe from our Business program successfully completed his PhD through the University of Southern Queensland this year. Dr. Maureen Simpkins will retire from FABS July 1, 2017 and we would like to acknowledge the effort and dedication she has devoted to our faculty. Dr. Simpkins will remain connected to FABS in her retirement as our new Senior Scholar.

## RESEARCH AND CREATIVE WORKS

Dr. Amzad Hossain and Dr. Ying Kong recently completed their work on a joint research partnership with Brandon University researcher Dr. Karen Rempel on employability factors in Thompson MB. Our outgoing chair of the English program, Dr. Sue Matheson, has engaged in numerous projects again this year which include a film screening and lecture at the Corpus Christi Museum of Science and History and the first MOOC (Massive Open Online Course) offered by UCN -- Made in America: Exploring the Hollywood Western (<https://www.canvas.net/browse/ucn/courses/the-hollywood-western>). The MOOC became the largest enrolled course ever offered by UCN with almost 500 students enrolled from around the world. Canvas.net is hosting the MOOC and they have offered it again in the spring/summer of 2017. We also had numerous faculty give presentations at conferences this year.

# FACULTY OF HEALTH

## PROGRAMS

Joint Bachelor of Nursing (JBN)

Diploma in Practical Nursing (DPN)

Dental Assisting

Law Enforcement

Health Care Aide

## HIGHLIGHTS

### Marketing

The Law Enforcement program hosted students for the Young Women's and Young Men's Conferences. They developed lesson plans and ran a full day of mini Law Enforcement classes. They manned an interactive table at the UCN Open House where they developed a "wheel of fortune" styled quiz about Policing. Law Enforcement students have been conducting informal presentations to the various groups who participate with campus tours. The UCN Student Life Facebook Page regularly displays photos of the various activities in which the Law Enforcement students are involved.

### Community Engagement

The Law Enforcement students continue to strengthen their relationship with community resources. Students were engaged in a number of experiential scenarios, participating in patrolling and radio scenarios as well as working with the Heavy Duty Automotive department for a spotter awareness demonstration. The students joined the local Citizens on Patrol and were introduced to the benefits of the community program. Further, the students participated in the Truth and Reconciliation Workshop held at OCN. This event was a "real time" experience where the students were able to contribute to the discussions based on the fact they had been introduced to the TRC within the curriculum.

The Faculty of Health Instructors and students from the Pas Nursing program and Law Enforcement programs all participated in Career Trek and Frontier Collegiate Extended Options program this past year.

### Partnerships

In January, 2017 the JBN program began a partnership with Beatrice Wilson Health Centre staff; second and fourth year nursing students completed a clinical placement in which they provided care for the residents of OCN. Specifically, the students worked in homecare and the primary care clinic. The students had a wonderful experience.

In May 2017, in celebration of Florence Nightingale, nursing was showcased in the library spotlight, the faculty provided an opportunity for the public to create a health information/medication diary as part of the "It's Safe to Ask" initiative. In addition, the nursing faculty hosted coffee and cake for UCN staff and faculty.

Through the Northern Nursing Education Network, a fourth year JBN student from The Pas attended the 2016 Northern Nursing Summer Institute in Saskatoon, SK. The goal was to bring together nurse educators and students to address common concerns of the circumpolar north, particularly access to post-secondary education for northern and Aboriginal people. Further, a fourth year student from Thompson will be attending the 2017 Northern Nursing Summer Institute in Tromsø, Norway.

Through the Northern Nursing Education Network two JBN faculty members were funded to participate in international meetings to discuss northern and Aboriginal student access to nursing education. One faculty member met with a multi-disciplinary group in Prague, Czech Republic to develop an online course entitled Northern and Indigenous Health. The other faculty member will meet in June with members of the Network in Umea, Sweden to review the past and current activities of the group and plan for future initiatives.



The Law Enforcement class partnered with Frontier School Division's Extended Options Program and participated in mentoring and educating the high school students. They also presented the Fatal Vision interactive program in the Oscar Lathlin Library as part of Spot light on Law Enforcement. The Law Enforcement instructors delivered components of the Community Protection course in partnership with Leslie Beck from the Northern Mining Academy. The Law Enforcement students continue to strengthen their relationship with community resources. They have hosted guest speakers from RCMP, Manitoba Justice, the Residential School Program and Treaty 3 First Nations Police Recruitment. They attended the Northern Health Region Emergency Services Centre and were informed about careers in Health. It was interactive as they had the opportunity to trial some of the emergency equipment.

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

### **Programming**

The new Law Enforcement curriculum in term 40 continues to evolve as it adapts to industry requirements. The Special Topics Course this year included FASD, Workers of Tomorrow Health and Safety Program, Self Defense, Community Protection by Environment Design, Field Investigation and Land Based Education. One of the programming highlights occurred when the students developed a proposal regarding the inclusion of a Restorative Justice model as an option for students to access when engaging in the UCN Disciplinary Process. The students appeared before the Council of Elders to ask for guidance and direction for the proposal. The Council provided positive feedback and voted to take it forward to the Learning Council for consideration.

Students graduating from the Law Enforcement certificate program at UCN can now apply directly to the RCMP without having to write the RCMP Entrance Exam, a result of the Law Enforcement certificate program receiving an exemption normally only granted to students who have successfully completed a degree or diploma program.

The JBN Nursing Faculty continue to collaborate with the College of Nursing at the University of Manitoba to develop and implement the revised nursing curriculum. Year four of the new curriculum will commence September 2017. Within the JBN program blended learning formats are integral to all clinical experiences, as students apply classroom knowledge to the healthcare setting. They practice skills and assessments on real clients, and complete written assignments to solidify their grasp of concepts.

The Swan River DPN program accepted a new cohort of 20 students in September 2016. Plans are under way to deliver a one-time only offering of the DPN program in Flin Flon with an intake of 12 students in the 2017/18 academic year.

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

### **Staff Achievements**

Congratulations to Murray Knudson on his retirement in January of 2017 and welcome to our new Law Enforcement instructor, Chris Pallan.

## Student Achievements

The Nursing Student Association, Thompson chapter has been active with community events such as: Relay for Life, Canadian Cancer Society, participated with the RHA Health Circus, donated a Christmas Hamper to UCN, and created a First Aid Booth for the Norman Figure Skating Regional competition, and celebrated Nurses' Week by sponsoring a BBQ held at the Thompson Hospital.

The Nursing Student Association, The Pas Chapter, has also been active with community events such as: the Halloween food drive, scrub drive (collecting donations of uniform scrubs and selling them to students for a small fee), emergency donations to help families from the apartment fire, refilling the condom dispenser, and participating in UCN's Open House.

Several JBN students attended the Canadian Nursing Student Association National Conference in Winnipeg this year

Congratulations to Ashley Tye from The Pas, as she was awarded the College of Registered Nurses of Manitoba's Medal of Excellence.

The 2016 UCN DPN graduates achieved a 100% success rate on their first attempt in the Canadian Practical Nurse Registration Examination (CPNRE) Computer Based Examination.



# COLLEGE OF TRADES AND TECHNOLOGY

## Programs

- Automotive Technician
- Carpentry / Woodworking
- Carpentry Apprenticeship Training
- Culinary Arts
- Electrical Trades Fundamentals
- Facilities Technician
- Heavy Duty Mechanics
- Industrial Electrician Apprenticeship Training
- Industrial Mechanic (Millwright) Apprenticeship Training
- Industrial Welding
- Plumbing Trades Fundamentals
- Small Motor Repair



## Background on the College of Trades and Technology

The College of Trades and Technology (CTT), formerly the Faculty of Trades and Technology) encompasses all of the trades and industrial skills training that occurs at UCN at its two main campuses (Thompson and The Pas), programs conducted in communities with UCN's CBC division, and activities delivered in partnerships with northern school divisions / districts and other post-secondary educational institutions within the province of Manitoba.

Functioning since April, 2017, the CTT is committed to working closely with community and industry partners to ensure that all programming is closely aligned with labour market needs and development activities in Manitoba' north. To do this, CTT delivers pre-employment programs, apprenticeship training, and rotating programs (varying between years and by locations). All apprenticeship programs are delivered under the auspices of Apprenticeship Manitoba and all pre-employment programs are accredited by Apprenticeship Manitoba.

This level of activity is undertaken by just over 20 FTE regular faculty, one administrative assistant, and an associate vice-president for CTT. Additional faculty are engaged for rotating programming and as casual employees.



## Partnerships

Programming at the CTT is conducted solely at UCN as well as in partnerships with other post-secondary institutions, sector councils, and other agencies. Some of these partners include Manitoba Institute of Trades and Technology, Canadian National Railways, Manitoba Tourism Education Council, Apprenticeship Manitoba, and others.

Working to develop the next generation of trades and technology students is an important part of UCN's commitment to the north. For the CTT, this translates into joint delivery of programming for students in Frontier School Division, Kelsey School Division, Opaskwayak Educational Authority, Swan Valley School Division, School District of Mystery Lake, Flin Flon School Division, and other educational authorities. UCN is also part of the Northern Technical Vocational Consortium of the northwestern Manitoba school divisions.

Industry partners also play an important part in the work of CTT. As an example, CTT assisted Assiniboine Community College (ACC), Apprenticeship Manitoba, and the Northern Manitoba Sector Council in delivering Heavy Duty Mechanics training for a number of industry partners, including Volvo/Mack, in the Swan River region. Likewise, CTT worked with ACC, Apprenticeship Manitoba, and Sodexo to implement apprenticeship cook training at the Keeyask hydro development construction site on the Nelson River.

## Community Engagement

Faculty within CTT are regular participants in community outreach and career development activities. For example, during the 2016-17 academic year, faculty members hosted activities at Try-A-Trade in Thompson, Young Women's Conference and Northern Skills Showcase in The Pas, the Northern Skills Competition in The Pas, Extended Options and "4+1" programming with Frontier School Division, and numerous grade specific activities for students in nearby middle and secondary schools. Many of these activities would not happen without the work of the faculty members and partners such as Skills Manitoba, Career Trek, the Northern Technical Vocational Consortium, and others.

In the spring of 2017, the CTT was pleased to have students compete at the Manitoba Skills Competition held in Winnipeg. One student, Joel Highway, was awarded the top award (gold) in the Electrical Installation category. Mr. Highway went on to represent Manitoba at the National Skills Competition.

## Programming

Alignment with workforce needs is an important component of all programming within CTT. Over 250 apprentices trained at UCN this year, and CTT proud that all programs include workplace education components.



# NORTHERN MANITOBA MINING ACADEMY

## Background on the Northern Manitoba Mining Academy

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

## Highlights for the Northern Manitoba Mining Academy

One of the primary highlights for the NMMA is the activities that it undertakes to grow the workforces of the future. Activities focus on students at the middle and secondary level of school introduces them, through a variety of activities, to the jobs and careers within the mining industry, in particular, and industries of the north, in general. During the 2016-2017 year, more than 1000 of these students participated in hands-on activities, tours, job-shadowing, short courses, and other events. Numerous partners were involved in these activities including the northern school divisions and districts, Career Trek, Skills Manitoba Canada, the Northern Technical Vocational Consortium, and the Northern Manitoba Sector Council.

During the 2016-17 year, the NMMA provided training related to exploration (Wilderness Safety Training, Prospector Training), and natural resources (Forestry Field Skills Camp). These were delivered in partnership with Manitoba Industry Training and Employment Services, University of Winnipeg, and others. In addition, the NMMA provided a range of training related to workplace safety and health (Confined Space, Flag Person, COR, Ground Disturbance and Trenching, Road Builder Safety, First Aid, TDG, Fall Protection, Hoisting and Rigging, WCB Basics, WHMIS, Back Injury Prevention, Basic Life Skills). These were provided in partnership with organizations such as the Manitoba Heavy Construction Association, Safety Services Manitoba, WCB, Safe Work Manitoba, and others. Over 400 individuals participated in these training activities during the 2016-2017 year.

The NMMA continues to function with a minimal staff including 1 NMMA Coordinator, 0.75 Lab Coordinator, and 0.5 Professional Associate. The Professional Associate is a shared position between Brandon University's Geology Department and the NMMA. This position enabled the NMMA to have representation at a range of geology-related events throughout Canada with the intention of increasing the amount of research-related activity in the future. The Professional Association also provided general marketing of the NMMA's services and functions.

# LIBRARY SERVICES

UCN's Library network encompasses two campus libraries located in the Pas and Thompson, three public libraries located in Norway House, Easterville and Pukatawagan and a departmental library in the Swan River Health Centre. Over 106,196 students and patrons used UCN's libraries in The Pas, Thompson, Norway House, Chemawawin (Easterville) and Pukatawagan through 2016/17. UCN's mission statement – “to ensure Northern communities and people will have access to educational opportunities, knowledge and skills, while being inclusive and respectful of diverse Northern and Aboriginal values and beliefs” – is at the core of UCN's partnerships to develop, maintain, and operate Public Libraries in First Nations communities.

A highlight of the year was the “Supper and a Book” and “Lunch and Literacy” programs held on The Pas campus. For the 5th consecutive year, UCN successfully applied for grant funding from the Winnipeg Foundation to support these programs. These projects involved library staff, Early Childhood Education (ECE) faculty, UCN students and their extended families. The students and their families came and had a meal and then spent the afternoon or evening in the library where the ECE students read stories to the younger children. Librarians worked with the ECE students on the selection of books to read, storytelling skills, and how to involve young children in the story. There were 4 sessions over the course of the year, averaging 30 attendees per session.

## COLLECTION DEVELOPMENT

By the end of the 2015-16 academic year, UCN's collection comprised approximately 183,500 e-books (accessible through online databases), 70,658 print volumes, and 10349 media materials (i.e. DVDs, streaming video titles, maps, kits and all other non-print items).

UCN moved to Evergreen, an open source library automation system, in September, 2013. Evergreen or Stitka, because it is hosted by the Stitka, B.C. Library Cooperative, provides strong technical and administrative support, and the system continues to yield significant cost savings to UCN.

## ELECTRONIC RESOURCES

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

UCN subscribes to 72 databases—about half the Library materials budget. A major advantage of electronic resources is that they are accessible from anywhere internet is available. Buying subscriptions to e-book databases is advantageous to UCN because those materials are available via internet at all UCN sites, not just the communities where libraries are physically housed. The major disadvantage is that UCN is not purchasing the information, but only access to that information.

## CIRCULATION FIGURES

Circulation figures are a traditional measure of usage in libraries. Numbers presented here compare usage of facilities in The Pas, Thompson, Easterville and Norway House from 2015/2016 to 2016/2017.

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

Circulation Totals				
	The Pas	Thompson	Easterville	Norway House
2015-16	5152	2189	3489	1776
2016-17	4899	1836	1310	1052

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

The library at The Pas campus offers large format printer services (posters, banners, etc) which continue to be in high demand by internal and external users. community members. A large format printer is now also available at the Thompson Campus.

## SERVICES PROVIDED BY UCN'S LIBRARIES

### The Pas Campus

Many in-class and in-person training sessions were provided to students and to faculty at both campuses and at several of UCN's Regional Centres through 2016/17. This training is reflective of the additional electronic databases and electronic links that have been added as Library resources.

The librarian have continued to do tours, presentations and sessions on the Library and the Library page. The library in The Pas has added a Reference Desk service in the afternoon to enhance research skills. Faculty and students alike have used this service. The LibGuides have been added to this school year and new subject guides have been added for Natural Resources and Audio Visual Resources

The librarian has also been sending out catalogues and brochures of new material to faculty that have expressed interest in them. The notification of the arrival of new materials has continued through-out this school year. Upon request, the Library has also had displays featured as Spotlight at the request by UCN faculty and staff from August 2016-May 2017. This year, the activities for the Spotlight included literacy circles, drug enforcement event and a Florence Nightingale Birthday celebration. The Library has added a Facebook account to its webpage in The Pas. New material and events are being posted on the UCN Library's Facebook account.

The JerBear Book Company visited in September, 2016 and members from the community attended. The books purchased added to the Library collection especially the Aboriginal Children's collection. Students and faculty helped select material for all UCN Library locations. The Oscar Lathlin Memorial Academic Book Review, a competition where students could earn cash awards, was created this school year in honor of Oscar Lathlin's 70<sup>th</sup> birthday. Prizes will be awarded on May 26<sup>th</sup> to two winners. The community will be invited for this event. Amanda Lathlin was invited and agreed to present the prizes to Raven Richards and Larissa Stephen (UCN students from The Pas).

## Thompson Campus

The Thompson Campus Library continues to strive to offer quality service while maintaining a collection of items that meet the needs of students, faculty and community borrowers.

The study rooms remain popular with the students as they seek to study in a quiet space or to conduct group study in a quiet environment. These rooms have been rented to Canada Revenue Agency and other organizations for workshop/meeting purposes.

The students and faculty continue to use the databases in their research and interlibrary loan requests are accepted and encouraged for articles and books. Last year's report mentions the increased uses interlibrary loans and this situation has not changed. The interlibrary loan service expands the availability of sources from libraries in Manitoba and Canada-wide.

Assistance has been provided to students and faculty around navigation of the databases in the library. Program-themed demonstrations have been allowed in classrooms.

To stretch library resources, a process has begun to jacket soft-cover books with film covers to increase their shelf-life.

Community borrowers have increased. Many of our community borrowers are newcomers to Canada the numbers of English as a Second Language resources has increased to accommodate their needs.

The English dictionaries in the library were weeded and updated because they were so old they did not contain new words as, for example, internet.

As students graduate and faculty retire, the library benefits from receiving books and films from their personal collections. These donations are a welcome addition to existing resources.



## University College of the North/Chemawawin Public Library

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

The library employs one full-time Librarian as well as one part-time assistant. During 2016/17 the Library Board was comprised of representatives/staff from UCN (including the UCN Chemawawin Regional Centre), Chemawawin Cree Nation and Chemawawin Cree Nation School, the Librarian, as well as youth, community and education representatives.

During the academic year the library assists staff and students of both UCN and Chemawawin School, as well as members of the community, by providing the following services:

- Checkouts/discharging of materials
- Locating materials
- Inter-library loans
- Issuing library cards
- Computer use
- Set-up and use of various audiovisual equipment
- Notifying patron of overdues and late fees
- Printing
- Internet research
- Holds
- Searches
- Rules
- Keeping patrons up to date on new materials or changes to the library
- Ensuring the digital display contains up to date items from the library and the community

Many new changes to the Library were introduced as the year progressed. For example, before the hiring of the assistant clerk, evening hours were limited. The addition of the assistant clerk allowed the Library to consistently be open evenings as well as on Sundays. Numbers of community members using the Library were low, so a new rule was introduced: children 14 and under are to be accompanied by a parent when coming to the Library during the evenings and weekends. Due to the Library's location in the school, this rule did not apply during school hours. Adult community members and overall community patrons increased slightly through 2016-17. DVDs remained the most popular items to borrow, but an increase in avid readers who would sign out a few books at a time was also noticed. Parents began stopping in at the Library during school hours to use the computers to check out what the Library had to offer. There was a small increase in young adults who were not attending school, which began to be reflected in the numbers of daytime community patrons. Community members are now increasingly recognizing that rather than being a school library only, the library is also for use by community members, even during school hours.

A school reading program was introduced with elementary classes, which has greatly increased borrowing numbers. Some of the older students are now beginning to take part. Students come in once a week to pick out books which they exchange with one another in their classrooms. Students sign out anywhere from 20 to 40 books per exchange. The Library tries to work closely with the teachers so that the students pick out books that are within their reading skill level. It has worked well with getting more children interested in reading because the Library provides a variety of titles which appeal to their interests. A suggestion box was introduced for patrons to suggest items that they would like to see in the Library. This has been doing fairly well with regular patrons, and materials of interest are being brought in. By the end of the 2016/17 academic year, the collection comprised approximately 11650 books and 645 other media items. As a result of receiving calls from the public about books they no longer want, the Library started a community book swap program. Patrons can come in to drop off books, which are then kept in a separate section from the catalogued collection. Patrons who find a book in the community swap are welcome to have it for as long as they like. The Library encourages a "take one, leave one" approach.

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

## UCN/Norway House Public Library

The UCN/Norway House Library is a joint venture between UCN and Norway House Cree Nation. Service is provided to students/staff of UCN as well as to the community at large. During the academic year, the daily focus is on the students and during the summer holidays, the focus is on the children and the community. The community patrons and children are welcome all year. Equal services are provided to everyone entering the library. Library staff includes a Community Librarian as well as one part-time Library clerk. During 2016-17 the Library Board was comprised of representatives of UCN including the UCN Regional Centre and from Norway House Cree nation, as well as the Community Librarian.

### Academic Year (September – June)

- ◆ During the academic year, Library staff members assisted UCN students and staff in a number of ways:
  - Checkouts/discharging of materials
- ◆ Locating material (DVDs, books, Internet, etc)
- ◆ Accepting or collecting community book donations
- ◆ Inter-library loan service
- ◆ Issuing community library cards
- ◆ Laminating, printing, scanning
- ◆ Assisting instructors with various equipment
- ◆ Implementing sign-in sheets for computers and equipment
- ◆ Notifying patrons of overdue items and late fees
- ◆ Informing patrons of library changes
- ◆ Offering a Northern Writers Reading series (monthly)
- ◆ Invigilating exams from other colleges/universities
- ◆ Providing new instructor resources
- ◆ Creating a new books display
- ◆ Ordering magazine subscriptions
- ◆ Conducting Internet research
- ◆ Placing holds for students/patrons
- ◆ Issuing UCN student cards
- ◆ Introducing children's programming (craft days/nights, movie night, sunshine club)
- ◆ Establishing rules of the library
- ◆ Assisting patrons with disabilities
- ◆ Updating library information
- ◆ Providing directions (ie: location of classrooms, etc)
- ◆ Administering CAAT tests
- ◆ Assisting students/patrons with resume writing and cover letters
- ◆ Implementing monthly newsletter
- ◆ Providing a digital community bulletin board
- ◆ Promoting and assisting students/staff/patrons with Universal Class

### Summer (July-August)

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

### Electronic Resources

The entire community in Norway House has access to a tremendous number of library resources because of the partnership with UCN. While the electronic resources (databases) are only available to people physically visiting the library (with the exception of UCN students, who can access these resources), from UCN's website. Patrons are still able to access a greater number of resources not otherwise available.

### Collection Development

Through 2016-17, the Library added 511 pieces of new material. The Library now has approximately 10,472 books and 967 other media items.

## University College of the North/Pukatawagan Public Library

The UCN/Pukatawagan Public Library serves students/staff and the community at large. The Community Librarian and the Clerk have been helping with tutoring students at the school, helping with events (especially with singing!), and keeping up with demand for books and DVDs. One innovative program has been their Books on Wheels program, which helps people who are housebound or who have difficulties travelling. They let the Library know their interests, and the Librarian takes a selection of books to their house for them to check out and read; when done, the Librarian picks up the books. This is especially useful for the Elders. The current collection in Pukatawagan consists of 3615 books and 299 other material.



Photograph of interior of Oscar Lathlin Research Library located at The Pas Campus.

# CENTRE FOR ABORIGINAL LANGUAGES AND CULTURE

## **Certificate in Teaching Ininimowin Program**

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

The program is offered in partnership with UCN's Community Based Services division and the Centre for Aboriginal Languages and Culture (CALC). The community that is hosting the program will provide classroom space and accommodation for instructors. CBS provides administration support services while CALC is responsible for the academic content and ensuring instructional staff meet academic standards. The CITI was offered from October 2016 to June 2017 at UCN The Pas Campus. Students participating in the program were from Sapotaweyak First Nation, Chemawawin First Nation and Opaskwayak Cree Nation.

## **CITI Program Block Transfer**

The CITI portion of the Faculty of Arts, Business and Science (FABS) Block Transfer was approved at Learning Council on May 6, 2017 and is in effect now. CITI graduates with a 3.5 GPA in their program are eligible for up to 30 transfer credits if they pursue a major in the Aboriginal & Northern Studies program in the FABS.

## **Future Aboriginal Language Initiative**

Discussions have been initiated with Red River College to study the feasibility of offering their Indigenous Language Diploma Program at UCN.

## **Kinanaw Learning Model Initiative in Progress**

Work is in progress with Elders and faculty towards finalizing the *Kinanaw* Learning Model Teachers Guide for faculty to implement the *Kinanaw* Learning model. The Guide is meant to offer the faculty some of the best and most current Aboriginal perspective resources and material available that are easy to use and easy to share. In addition, the guide will continue to be a work in progress and will be regularly updated and include current material and resources for faculty. The Faculty of Education is planning to host workshops on how to utilize the guide.

## **Manitoba Aboriginal Languages Strategy**

CALC continues to be an active working partner with the Manitoba Aboriginal Languages Strategy (MALS) and the MALS partners. MALS was successful in receiving \$50,000 from the National Indian Brotherhood Trust Fund. The Indigenous Languages of Manitoba (ILM) will disburse the monies according to the proposed objectives.

The Aboriginal Education Directorate, a member of MALS, is compiling an Aboriginal Teachers Questionnaire to identify the number of Aboriginal teachers teaching in Manitoba schools. The Aboriginal Education Directorate completed a similar survey in 2013.

## **UCN/University of Manitoba *Onikaniwak* Summer Institute**

CALC works in partnership with other internal departments and the University of Manitoba in offering the *Onikaniwak* Summer Institute at Egg Lake north of The Pas. The institute will help further the understanding and knowledge of Aboriginal history, worldviews and culture by engaging participants in a variety of experiences that are authentic, land and experience based. Since its inception in 2014 approximately 40 participants attended every year from the prairie provinces and Ontario.

## **Research Projects and Partnerships**

The *Mite Achimowin* research project completed five video productions which are now used as teaching tools to facilitate dialogue amongst groups of healthcare professionals, between First Nation community members and groups of healthcare professionals concerning culturally rooted knowledge of heart health. Research partners included University of Manitoba, University of Winnipeg, University College of the North, and the Assembly of Manitoba Chiefs.

CALC continues to be a partner with Mystery Lake School Division, Frontier School Division and Manitoba First Nation Education Center in offering professional development to Cree language teachers in northern schools and communities.



# STUDENT DEVELOPMENT AND REGISTRAR

The Student Development Department & Registrar division is student centered and strives to serve UCN students and staff with an attitude of care, service, and support. The services include guidance on enrolment processes, scheduling, academic advising, counselling, financial aid and awards, assessment, tutoring, recruitment, recreation, residence and housing. The one stop service structure is designed to offer a unique site where all essential services can be found in one place. These services may be combined into teams of staff servicing student individual needs.

## STUDENT DEVELOPMENT DIVISION

Two days of orientation activities for new and returning students were held immediately before classes began in the fall of 2016. Each faculty participated in these two days, with attendance being mandatory for all students. Time management, budget management and study skills sessions are incorporated into orientation to ensure the information reaches as many students as possible. As well, Enrolment Services provided required information on registration processes and important dates throughout the academic year. To set the tone for school spirit, fun activities were incorporated into the Welcome Back schedule. These activities included a Selfie Scavenger Hunt, Passport to Success and Health Breaks with a smoothie bar and fruit parfait.

To reinforce and maintain the momentum gained during orientation, The Pas campus organized an Arts & Crafts sale as a fundraiser. The event promotes engagement with the community as well as providing an opportunity for students to fundraise. Approximately 350 people visited the sale. The event involved 26 crafters. Funds raised from this event was used to purchase a 60 inch TV purchased located in the main lobby of The Pas Campus.

Student engagement is a strong component of retention. Recognizing this, various activities were organized throughout the year including UCN Class vs Class Tug of War event with a grand prize of a giant pizza. The annual Trappers' Daze was organized featuring northern skills such as leg wrestling, log toss, tea boiling, fishing derby and moose and goose calling. The Bighetty Puppet Show and Marlin the Magician events were hosted to provide much needed entertainment designed to break the midwinter doldrums.

UCN continues to partner with other institutions in Manitoba through the Manitoba Public Post-secondary Cooperative. This group travels to all of Manitoba high schools throughout the academic year conducting presentations and attending career fairs as part of recruitment. Another yearly event that draws community attention is the Career Explorations/Try-A-Trade event in April. The 2017 event was held in Thompson drawing in surrounding schools with upward of 600 participants.

The Learners' Assistance Centre (LAC) is available on both campuses with a coordinator at each location. The centre offers a quiet space for students to receive tutoring and access to computers. The Student Association Council provide financial resources for tutoring the LAC coordinators find suitable tutors. The LAC's have additional responsibility for students who declare a disability. Proper accommodation is in place to ensure the coordinators collaborate with faculties.

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 classroom attendance, mental health issues, grief and loss, and addictions to alcohol and drugs.

## REGISTRAR'S OFFICE

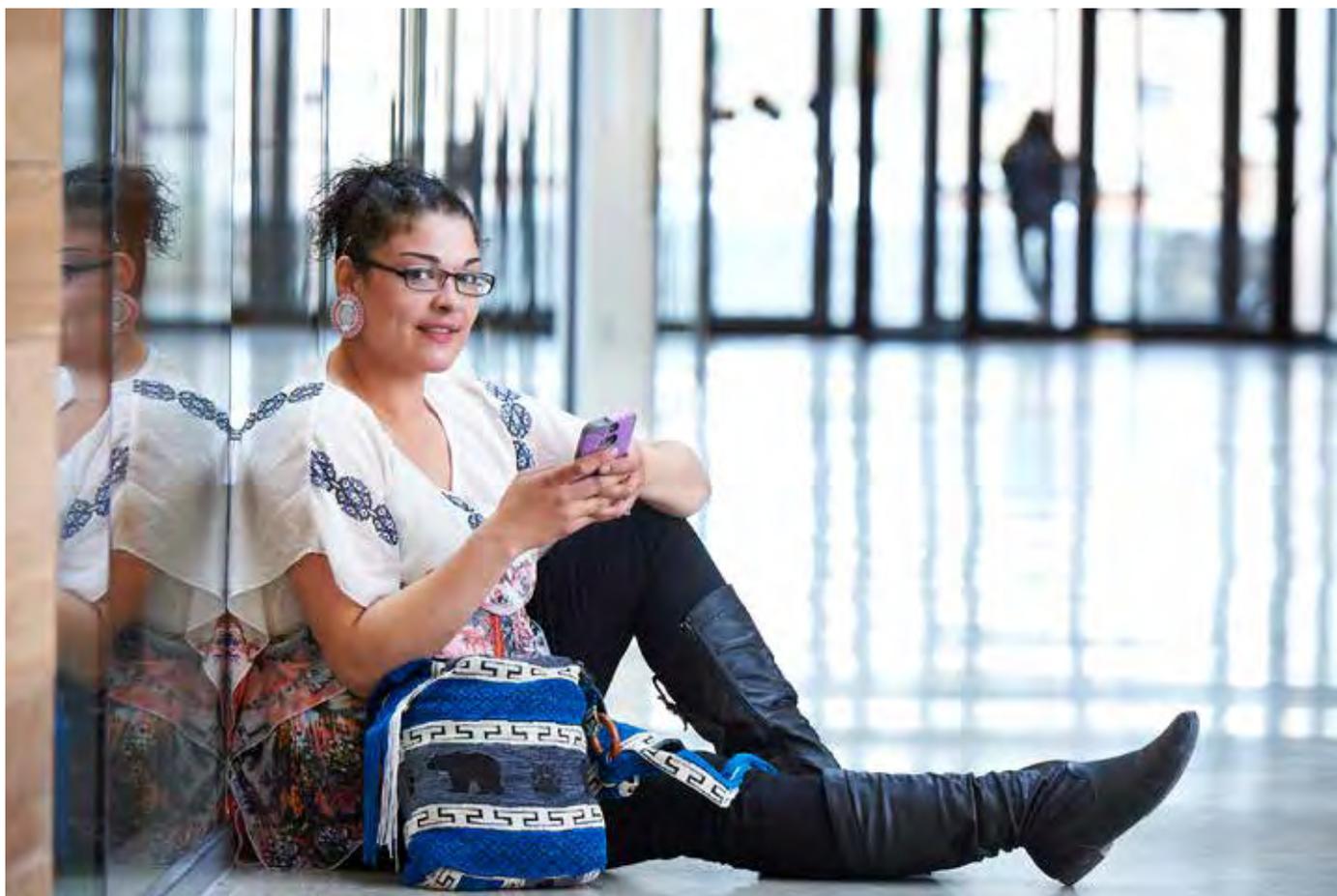
The student information system (Jenzebar) has annual maintenance updates that are issued by the vendor. On occasion these upgrades require changes to data entry. This can generate a need to revisit current processes to determine if there are further system efficiencies that can be put in place. Onsite training to Enrolment Services Advisors and other users of the software Jenzebar provided. This training ensures all users have up to date training on the system and are conversant with new upgrades.

UCN plans to have online application and registration available to students as early as the 2017/2018 academic year. With this goal in mind there will be an enormous learning curve for all stakeholders. Collaboration between Enrolment Services, Finance and Information Technology will ensure a seamless transition from paper based to paperless processes.

Central to the successful implementation of online registration, is the timely availability of course schedule. The scheduling processes and responsibilities are under review and will continue to involve numerous consultation with all stakeholders. The Celcat Scheduling software is integrated with the Jenzabar Student Support System which demands a close working relationship with faculties and IT. While Celcat has enormous capability to make scheduling easy UCN has much work to take advantage of its capabilities.

Financial Aid and Awards Programming continues to expand its impact on students. Strong marketing and advertising of available awards resulted in greater numbers of students applying for various awards and bursaries. UCN was successful in awarding all its available awards. Working with a 12 member committee, 483 award applications were reviewed and distributed a total of \$116,552 to 224 students who qualified.

The Assessment Centre conducted over 300 assessments required by various programs including Business Administration, Bachelor of Nursing and natural Resources Management Technology. Another service offered is external and internal invigilation of examinations. University of Manitoba and Athabasca University are common institutions who utilize this service as they offer online courses. By providing this service UCN is ensuring community connections remain strong.



# RESEARCH AND INNOVATION

The Department of Research & Innovation provides key services for faculty, staff and students to support teaching, learning and research activities at UCN. The Department also produces a wide variety of institutional handbooks and guides, reports, compilations, forms and academic resources, such as the annual UCN Faculty Handbook, Guide to Instructional Services and the Course Outline template.

Departmental activities fall under the following five main areas: Office of Research & Innovation; Instructional Services; Curriculum & Quality Assurance; Work Integrated Education; and Learning Resource Instruction targeted to students.

## OFFICE OF RESEARCH & INNOVATION

Leadership to support excellence in research at UCN is provided by the Office of Research & Innovation, through collaborative engagement with the Research & Scholarship Committee of Learning Council, UCN Research Ethics Board and UCN Animal Care Committee, and under the direction of the Vice-President, Academic and Research and the Dean of Research & Innovation.

Highlights from 2016-17 follow below.

### Strengthening the Quality of Research Undertaken at UCN

Gains continued on several fronts through 2016-17 in strengthening the capacity of faculty, non-teaching staff and students individually, and of UCN institutionally, to engage in robust and ethical research in a wide range of disciplines.

#### Animal Care

Particular to the use of animals in teaching and research, UCN continued transitioning from being indirectly certified to work with animals (through a Memorandum of Understanding with Brandon University) to being directly certified and granted its own Certificate of Good Animal Practice from the Canadian Council on Animal Care (CCAC). An Interim Assessment of UCN's animal use program was conducted by the CCAC on May 24, 2017, with UCN on target to be fully directly certified no later than December 31, 2017. A program of regular peer review will subsequently be established by the CCAC, to include an assessment of UCN's animal care and use program structure, the effectiveness of its Animal Care Committee to oversee all animal care and use, and the appropriateness of any animal facilities, practices and procedures.

As in previous years, students in Year 2 of the Natural Resources Management Technology 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.

#### Human Research Ethics

In the area of human research ethics, work was begun to develop an institutional policy on UCN's process to support its researchers in situations where a third party may seek to compel disclosure of information obtained in confidence in a research context, through the force of law (e.g., by subpoena or search warrant). Under the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)*, institutions are directed to support their researchers in maintaining promises of confidentiality, and to develop a policy that explains how they will fulfill their responsibilities in this area. Work on developing UCN's policy will continue through 2017/18.

Also particular to human research ethics, the Office of Research & Innovation offered an 8-module training session from January through April, 2017. Based on the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)* online tutorial, sessions covered key principles of human research ethics including informed and voluntary consent, fairness and equity in research, and research involving First Nations, Métis and Inuit peoples.

UCN's Research Ethics Board finalized guidelines on course-based research and provided those guidelines to UCN's deans to circulate to their faculty members. These guidelines are intended to provide direction for assignments where students conduct interviews, administer standard tests, distribute questionnaires to develop interview or questionnaire design skills, and analyze the data for presentation where these activities meet the definition of "minimal risk" under TCPS 2, i.e. "research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research."

As in previous years, two members of UCN's research community were supported by the federal Research Support Fund grant that UCN receives annually, to attend the Canadian Association of Research Ethics Boards' annual conference in April 2017. This conference brought together experts in diverse areas of research ethics, offering topical sessions and high quality presentations. Key topics identified at the conference have been placed on the UCN Research Ethics Board's work plan for 2017/18.

## **Supporting Members of UCN's Research Community**

### **UCN Forum on Teaching, Learning & Research**

On October 28, 2016, the Office of Research & Innovation hosted the UCN Forum on Teaching, Learning & Research. UCN faculty, non-teaching staff and students gathered at The Pas and Thompson campuses to both present and attend the diverse offering of sessions as follows:

- ◆ Exploring Opportunities for Work-Integrated Education at UCN
- ◆ Plan B: Backup Planning for Technology-Based Courses
- ◆ Involving Pre-Service Teachers in Research
- ◆ Protecting Research Participants' Rights: The Necessity of Research Ethics Review
- ◆ Acquiring Research Funding from Outside Sources
- ◆ Got Funds? Considerations when utilizing the Internet to crowdfund your research project
- ◆ Improving Air Composition and Energy in Combustion Chambers/Cylinders in Diesel Engine using Membrane Technology
- ◆ The Importance of Meteorite Impacts for Mineral Exploration and Extraction
- ◆ Improving Water Quality by Monitoring and Removing Diesel Particles from Source or Semi-Treated Water
- ◆ The Development of a Suburban City in the Midst of the Boreal Forest: Thompson, Manitoba, Canada, 1956-1970
- ◆ Embedding "FUN Friends" in Early Childhood Education Curriculum at UCN
- ◆ "End of Life Vehicle" Project - From practicing sustainability to creating sustainable practice
- ◆ Aboriginal Employment and the North: An Examination of Aboriginal Labour Training and Labour Inclusivity at the Atoskiwin Training and Employment Centre (ATEC) in Nisichawayasihk Cree Nation, Manitoba, 2006-2020
- ◆ Community-led projects-based Northern Teaching Lodges
- ◆ Initiating University-Community Engagement in Northern Manitoba and Abroad
- ◆ Comparative Studies of Selfhood Formation and Presentation in Indigenous Women Literature and Mainstream Women Literature
- ◆ Cree Sources of Knowledge: Spirituality and Law
- ◆ A Knock on Many Doors
- ◆ Restorative History – Creating Learning Experiences in the History Classroom that Look to Both the Past and Future

Feedback from the presenters and participants indicated the forum was highly informative and useful in making collegial connections within UCN.



## UCN Core Research Fund

The Research & Scholarship Committee of the UCN Learning Council administered the 2016-17 competition for \$29,500 in UCN seed funding to support new research and scholarly activity by faculty, non-teaching staff and UCN Elders. Funding was awarded to support the following projects by UCN faculty:

1. Improving Air Composition and Energy in Combustion Chambers/Cylinders in Diesel Engines Using Membrane Technology.
2. What is the comparative effectiveness of a Longworth live-trap 'Transect' versus a Museum Special Removal-trap 'Grid' for sampling small mammal community abundance in a mature black spruce forest and a de-forested High Voltage Direct Current (HVDC) corridor in mid-central Manitoba?"
3. Expansion of the photovoltaic system on the Gordon Gale Training Centre and integration with a 2-way system, with the goal to sell power back to Manitoba Hydro as well as to monitor and record the solar output in the north.

## Research Support Fund

UCN received its annual Research Support Fund (RSF) grant for 2016-17, totaling \$68,130. This federal grant is designed to help postsecondary institutions offset the overhead costs of supporting research activity. UCN used its RSF grant to make a range of targeted investments in the following areas (one example is given for each):

- ◆ Research Facilities – updated 3D models for use in science and nursing disciplines
- ◆ Research Resources – campus-wide SPSS analytical software license
- ◆ Management and Administration – research administration conference
- ◆ Regulatory and Certification – costs for Natural Resources Management Technology students to complete animal user training
- ◆ Knowledge Transfer and IP – hosting the UCN Forum on Teaching, Learning & Research October 28, 2016

## INSTRUCTIONAL SERVICES

The focus of the Instructional Services area is on academic excellence and innovation. Instructional Services is committed to the continuous development of UCN programs and courses, including the support of faculty, staff and students within UCN's face-to-face, distributed and technology-mediated learning environments. Collaborative work across the areas of Research, Instructional Services, and Curriculum and Quality Assurance, focuses on creating a supportive academic environment and climate in order to create a vibrant, engaged community of learners, and to provide services and tools that foster excellence and innovation.



## Teaching and Learning

To better reflect an integrated approach to providing services, Research & Innovation is moving forward with the planned opening of CLEAR, the Centre for Learning, Education and Research. In preparation for this, Research & Innovation worked collaboratively with UCN's, Research and Scholarship Committee (subcommittee of Learning Council), to reconfigure the subcommittee with a broader-based focus. The new standing committee's Research, Education and Learning (REAL), role will be to advise the Learning Council on matters related to research, teaching and learning, quality assurance and other pedagogical matters.

Work continued in 2016-17 on the facilitation, sharing, collection, organization and dissemination of tools, resources and materials related to effective instructional and research practice. Examples of new resources to support teaching and learning include creation of repositories for content-specific Desire2Learn shells and LibGuides pages. The completion of the Digital Student Writing Centre will continue in 2017-18 with assistance from the newly formed provincial HUB group, created under the direction of the Manitoba Flexible Learning Advisory Group, and with guidance from Campus Manitoba.

In addition, regular Communities-in-Practice (CiP) discussion forums continued to provide opportunities for faculty to share and explore innovative, relevant and interesting information on topics related to teaching and learning, general pedagogical/andragogical matters and other areas related to the Scholarship of Teaching and Learning. In 2016-17, face-to-face CiP sessions were held at both UCN campuses in The Pas and Thompson, as well as at Swan River Regional Centre, and sessions were made available by technology to other UCN sites as needed. Themes included: Traditional Territory Statements in Course Outlines; Higher Order Thinking; Motivating Adult Students; Ways to Make Lecture More Participatory; and What is Critical Thinking, Anyway.

Research & Innovation continues to facilitate relevant faculty professional development courses, including Red River College's Certificate in Adult Education (CAE) program, at UCN campuses and regional centres. On-site CAE courses at UCN continue to be in demand, especially for college-level instructors, and in 2016-17, three on-site CAE courses (. Advanced Instructional Methods, Testing and Evaluation, and Diversity and Inclusiveness) were successfully delivered at The Pas Campus, with technology connection to Thompson campus and Regional Centres.

A CAE cohort of UCN faculty and academic staff was formed in Fall, 2015, and individuals within this cohort continued to take on-site CAE courses at UCN, as well as access these courses through technology. The cohort also included members of the general public, interested in developing their skills in teaching adults. This cohort will continue to be supported in 2017-18 and beyond, as new members join and others leave to pursue other opportunities. A cohort approach ensures a collegial environment in which UCN's faculty and staff can support each other as they develop their knowledge, skills and abilities with respect to adult education.

The CAE program at UCN continued to be administered by the Dean of Research & Innovation in 2016-17. A close alliance of Instructional Services with other faculties and departments continues to be critical to ensure quality programming at UCN.

## Learning Technologies / Distance Education

The Learning Technologies / Distance Education area continues to support UCN's core mission by providing education assistance and tools to faculty members and students with respect to educational technologies. There continues to be a growing demand for distributed and technology-mediated courses at UCN.

Learning Technologies Facilitators (LTFs) and the Learning Technologies Specialist (LTS) continue to provide a variety of essential services, including technology-mediated course connections, classroom supports, faculty orientations and trainings, and promotion of innovative educational technologies and software. The overall focus has been to support more effective interdepartmental collaborations and communications with respect to the role of technology in the post-secondary community.

Delivery of courses through learning technologies, or the use of technology-mediated instruction to enrich face-to-face classroom learning, continues to rely on specialized student and faculty supports in order to run seamlessly. Learning Technology Supervisors and LTF staff continue to provide ongoing, regular learning technologies support to students and faculty in the classroom at both UCN main campuses in Thompson and The Pas, and in Norway House Regional Centre. The Learning Technologies division provides increased access to technical support, and also referral to more specialized technical help when required. The role of LTFs continues to expand, including provision of classroom management and assistance with class engagement through on-site presence, as directed by instructors, basic tutorial supports, and assistance technologies (eg. Desire2Learn course shell management and personalization, Adobe Connect training and supports).

LTFs also continued to provide general educational assistance to faculty, especially critical in multi-point distributed learning situations where students are at multiple sites, and the faculty member is at one site. Research done to date on this learning environment has shown that both faculty and students feel more connected and engaged with course content, faculty and peers when LTFs provide facilitation and basic tutorial supports.

Because the number of technology-mediated courses at UCN continues to grow, faculty training with respect to teaching with technology becomes very important. Faculty must have the knowledge, skills and abilities to be successful in using educational technologies. In 2016-17, a New Faculty Outreach program was implemented, which included a personal welcome to UCN by the Learning Technologies Specialist, an introduction to Instructional Services departmental staff, and continuous one-on-one course technology support, including short orientation sessions addressing “just-in-time” learning with the specific technologies used. In the absence of LTFs, facilitation remaining UCN Regional Centres is provided by Regional Centre staff as required.

All UCN courses include a connection to the online learning management system, Desire2Learn (D2L), in a ‘blended’ model of course delivery. Technology-mediated courses offered at UCN in 2016-17 were delivered using three primary delivery platforms: Videoconferencing, Adobe Connect and D2L, with a few others used in specific circumstances.

#### *Video-Conferencing*

Video-Conferencing capability at UCN continues to allow courses to be delivered synchronously between locations that have compatible videoconferencing equipment. The Pas, Thompson, Norway House, and Swan River have been the primary hosting sites for courses that can be delivered to UCN regional centres. A total of 109 video-conferenced courses were supported in 2016-17. A total of 64 weekly video-conferenced sessions were held in Fall term, 72 in Winter term, and 24 in Spring term. Connections were made with two, three or four communities per session, for a total of 110 weekly community connections in Fall, 122 in Winter and 29 in the Spring term.

#### *Adobe Connect*

Adobe Connect is an internet-based Web Conferencing technology that creates a virtual classroom where students and faculty can interact synchronously, using a variety of tools. This technology continues to allow UCN courses to be delivered to both UCN campuses and all 12 regional centres. It is also used to support some stand-alone distance courses. There has been a significant uptake from faculty in using Adobe Connect to record sessions for either course review supports, to ‘flip’ the classroom to allow for more active work within the classroom, or to provide alternate course delivery options when course instructors are away and do not want to cancel a class session. A total of 46 instructors taught courses through Adobe Connect in 2016-17, with 422 sessions in Fall term, 544 in Winter term, and 72 in Spring term, for a yearly total of 1037 sessions (sessions include course hours, tutoring hours, and faculty preparation sessions).

## ***Desire2Learn***

Desire2Learn (D2L) is a web-based Learning Management System that allows course content to be delivered asynchronously to any location that has an internet connection. D2L allows learners to take UCN courses without leaving their community, and in many cases, their home. Because it is an asynchronous delivery platform, learners can access courses during times that fit with their work schedule and lifestyle. D2L can also be used to enhance face-to-face and video-conferenced courses in a variety of ways, including access to course content (PowerPoint presentations, documents, learning objects, rich media, *etc.*), the provision of online discussion groups, and access to online resources such as assignments and gradebooks. At UCN, the most important use of D2L is in blended learning, enhancing face-to-face classes or in technology-mediated courses using Video-Conferencing or Adobe Connect. A D2L 'shell' is created for all UCN courses offered, to enable all faculty members to utilize D2L as needed.

## ***Can8 Language Lab***

The Can8 platform is a type of learning technology specifically used to deliver UCN Cree language courses. In 2016-17 the Can8 program was used to provide independent student access to supplement the Introduction to Cree Language course.

## ***Teleconferencing – VOIP***

Teleconferencing is used in UCN programming as a backup when there are disruptions with other technologies. It is primarily used as a stand-by tool.

## ***Other platforms***

Other communication and course delivery platforms, such as ZOOM, are also growing in use at UCN. A new tool being added to UCN's technology resources this year is YouSeeU, a web-based conferencing tool designed specifically to support course delivery and management. This tool is part of the D2L learning management system, and will include synchronous and asynchronous connections, a session record feature, digital office hours, student video creation option, and more. YouSeeU will be ubiquitous to each course section with D2L. This tool has been added to UCN's D2L testing site and is under development and testing for anticipated release late in 2016-17 or in early 2017-18.

Evening courses offered through technology continue to broaden the potential audience for courses to include those who work during the day. Instructional Services staff will continue to work closely with faculty, students, and staff to ensure a quality student experience to all those that choose UCN as their educational destination. A significant push to share UCN's successes and interests with learning technologies with other post-secondary institutions continues through inter-institutional committees, working groups, and collaborations.

An additional exploration of innovation in course implementation and delivery involved the Faculty of Arts, Business and Science (FABS) MOOC (Massive Online Open Course), **Made in America: Exploring the Hollywood Western**. A cooperative effort, UCN's first foray into the creation and delivery of a MOOC was initiated by Research & Innovation, developed by FABS with technical and design support by Instructional Services staff, and successfully delivered in October – November 2016 by FABS as a six-week course, with approximately 390 students enrolled. A commercial, online vendor (*Canvas.net*) was used to support content management, student registration and participation in the course. Instructional Services staff provided technical and design support within the Canvas framework. A final review and report regarding the efficacy of this model in terms of institutional resources and supports is currently underway and will be available with associated recommendations for future online delivery models.

Extending UCN's institutional presence and networking with other academics in Manitoba and across Canada has included involvement with professional organizations such as CNIE (Canadian Network for Innovation in Education). UCN's Learning Technology Specialist held a seat on the CNIE Board of Directors in 2016-17, has provided material supports for hosting CNIE's online web presentations initiative, and was active on the CNIE planning committee for the annual CNIE conference held in Banff, in May 2017.

## **CURRICULUM AND QUALITY ASSURANCE**

In 2016-17, a range of Quality Assurance activities continued to engage a variety of stakeholders in ensuring academic excellence and cultural relevance of UCN programming. Program Advisory Committees (PAC) actively provide feedback to their respective areas, and are vital links connecting UCN administration, faculty and students to community, business and industry. Reinvigoration and realignment of PACs was a key strategy in 2016-17, and newly constituted PACs are actively in the process of arranging meetings and refining committee Terms of Reference. This activity will continue in early 2017-18.

The process of Program Review remains a systematic way to assess academic programs and determine ways to improve the quality of education, scholarship and service. Consistent with good educational practice, UCN follows a Program Review schedule, the current cycle encompassing the 2016-17 to 2021-22 academic years. In 2016-17, two programs underwent successful Program Reviews: the Health Care Aide program and the Bachelor of Arts, English Department.

The Health Care Aide certificate program underwent internal review, gathering input from program faculty and students, culminating in a final report in May 2017. Through self-study, the current state of the program, key issues and future directions were explored and presented in a final report.

In February 2017, two professors of English from Mount Allison and Algoma universities were invited to undertake the first external program review of the Department Of English since its inception in 2009. These experts visited UCN The Pas Campus in April 2017 assessing the English program, meeting with faculty, students and alumni, and providing a written report offering recommendations and action steps.

UCN's online Student Course Evaluation system, eXplorance Blue, launched in the 2012-13 academic year, continued to produce detailed course evaluation results in 2016-17. A significant improvement of the system occurred in 2016-17, with the addition of Aboriginal content queries added to the complement of questions found in the Student Course Evaluation survey tool. Student response rates continue to improve with the use of tablets being brought directly into classrooms, for students to complete their student course evaluations. Additional techniques will be explored to further improve compliance rates. In addition to the challenge of student compliance, technical challenges with the integration of the Student Course Evaluation system with UCN's existing Student Information System resulted in delays in analysis of results and subsequent feedback to instructors and Deans. This challenge was addressed in 2016-17, with the purchase of an additional piece of software, DIG (Data Integrity Generator), which detects and deals with issues of data accuracy in a timely manner. Full re-implementation of the system, including the new data integrity software, and 'catch-up' of the analysis reports to faculty and to Deans, will occur during Summer and Fall 2017.

All combined, Quality Assurance initiatives continue to keep UCN's curricula relevant and meeting learners' needs.

## **WORK-INTEGRATED EDUCATION**

UCN continues to support numerous academic programs with work-experience components and practica. In Spring 2016, UCN's first Co-op Coordinator was hired to develop cooperative education programming in conjunction with the expansion of other forms of work-integrated education (WIE) at UCN. This stemmed from the allocation of new funds to UCN by the Manitoba government in Spring 2015, whereby cooperative programming would be expanded across post-secondary institutions in Manitoba (including UCN).

During the 2016-17 academic year, the Co-op Coordinator worked collaboratively with other professionals at post-secondary institutions across Canada to identify and share best practices that will support the development and delivery of WIE at UCN. The UCN Work-Integrated Education Initiative Strategic Plan 2016-2020 was then developed, and implementation of the activities and objectives identified within the WIE Strategic Plan has begun.

The vision of WIE is to support UCN in achieving its mission of ensuring that northern communities and people will have opportunities, knowledge, and skills to contribute to a robust society in the north. The mission of WIE at UCN is to:

- ◆ Create, document, and share resources and systems within UCN, that make WIE an attractive option for students, employers, and educators in northern Manitoba, thereby increasing the overall number of students, employers, and programs that engage in WIE.
- ◆ Use WIE as a means of developing career paths for northern residents so they will recognize UCN as a place where they could transition from students to employee to employer.

Through aligning WIE programming at UCN with northern workforce needs, the UCN Work-Integrated Education Initiative Strategic Plan seeks to ensure that:

- ◆ The number of student participants increase as they realize benefits such as:
  - ◇ a well-rounded education, enriched by practical application of classroom learning;
  - ◇ opportunities to gain relevant employment skills and realistic expectations of the work force before graduation;
  - ◇ opportunities to test and gain broader understanding of career options, often in a variety of employment settings;
- ◆ The number of employers engaging in WIE increases as they realize the benefits of:
  - ◇ reduced recruitment and hiring costs;
  - ◇ effective human resource management;
- ◆ The numbers of education and training programs engaging WIE increase:
  - ◇ These programs attract top quality, superior, well-motivated students;
  - ◇ Enhanced visibility and reputation improve interactions with the community;
  - ◇ Programs receive constructive feedback from employers on the quality and relevance of curriculum;
  - ◇ A centralized and well-resourced WIE centre, where students, employers, and educators interface and becomes an integral part of UCN in northern Manitoba.

In Fall 2016, UCN became a registered member of the Canadian Association for Cooperative Education (CAFCE) and UCN's Co-op Coordinator was appointed to the position of Manitoba/Nunavut Regional Representative for the CAFCE National Board of Directors.

Over the course of the past year, departments and programs within UCN have been consulted to promote awareness and understanding of WIE and identify prospective WIE opportunities within faculties. Program-specific frameworks are currently in development to support programs that have been identified for cooperative education programming. The UCN Linkages Conference, the Forum on Teaching, Learning & Research and the UCN Career Expo & Try a Trade were some of the opportunities attended to engage and generate dialogue with stakeholders around the opportunities for WIE at UCN.

## **LEARNING RESOURCE INSTRUCTION**

Supporting student success continued to be a key service provided to students in 2016-17. On-site assistance was offered to students at all campuses and regional centres by Learning Resource Instructor, including instruction in basic computer use, effective use of digital and electronic resources and promotion of skills that encourage student success and retention. Face-to-face instruction was provided to students at Swan River Health, Norway House, Thompson, Pukatawagan, and Cross Lake. Faculty also received instruction to update their skills as new resources became available.

In 2016-17, the Learning Resource Instructor continued to work with Early Childhood Education students by teaching the courses Computer Skills I and II. In addition to teaching practical 'how-to' skills using Microsoft Office, Windows, email, and presentation basics, students broadened their outlook on how technology will affect them in the future.

Experience has shown that many students arrive to university and college without sufficient background or experience on how to format academic papers and how to create citations properly. In order to contribute to solving that challenge, a new student-focused workshop series entitled 'Styling Your Paper in Word' was offered in the Fall of 2016. The workshop proved to be so successful that it was offered again, by popular demand, in the spring of 2017. Students received instruction on how to format their papers in APA, MLA and Chicago styles, while properly using MS Word.

New in 2016-17 were electronic guides for students, covering topics such as 'Citation Management Software' and 'English as a Second Language'. The guides were designed to enable students to find the assistance they needed for success in grammar, writing, or creating citations. Other guides were reviewed and revised to ensure that students had up-to-date relevant information when researching their topic. In addition, the Learning Resource Instructor continued to select materials for the UCN libraries covering topics related to Information Literacy and Instruction. Emphasis was placed on practical, current and 'how-to' information at varying levels and formats.

Working collaboratively with colleagues across UCN, Research & Innovation strives to support students in courses and in certificate, diploma or degree programs by assisting students to achieve the skill base required to be prepared for the rigors of their programs, as well as by supporting faculty to provide a quality and positive learning experience for their students.



# UCN PARTNERSHIPS AND WORKING RELATIONSHIPS 2016-17

Aboriginal Education Research Forum  
Aboriginal Financial Officers Association  
Aboriginal Human Resource Association  
Apprenticeship Manitoba  
Assembly of Manitoba Chiefs  
Assiniboine Community College  
Association of Canadian Universities for Northern Studies  
Athabasca University  
Blue Quills First Nations College  
Brandon University  
Bunibonibee Cree Nation  
Cameco  
Campus Manitoba  
Canadian Association of Practical Nurse Educators  
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 Association  
Certified Management Accountants Association (Chartered Professional Accountants Manitoba, effective Sept. 1/15)  
Certified General Accountants Association of Manitoba (Chartered Professional Accountants Manitoba, effective Sept. 1/15)  
Chartered Accountants Association of Manitoba (Chartered Professional Accountants Manitoba, effective Sept. 1/15)  
Child and Family Services  
Chemawawin Education Authority  
College of Licensed Practical Nurses of Manitoba  
College of Registered Nurses of Manitoba  
Commission on Dental Accreditation of Canada  
Council of Prairie and Pacific University Libraries  
Cree Nation Child and Family Services  
Criti Care, Inc.  
Cross Lake Education Authority  
Dental Assistant Educators of Canada  
Employment Manitoba  
First Nations and Inuit Health Branch  
First Nations University of Canada  
Flin Flon School Division  
Fox Lake Cree Nation  
Frontier School Division  
Honekwē (House of Stories)  
HudBay Minerals Inc.  
Hudson Bay Port Company  
Hudson Bay Railway Company  
Indigenous and Northern Affairs Canada  
Instructure, Inc.  
Interior Health Authority  
Island Lake Tribal Council

Keewatin Tribal Council  
Kelsey Recreation Commission  
Kelsey School Division  
Manitoba Indigenous and Municipal Relations  
Manitoba Advanced Learning  
Manitoba Growth, Enterprise and Trade  
Manitoba Sustainable Development  
Manitoba Dental Assistants Association  
Manitoba Dental Association  
Manitoba First Nations Education Resource Centre  
Manitoba Forestry Association  
Manitoba Health, Seniors and Active Living  
Manitoba Hydro  
Manitoba Hydro Telecom  
Manitoba Institute of Trades & Technology  
Manitoba Keewatinowi Ininew Okimakanak  
Manitoba Library Association  
Manitoba Library Consortium, Inc.  
Manitoba Métis Federation  
Manitoba Public Library Service, Manitoba Sport, Culture and Heritage  
Manitoba Public Post-Secondary Cooperative  
Mathias Colomb First Nation  
Mining Association of Manitoba  
Misipawistik Cree Nation  
Mosakahiken Cree Nation  
Mount Royal College  
Nelson House Atoskiwin Training and Employment Centre (ATEC)  
Nisichawayasihk Cree Nation  
NorQuest College  
North Central Canada Centre for the Arts and Environment  
Northern and Aboriginal Population Health and Wellness Institute  
Northlands College  
Northern Career Quest Mining  
Northern Manitoba Sector Council  
Northern Nursing Education Network  
Northern Regional Health Authority  
Norway House Cree Nation  
Nunavut Arctic College  
Opaskwayak Cree Nation  
Opaskwayak Education Authority  
Paskwayak Business Development Corporation Ltd.  
Pimicikamak Cree Nation  
Prairie Mountain Regional Health Authority  
Red River College  
Reel North Film Festival (Thompson)  
Royal Roads University  
Safety Services Manitoba  
Saskatchewan Polytechnic  
School District of Mystery Lake  
Skills Canada Manitoba  
Southern Regional Health Authority  
St. Theresa Point Employment and Training

Sunrise Health Region  
Swampy Cree Tribal Council  
Swan Valley School Division  
Tataskweyak Cree Nation  
Tataskweyak Community Employment and Training Program (CETP)  
The Manitoba Museum  
The Pas Wellness Centre  
Thompson Multicultural Centre  
Thompson Newcomer Settlement Services  
Thompson Public Library  
University of Manitoba  
University of Manitoba Libraries  
University of the Arctic  
University of Winnipeg  
Valé - Manitoba Division  
Winnipeg Regional Health Authority  
York Factory First Nation (funding Mature High School Diploma in York Landing with Manitoba Hydro)



# ARTICULATION & ACCREDITATION AGREEMENTS 2016-17

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

UCN Program	Details of Transfer Agreement and/or Articulation	Institution and Program and/or Accreditation Body
Adult Education	Mature Student High School Diploma	UCN Adult Learning Centre, accredited by Manitoba Adult Learning & Literacy
Automotive Technology (high school)	Delivered by UCN for Margaret Barbour Collegiate Institute (Kelsey School Division No. 45) to its high school students	High School Vocational Credit Program
Bachelor of Education (Integrated Degree Program and After-Degree Program)	Accreditation	Manitoba Education & Training
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. (NOTE: Only Accounting Diploma graduates may choose an Accounting degree major.) Students admitted to the Post-Diploma Business Management program are also eligible for participation in the Management Co-operative Education Program.	University of Lethbridge
Business Administration (diploma)	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

UCN Program	Details of Transfer Agreement and/or Articulation	Institution & Program and/or Accreditation Body
Business Administration (diploma)	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)	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)
Culinary Arts (certificate/high school)	Regular full-time UCN program in which high school students from Margaret Barbour Collegiate Institute participate	High School Vocational and UCN Credit Program
Diploma in Practical Nursing	Accreditation	College of Licensed Practical Nurses of Manitoba
Dental Assisting (certificate)	Accreditation	Commission on Dental Accreditation of Canada (accredited to 2015)
Dental Assisting Post-Graduate Modules Dental Assisting Intra-oral Refresher Expanded Intra-oral Skills Module Preventive Dentistry Scaling Assistant	Approval via licensure	Manitoba Dental Association

UCN Program	Details of Transfer Agreement and/or Articulation	Institution & Program and/or Accreditation Body
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Dental Assisting Post-Graduate Modules Dental Assisting Intra-oral Refresher Expanded Intra-oral Skills Module Preventive Dentistry Scaling Assistant	Approval via licensure	Manitoba Dental Association
Early Childhood Education (certificate and diploma)	Accreditation	Provincial Child Care Education Program Approval Committee (CCEPAC)
Early Learning and Child Care Certificate in Administration	Accreditation	Provincial Child Care Education Program Approval Committee (CCEPAC)
Early Childhood Education (diploma)	Courses are fully transferable to accredited Early Childhood Education programs at Manitoba community colleges colleges, as per ECE Transfer Guide	Red River College, Assiniboine Community College, Université de Saint-Boniface
Natural Resources Management Technology (NRMT diploma)	60 credit hour block credit transfer into	Athabasca University
	2 yrs / 60 credit hours credit transfer into Bachelor of Environmental Sciences, Major Co-op, Honours or Honours Co-op, with focus area in Natural Resource Management or Wildlife Management	University of Manitoba
	NRMT diploma with at least two additional post-secondary math (linear algebra, calculus, or physics) and two post-secondary courses in chemistry allows graduates to enter third year of the Bachelor of Science in Environmental Science and Bachelor of Science in Environmental Management	Royal Roads University
	National accreditation. NRMT graduates receive Silver Ring as recognition of achieving status of professional Forest Technician	Canadian Institute of Forestry
Nursing (Joint Bachelor of Nursing Degree)	Registration with College of Registered Nurses of Manitoba – sets standards in Nursing education and practice in Manitoba	College of Registered Nurses of Manitoba

UCN Program	Details of Transfer Agreement and/or Articulation	Institution & 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 UCN and U of M courses. UCN Nursing program course credits are transferable to the U of M and vice versa	UofM confers the Joint Bachelor of Nursing Degree upon graduation.
Pre-Employment Trades Programs: Automotive Technology Basic Electrical Carpentry and Woodworking Pre-Employment Plumbing Culinary Arts Heavy Duty Mechanics Industrial Welding	Level 1 Apprenticeship Accreditation	Apprenticeship Manitoba, Entrepreneurship, Training and Trade, Province of Manitoba



## MEMORANDA OF UNDERSTANDING, AGREEMENTS INTER-INSTITUTIONAL RELATIONSHIPS 2016-17

The following are academically-related Memoranda of Understanding, Agreements and Inter-Institutional Relationships negotiated and/or active in the 2016-17 academic year.

Signatory	Title	Effective Date	Expiry Date
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
Instructure, Inc.	Memorandum of Understanding for the hosting of UCN courses on Instructure's Canvas Network platform.	October 15, 2016	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
The University of Manitoba	Restatement Agreement (re: Joint U of M – UCN Faculty of Nursing four year Baccalaureate Degree Nursing Program)	September 1, 2015	Ongoing
Frontier School Division	Cooperation and Collaboration Agreement – Dual Credit Delivery	September 1, 2015	Ongoing
Opaskwayak Education Authority	MOA respecting joint vocational, trades, and technology programming	July, 2015	Ongoing
Mathias Colomb Cree Nation	Agreement to establish and maintain a Joint University / Public Library Facility in Pukatawagan.	June 23, 2015	Ongoing

Signatory	Title	Effective Date	Expiry Date
Kelsey School Division	MOA respecting joint vocational, trades, and technology programming	January 26, 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
Manitoba Institute of Trades and Technology (MITT) 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
Criti Care Emergency Medical Services	Memorandum of Understanding to Cooperate and Collaborate in the Joint Delivery of an Emergency Medical Responder certificate program	May 15, 2014	TBD
Kelsey School Division	Cooperation and Collaboration Agreement – Dual Credit Delivery	September 1, 2013	Ongoing
4916906 Manitoba Limited	Lease agreement for Faculty of Health Swan River site	July 1, 2012	Ongoing
Natural Sciences and Engineering Research Council	Memorandum of Understanding re: Roles and Responsibilities in the Management of Federal Grants and Awards	April 19, 2012	Ongoing

Signatory	Title	Effective Date	Expiry Date
South Eastman Regional Health Authority	Memorandum of Understanding regarding the Reinstatement and Continuation of the South Eastman Regional Health Authority Clinical Placement Agreement entered into May 25, 2009	March 2, 2012	Ongoing
University of Manitoba	Memorandum of Understanding (MOU) in support of the bid for the National Research Centre on Residential Schools	January 30, 2012	Ongoing
Northern Regional Health Authority	Letter of Agreement Between UCN and Northern Regional Health Authority re brokerage of UCN's Infusion Therapy & Intravenous (IV) and Intramuscular (IM) Medication Administration course	September 1, 2011	Ongoing
Chemawawin Cree Nation	Agreement to Establish and maintain a Joint University / Public Library Facility	March 30, 2011	Ongoing
Manitoba's Public Universities and Colleges (University of Manitoba, University of Winnipeg, Brandon University, Red River College, Université de Saint-Boniface, Assiniboine Community College, University College of the North)	Memorandum of Understanding Between Manitoba's Public Universities and Colleges for Improving Student Mobility	June 24, 2011	Ongoing

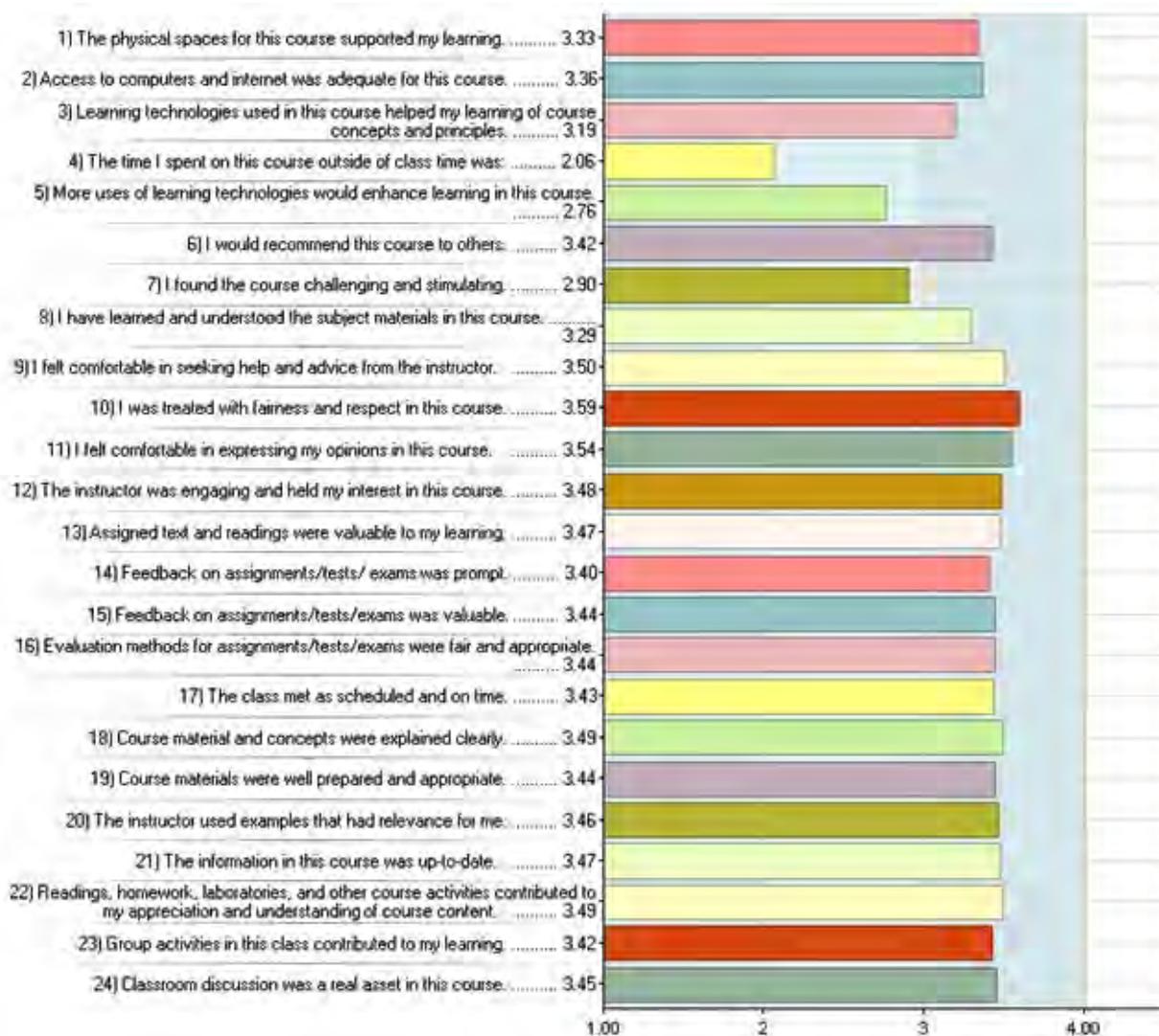
Signatory	Title	Effective Date	Expiry Date
The Board of Governors of Red River College	Memorandum of Understanding re: E-Apprenticeship Design and Development Initiative (EADDI) – Industrial Mechanic (Millwright) Level 2	Original signed May 11, 2011 *Addendum added August 2, 2011 (see above)	Ongoing
The Board of Governors of Red River College	Addendum to Memorandum of Understanding Agreement re: EADDI originally signed May 11, 2011 (see below)*	August 2, 2011	Ongoing
Manitoba Aboriginal Human Resources Strategists Inc. (MAHRS)	Partnership Agreement	September 15, 2010	Ongoing
The Northern Manitoba Sector Council Inc.	Equipment Use Agreement (re: Mine Training Simulator Base Station and Training Consoles)	September 1, 2010	Ongoing
Treaty Relations Commission of Manitoba	Memorandum of Understanding re: Collaboration to Enhance Treaty Education	October 27, 2009	Ongoing
Manitoba Hydro Telecom	10Gbps Wavelength Agreement	October 1, 2009	September 30, 2024 (15 year term)
NorQuest College	Purchase of Practical Nurse Program Curriculum and Related Documents	June 30, 2009	Ongoing
Manitoba Aboriginal and Northern Affairs	Memorandum of Understanding regarding Development of a Partnership for Aboriginal Employment	June 12, 2009	Ongoing

Signatory	Title	Effective Date	Expiry Date
Norway House Cree Nation	Agreement to Establish and maintain a Joint University / Public Library Facility	March 13, 2009	Ongoing
Manitoba Advanced Education and Literacy; & Manitoba Entrepreneurship Training and Trade	Memorandum of Agreement on Implementing the Off-Campus Work Permit Program for International Students on Off-Campus Work Permit Program for International Students	January 28, 2009	Ongoing
Interior Health Authority	Affiliation Agreement for Placement of UCN Students in Interior Health Authority's Facilities for Practical Experience	August 1, 2008	Ongoing
Misipawistik Cree Nation	Memorandum of Understanding re: Establishment of UCN's Misipawistik Cree Nation Regional Centre	July 1, 2007	Ongoing
Manitoba First Nations Education Resource Centre	Cooperation and Collaboration Agreement	July 1, 2007	Ongoing
The Council on Post-Secondary Education	Memorandum of Understanding Concerning Campus Manitoba	October 30, 2006	Ongoing
St. Theresa Point First Nation	Establishment of UCN's St. Theresa Point Regional Centre	July 1, 2004	Ongoing

Signatory	Title	Effective Date	Expiry Date
Norway House Cree Nation	Establishment of UCN's Norway House Regional Centre	March 11, 2004	Ongoing
Mathias Colomb First Nation	Establishment of UCN's Mathias Colomb Regional Centre	July 1, 2003	Ongoing
Nisichawayasihk Cree Nation	Establishment of UCN's Nisichawayasihk Regional Centre	March 13, 2003	Ongoing
Chemawawin Cree Nation	Establishment of UCN's Chemawawin Regional Centre	June 17, 2002	Ongoing
Opaskwayak Education Authority	General Cooperation and Collaboration Agreement	February 22, 2002	Ongoing
Tataskweyak Cree Nation	Establishment of UCN's Tataskweyak Regional Centre	September 17, 2001	Ongoing
Pimicikamak Cree Nation Education Authority, Cross Lake	Establishment of UCN's Pimicikamak Regional Centre	December 15, 1999	Ongoing
Northlands College	Cooperation and Collaboration Agreement	January 28, 1997	Ongoing
Nunavut Arctic College	Cooperation and Collaboration Agreement	June 2, 1996	Ongoing

# STUDENT COURSE EVALUATION REPORT

## Average of 4 point Scale



# RESPONSE DISTRIBUTION

Question				
I found the course challenging and stimulating.	18%	53%	26%	3%
I have learned and understood the subject materials in this course.				
The physical spaces for this course supported my learning.	36%	60%	3%	1%
Access to computers and internet was adequate for this course.				
Learning technologies used in this course helped my learning of course concepts and principles.	30%	60%	7%	3%
More uses of learning technologies would enhance learning in this course.				
I would recommend this course to others.	49%	44%	4%	3%
I felt comfortable in seeking help and advice from the instructor.				
I was treated with fairness and respect in this course.	62%	33%	3%	2%
I felt comfortable in expressing my opinions in this course.				
The instructor was engaging and held my interest in this course.	54%	39%	4%	3%
Assigned text and readings were valuable to my learning.				
Feedback on assignments/tests/ exams was prompt.	49%	41%	7%	3%
Feedback on assignments/tests/exams was valuable.				
Evaluation methods for assignments/tests/exams were fair and appropriate.	49%	44%	4%	3%
The class met as scheduled and on time.				
Course material and concepts were explained clearly.	54%	41%	3%	2%
Course materials were well prepared and appropriate.				
The instructor used examples that had relevance for me.	52%	42%	2%	4%
The information in this course was up-to-date.				
Readings, homework, laboratories, and other course activities contributed to my appreciation and understanding of course content.	53%	43%	3%	2%
Group activities in this class contributed to my learning.				
Classroom discussion was a real asset in this course.	51%	43%	4%	2%

# OFFICE OF INTER-UNIVERSITY SERVICES

Inter-Universities Services (IUS) continues to offer programming and courses from the partnering universities; Brandon University (BU), University College of the North (UCN), University of Manitoba (UM), and University of Winnipeg (UW) in northern Manitoba. The 2016-17 IUS Academic Plan represents collaborations between UCN's Faculty of Arts, Business & Science (FABS), Kenanow Bachelor of Education and the joint UM and UCN Nursing Program along with Community Based Services (CBS) and University of Manitoba Northern Social Work Program. Through sustained partnerships Inter-Universities Advisory Committee (IUAC) guides and directs IUS and approves the annual IUS Academic Plan. IUAC ensures that the academic and delivery standards of the partnering institutions are maintained. This includes the following range of duties: approves IUS budget, confirms institutional equivalency and residency eligibility for new courses proposed, assist in arranging teaching faculty, and advises on issues as they arise. Sessional instructors from across Manitoba normally teach the university courses for IUS that have to be approved by the course sponsoring university.

IUAC's two key initiatives are to explore a Masters of Social Work program and to develop Student Support Services for students taking a UM courses through IUS. Plans are underway to establish online tutorial services for a UM course offered through IUS which will be expanded to other courses once the model is fully tested and developed. IUAC will continue to work with the UM to further develop a Masters of Social Work program to be offered in northern Manitoba.

IUS works closely with UCN CBS and FABS to deliver university courses into the Bachelor of Arts program in regional centre communities from February to June, such as Nelson House, Norway House, Split Lake, and St. Theresa Point. IUS offered the university electives into the Northern Social Work Degree Access program in Thompson, also into the cohort programs, Awasis Agency of Northern Manitoba and Nisichwayasihk Family & Community Cree Nation Wellness Centre in Thompson and Nikan Awasisak in Cross Lake. IUS offered first year university courses in Fisher River and thirty two students enrolled. As a result, 607 students took courses through IUS.

## DIVISIONAL HIGHLIGHTS FOR INTER-UNIVERSITIES SERVICES

IUS provided many learning opportunities by offering the following courses; Aboriginal Studies, Introduction to Computers, Mathematics, Science, and English courses in Northern Manitoba at UCN Campuses, regional centres and First Nation communities. IUS is about partnership with the four Manitoba universities, northern communities, and other Stakeholders that encourages the involvement and participation of northern communities and seeks active collaboration in planning, and delivery of the university courses it offers in Northern Manitoba.

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

IUS continues to provide academic advisor presence in the communities UCN serves, providing additional supports to students. IUS, UCN Enrolment Services Advisors, Academic Advisors and CBS Academic Advisors travelled to the other three partnering universities for onsite tour and orientation of their student support services. At the IUAC meeting, UM and UW presented on their student support services and resources. IUS and Enrolment Services presented to UCN Council of Elders on the history of IUS and working relationship with the partnering universities.

IUS is introducing post-secondary education students to grade 4 students through presentations by faculty and education students by hosting a fun science lab and through discussion on the kinds of careers students wish to pursue. IUS is also working in collaboration with UCN in partnership with Young Minds Education is starting a math and science enrichment program (UCNrich) for grade 4 and 5 students of Thompson elementary schools. The UCNrich program includes 8 weeks studying challenging math and science topics including logic, applied math, math fundamentals, and math problem solving strategies. They will also be working on various hands-on activities on different science topics to uncover different scientific principles. Also IUS and faculty members presented on various biology or science topics at Wapanohk Community School in Thompson.



# ***Community Based Services***

# COMMUNITY-BASED SERVICES

The Community Based Services (CBS) Department oversees the operations of 12 regional centres in Manitoba, as well as community based delivery of programming through contract training. Nine of 12 regional centres are located in First Nation communities. All regional centres are made possible through partnerships with First Nations leaders and Education Authorities.

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

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

## **Regional Centre Board of Directors/Advisory Committees**

The nine regional centres located in First Nation communities and the regional centre in Flon Flin, have active Boards of Directors. The Boards of Directors are composed of four community representatives and two UCN representatives. A consensus approach is utilized with regard to discussions at the Board of Director level and the representation has continued to function collaboratively and cooperatively. The Churchill and Swan River Regional Centres have Advisory Committees which consist of between eight and twelve community members representing various stakeholders that provide advice and feedback for purposes of program planning and operation of the regional centre.

## **PROGRAMS OFFERED IN 2016-17**

The following certificate, diploma and degree programs were delivered in UCN's various regional centre locations in 2016-17: College Preparation Certificate in Nisichawayasihk Cree Nation (Nelson House), Business Administration Diploma in Bunibonabee (Oxford House) and Churchill, General Studies Non Program, Bachelor of Arts Year 1 in St Theresa Point, Power Up (Computers) courses in several regional centre locations including Bunibonabee, Pimicikamak, Misipawistik, and Swan River, Community Based Kenanow Bachelor of Education degree program (IDSIS/ BIDS/ BEDS) in partnership with the Faculty of Education in four regional centre locations: Pimickamak, Misipawistik, Norway House, and Tataskweyak, Health Care Aide in Flin Flon, Office Assistant in Chemawawin and Norway House, Community Economic Development Diploma in Mathias Colomb (Pukatawagan), and the following dual purpose credit offerings in Swan River including Automotive Technician, Heavy Duty Mechanics, Industrial Welding and Carpentry/Woodworking in Swan River and Cranberry Portage. The Automotive Technician Certificate program was also offered in Norway House. . The Aboriginal and Northern Counselling Skills Certificate program was also offered as a part time evening program in Swan River. This program will be delivered over two academic years.

CBS had an enrolment of over 600 full-time and part-time students attending community based programs in 2 of UCN's regional centre locations in 2016/17.

## CONTRACT TRAINING

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

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

CBS fell just short of its contract training revenue target in 2016-17. Contract training revenue was at 1,288,700 of projected 1,400,000. Delivery of contracts increased to 40 in 2016-17 from 22 in 2015-16. Contracts were delivered in the following northern Manitoba locations: Cross Lake, York Landing, Pukatawagan, Opaskwayak Cree Nation, The Pas, Thompson, Lake Manitoba First Nation, Waasagamack, Churchill, Brochet, Tadoule Lake, Moose Lake, Lac Brochet, God's Lake Narrows, Dauphin, Lake St. Martin, and in Winnipeg. This represents approximately 313 students attending post-secondary studies in their home community representing an increase of 33 students from 2015-16. The main focus of program delivery in contract training in 2016-17 continues to be short-term programming leading directly to employment upon completion of the training. Truck Driver training, and Heavy Equipment Operator training continue to be in high demand. UCN delivered four intakes of Truck Driver Training and two intakes of Heavy Equipment Operator Training in 2016-17.

## PARTNERSHIPS

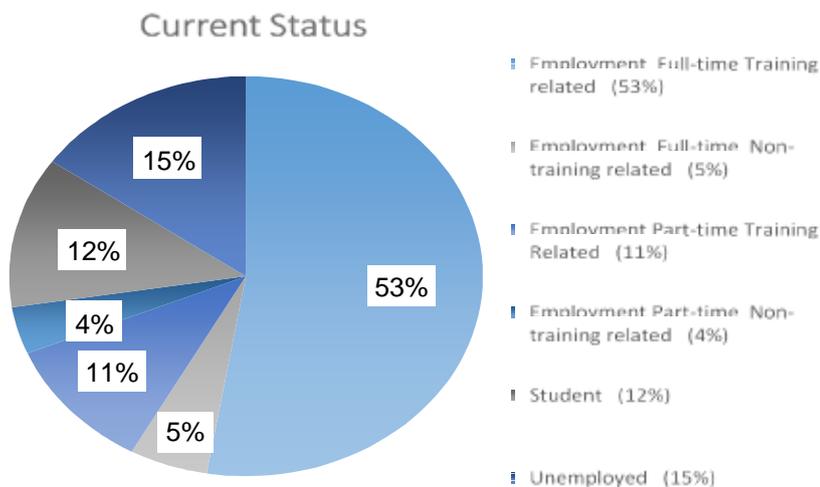
CBS continues its partnership with Manitoba First Nations Education Resource Centre (MFNERC) and UCN's Kenanow Faculty of Education to deliver the Educational Assistant Certificate (EAC) program through contract training. MFNERC delivers the program in the communities they work with and students receive their credentials through UCN. In 2016-17, EAC programs were delivered in Bloodvien, Dauphin, Lac Brochet, Lake St Martin, Garden Hill and Ebb & Flow.



# GRADUATE SURVEY

## REPORT HIGHLIGHTS

The 2015/2016 Graduate Satisfaction and Employment survey results continue to show improving rates of employment. Seventy-three percent (73%) of graduates are employed. Fifty-three percent (53%) are employed full-time and 11% are employed part-time in a field related to the training and education received. Twelve percent (12%) of



graduates are



furthering their education and 15% have reported being unemployed. Eighty-two (82%) are overall satisfied with their program and 81% would recommend their program to others.

# FINANCIAL STATEMENTS

March 31, 2017

P.O. BOX 3000  
THE PAS, MANITOBA, CANADA, R9A 1M7  
(204) 627-8500  
[www.ucn.ca](http://www.ucn.ca)



# UNIVERSITY COLLEGE OF THE NORTH

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MARCH 31, 2017

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## STATEMENT OF RESPONSIBILITY

The accompanying financial statements are the responsibility of the management of University College of the North and have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by the Public Sector Accounting Board of The Chartered Professional Accountants of Canada.

In carrying out its responsibilities, management maintains appropriate systems of internal and administrative controls designed to provide reasonable assurance that transactions are executed in accordance with proper authorization, that assets are properly accounted for and safeguarded, and that financial information produced is relevant and reliable.

The Governing Council of University College of the North met with management and external auditors to review the financial statements and discuss any significant financial reporting or internal control matters prior to their approval of the financial statements.

The Office of the Auditor General as University College of the North's appointed external auditors, have audited the financial statements. The Auditors report is addressed to the Lieutenant Governor in Council, the Legislative Assembly of Manitoba and the Governing Council of the University College of the North and appears on the following page. Their opinion is based upon an examination conducted in accordance with Canadian generally accepted auditing standards, performing such tests and other procedures as they consider necessary to obtain reasonable assurance that the financial statements are free of material misstatement and present fairly the financial position and results of University College of the North in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards.

A handwritten signature in black ink, appearing to read 'Tom Goodman', is written over a faint, illegible printed name.

Tom Goodman  
Chair, UCN Governing Council



## Independent Auditor's Report

To the Lieutenant Governor in Council  
To the Legislative Assembly of Manitoba  
To the Governing Council of the University College of the North

We have audited the accompanying financial statements of the University College of the North, which comprise the statement of financial position as at March 31, 2017, and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the University College of the North as at March 31, 2017, and the results of its operations, changes in fund balances, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

*Office of the Auditor General*

Office of the Auditor General  
Winnipeg, Manitoba  
August 24, 2017

# UNIVERSITY COLLEGE OF THE NORTH

STATEMENT 1

## STATEMENT OF FINANCIAL POSITION

MARCH 31

	GENERAL FUND	CAPITAL CAMPAIGN FUND	STUDENT AWARD FUND	ENDOWMENT FUND	MARCH 31, 2017	MARCH 31, 2016
<b>ASSETS</b>						
<b>CURRENT</b>						
Cash and cash equivalents	\$ 11,057,102	\$ 171,568	\$ 115,390	\$	\$ 11,344,060	\$ 13,322,789
Short-term investments (Note 4)				1,071,783	1,071,783	870,623
Accounts receivable (Note 5)	4,043,633	118	2,177		4,045,928	3,638,565
Due from Province of Manitoba (Note 7)	752,589				752,589	752,589
Inventory	248,591				248,591	245,161
Prepaid expenses	1,010,210				1,010,210	484,643
	<u>17,112,125</u>	<u>171,686</u>	<u>117,567</u>	<u>1,071,783</u>	<u>18,473,161</u>	<u>19,314,370</u>
<b>LONG TERM</b>						
Prepaid expenses	518,582				518,582	591,026
Capital assets (Note 6)	20,147,849				20,147,849	19,589,920
Due from Province of Manitoba (Note 7)	793,500				793,500	793,500
	<u>21,459,931</u>				<u>21,459,931</u>	<u>20,974,446</u>
	<u>\$ 38,572,056</u>	<u>\$ 171,686</u>	<u>\$ 117,567</u>	<u>\$ 1,071,783</u>	<u>\$ 39,933,092</u>	<u>\$ 40,288,816</u>
<b>LIABILITIES</b>						
<b>CURRENT</b>						
Accounts payable and accrued liabilities (Note 8)	\$ 3,319,971	\$	\$ 2,100	\$	\$ 3,322,071	\$ 5,683,203
Deferred revenue	986,613				986,613	413,425
Deferred contributions (Note 9)	4,833,233				4,833,233	5,755,666
Accrued vacation benefits	3,064,121				3,064,121	3,023,513
Current portion on long term debt (Note 10)	57,790				57,790	55,666
	<u>12,261,728</u>		<u>2,100</u>		<u>12,263,828</u>	<u>14,931,473</u>
<b>LONG TERM</b>						
Deferred revenue	518,582				518,582	591,026
Deferred contributions related to capital assets (Note 11)	10,139,914				10,139,914	9,082,972
Accrued severance benefits (Note 12)	3,651,700				3,651,700	3,188,307
Long term debt (Note 10)	1,083,599				1,083,599	1,141,389
	<u>15,393,795</u>				<u>15,393,795</u>	<u>14,003,694</u>
<b>FUND BALANCES</b>						
NET ASSETS INVESTED IN CAPITAL ASSETS	8,893,028				8,893,028	9,336,375
NET ASSETS RESTRICTED FOR FUND PURPOSES		171,686	115,467	1,071,783	1,358,936	1,251,480
NET ASSETS INTERNALLY RESTRICTED (Note 15)	2,133,198				2,133,198	2,064,457
UNRESTRICTED NET ASSETS	(109,693)				(109,693)	(1,298,663)
	<u>10,916,533</u>	<u>171,686</u>	<u>115,467</u>	<u>1,071,783</u>	<u>12,275,469</u>	<u>11,353,649</u>
	<u>\$ 38,572,056</u>	<u>\$ 171,686</u>	<u>\$ 117,567</u>	<u>\$ 1,071,783</u>	<u>\$ 39,933,092</u>	<u>\$ 40,288,816</u>

Approved by the Governing Council

# UNIVERSITY COLLEGE OF THE NORTH

STATEMENT 2

## STATEMENT OF OPERATIONS

YEAR ENDED MARCH 31

	GENERAL FUND	CAPITAL CAMPAIGN FUND	STUDENT AWARD FUND	ENDOWMENT FUND	MARCH 31, 2017	MARCH 31, 2016
<b>REVENUES</b>						
Grants						
Advanced Learning Division	\$ 36,363,185	\$	\$	\$	\$ 36,363,185	\$ 35,723,783
Other Province of Manitoba	698,190				698,190	605,136
Government of Canada	95,912				95,912	252,915
Amortization of deferred contributions related to capital assets	943,580				943,580	987,479
Ancillary sales and services	2,902,666				2,902,666	3,041,530
Donations		540	133,938	101,034	235,512	264,169
Investment income	92,690	1,367	1,968	126	96,151	86,978
Contract training	890,925				890,925	615,473
Tuition and student fees	3,966,251				3,966,251	4,224,202
Other revenue	1,243,049				1,243,049	1,480,536
	<u>47,196,448</u>	<u>1,907</u>	<u>135,906</u>	<u>101,160</u>	<u>47,435,421</u>	<u>47,282,201</u>
<b>EXPENSES</b>						
Advertising and public relations	536,878				536,878	658,371
Amortization of capital assets	1,442,593				1,442,593	1,277,709
Bad debts	345,632				345,632	134,851
Cost of goods sold	1,329,660				1,329,660	1,323,040
Facility costs	2,118,645				2,118,645	2,273,605
Furniture and minor equipment	1,036,952				1,036,952	1,170,526
Insurance	167,500				167,500	124,833
Interest on long term debt	43,939				43,939	45,985
Library acquisitions	261,337				261,337	255,666
Loss on disposal of capital assets	30,753				30,753	191
Maintenance and repairs	124,250				124,250	146,216
Operational supplies and services	4,442,145	500	90		4,442,735	5,311,967
Property taxes	520,610				520,610	615,848
Rentals and leases	464,888				464,888	505,755
Salaries and employee benefits	30,933,186				30,933,186	29,995,796
Scholarships and bursaries			130,927		130,927	148,929
Telephone and communication	663,918				663,918	665,215
Travel	1,558,202				1,558,202	1,571,316
Utilities	360,996				360,996	355,825
	<u>46,382,084</u>	<u>500</u>	<u>131,017</u>		<u>46,513,601</u>	<u>46,581,644</u>
<b>EXCESS REVENUES</b>	<u>\$ 814,364</u>	<u>\$ 1,407</u>	<u>\$ 4,889</u>	<u>\$ 101,160</u>	<u>\$ 921,820</u>	<u>\$ 700,557</u>

# UNIVERSITY COLLEGE OF THE NORTH

STATEMENT 3

## STATEMENT OF CHANGES IN FUND BALANCES

YEAR ENDED MARCH 31

	GENERAL FUND	CAPITAL CAMPAIGN FUND	STUDENT AWARD FUND	ENDOWMENT FUND	TOTAL	
					MARCH 31, 2017	MARCH 31, 2016
FUND SURPLUS, <i>beginning of year</i>	\$ 10,102,169	\$ 170,279	\$ 110,578	\$ 970,623	\$ 11,353,649	\$ 10,653,092
EXCESS REVENUES	<u>814,364</u>	<u>1,407</u>	<u>4,889</u>	<u>101,160</u>	<u>921,820</u>	<u>700,557</u>
FUND SURPLUS, <i>end of year</i>	<u>\$ 10,916,533</u>	<u>\$ 171,686</u>	<u>\$ 115,467</u>	<u>\$ 1,071,783</u>	<u>\$ 12,275,469</u>	<u>\$ 11,353,649</u>

# UNIVERSITY COLLEGE OF THE NORTH

STATEMENT 4

## STATEMENT OF CASH FLOWS

	MARCH 31, 2017	MARCH 31, 2016
<b>CASH FLOWS FROM</b>		
<b>OPERATING ACTIVITIES</b>		
Excess Revenues (Expenses)		
General Fund	\$ 814,364	\$ 593,930
Capital Campaign Fund	1,407	2,710
Student Award Fund	4,889	(5,079)
Endowment Fund	101,160	108,996
	<u>921,820</u>	<u>700,557</u>
Add (deduct) items not affecting cash:		
Loss on disposal of capital assets	30,753	191
Amortization of capital assets	1,442,593	1,277,709
Amortization of deferred contributions related to capital assets	(943,580)	(987,479)
	<u>1,451,586</u>	<u>990,978</u>
Add (deduct) changes in non-cash working capital components related to operating activities:		
Accounts receivable	(407,363)	(415,037)
Inventory	(3,430)	(41,954)
Prepaid expenses	(453,123)	296,171
Accounts payable and accrued liabilities	(2,361,132)	2,643,853
Deferred revenue	500,744	(346,341)
Deferred contributions	(922,433)	1,212,859
Accrued vacation benefits	40,608	28,448
Accrued severance benefits	463,393	334,424
	<u>(1,691,150)</u>	<u>4,703,401</u>
<b>FINANCING ACTIVITIES</b>		
Deferred contributions related to capital assets	2,000,522	780,559
Repayment of long term debt	(55,666)	(53,620)
	<u>1,944,856</u>	<u>726,939</u>
<b>CAPITAL ACTIVITIES</b>		
Purchase of capital assets	(2,031,275)	(1,621,067)
	<u>(2,031,275)</u>	<u>(1,621,067)</u>
<b>INVESTING ACTIVITY</b>		
Increases in short-term investments	(201,160)	(108,996)
	<u>(201,160)</u>	<u>(108,996)</u>
<b>NET INCREASE (DECREASE) IN CASH FLOWS DURING THE YEAR</b>	<b>(1,978,729)</b>	<b>3,700,277</b>
<b>CASH AND CASH EQUIVALENTS, <i>beginning of year</i></b>	<b><u>13,322,789</u></b>	<b><u>9,622,512</u></b>
<b>CASH AND CASH EQUIVALENTS, <i>end of year</i></b>	<b>\$ <u>11,344,060</u></b>	<b>\$ <u>13,322,789</u></b>
<b>Supplemental Cash Flow Information:</b>		
Interest Received	\$ 97,042	\$ 92,640
Interest Paid	\$ 43,939	\$ 45,985

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 1. NATURE OF OPERATIONS

The University College of the North (UCN) operates under the authority of *The University College of the North Act* Chapter U55 of the *Continuing Consolidation of the Statutes of Manitoba*, which came into force July 1, 2004. This Act provides for the continuation of Keewatin Community College, as established under *The Colleges Act* as a board-governed institution on April 1, 1993.

The purpose of UCN is to provide post-secondary education in northern Manitoba. It should be learner and community-centred, be characterized by a culture of openness, inclusiveness and tolerance, and be respectful of Aboriginal and northern values and beliefs.

The educational purposes of UCN are to serve the educational needs of Aboriginal and northern Manitobans and to enhance the economic and social well-being of northern Manitoba.

UCN has a tax-exempt status as a registered charity under *The Income Tax Act*.

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of UCN have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations (GNFPO), including the PS 4200 series of standards, as issued by the Public Sector Accounting Board. UCN follows the restricted fund method of accounting for contributions.

#### a) Funds

The transactions of UCN have been segregated into the following funds in accordance with specified activities or objectives:

#### **General Funds**

##### *1. UCN Fund*

The UCN Fund consists of transactions related to educational and ancillary activities of UCN.

##### (i) Capital Assets

The Capital Assets Fund consists of capital asset acquisitions, net of amounts financed through deferred contributions.

##### (ii) Internally Restricted

The Internally Restricted Fund consists of transactions related to appropriations made from (to) the Unrestricted Fund.

##### (iii) Unrestricted

The Unrestricted Fund consists of all other transactions related to educational and ancillary activities of UCN.

##### *2. Inter-Universities Services Fund (IUS)*

The IUS Fund consists of transactions related to the educational programs of the Inter-Universities Services Program which is administered by UCN.

#### **Capital Campaign Fund**

The Capital Campaign Fund consists of transactions related to donations received towards the development and capital needs of UCN.

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

#### ***Student Award Fund***

The Student Award Fund consists of transactions related to donations for student scholarships and bursaries.

#### ***Endowment Fund***

The Endowment Fund consists of transactions related to endowments for student scholarships and bursaries.

#### b) Financial Instruments

The financial instruments at UCN consist of cash and cash equivalents, short-term investments, accounts receivable, due from Province of Manitoba - vacation and severance benefits, accounts payable and accrued liabilities, accrued vacation benefits and long-term debt.

UCN classifies its financial instruments as either fair value or amortized cost. UCN's accounting policy for each category is as follows:

#### Fair Value

These financial instruments are initially and subsequently carried at fair value. Unrealized changes in fair value are recognized in the statement of remeasurement gains and losses until they are realized, when they are transferred to the statement of operations. Transaction costs are expensed as incurred.

When a decline in fair value occurs which is determined by UCN to be other than of a temporary nature, the amount of the loss is removed from accumulated remeasurement gains and losses and recognized in the statement of operations. On sale, the amount held in accumulated remeasurement gains and losses associated with that instrument is removed from net assets and recognized in the statement of operations.

UCN does not have any remeasurement gains or losses and therefore no statement of remeasurement gains and losses is required.

#### Amortized Cost

Financial instruments in this category are initially measured at fair value and are subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets. Transaction costs are added to the carrying value of the financial instrument.

If an impairment loss is determined by UCN and there is no realistic prospect of recovery the financial asset(s) are written down to net recoverable value with the writedown being recognized in the statement of operations.

#### c) Revenue Recognition

Tuition and student fees are recognized as revenue in the semester or term earned.

Revenue from Contract Training contracts is recognized during the period at a rate approximating the delivery of the contracted programs and services.

Investment income is recognized as revenue when earned.

#### Contributions:

UCN follows the restricted fund method of accounting for contributions.

Unrestricted contributions and grants are recognized as revenue when received or receivable.

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Restricted contributions for which a corresponding restricted fund is not present are recognized as revenue in the period in which the related expenditures are incurred.

Donations are reported as revenue when received. Donations restricted to disbursement as scholarships and bursaries are restricted to that purpose.

Endowment contributions (and/or investment income thereon) that are held in perpetuity according to restrictions placed by the donors are recognized as revenue in the Endowment Fund.

Contributions (or portions permitted thereof) which are designated for the purchase of capital assets are deferred and amortized to revenue at the same rate as the related capital assets are amortized to expenditures.

#### d) Cash and Cash Equivalents

Cash and cash equivalents consist of cash and short-term investments with maturity dates of less than 90 days when purchased.

#### e) Inventory

Inventory is recorded at the lower of cost or net realizable value. Cost of goods sold on the Statement of Operations includes inventory expensed during the period.

#### f) Capital Assets

Amortization of capitalized assets is recorded on a straight line basis, using the half year rule, commencing in the year of acquisition over the following periods:

Automotive equipment	5 years
Computer equipment	5 years
Other equipment	10 years
Buildings	40 years
Building Improvements	10 years

Library holdings are valued using the "base stock" method and accordingly are recorded at the value transferred upon governance at April 1, 1993. No amortization is taken on library holdings, and subsequent library acquisitions are expensed in the year of acquisition.

Construction in progress is not amortized until construction is complete.

#### g) Measurement Uncertainty

The preparation of financial statements in accordance with Canadian public sector accounting standards requires that management make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from management's best estimates as additional information becomes available in the future. Significant estimates included in the financial statements include allowance for doubtful accounts, net realizable value of inventory, amortization and accrued severance benefits costs.

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

#### h) Severance Benefits

UCN accrues its obligation for employee future benefits relating to severance. The cost of severance benefits earned by employees is actuarially determined using the accrued benefits cost method.

Actuarial gains or losses are amortized on a straight line basis over the expected average remaining service life of the active employees, commencing in the year following the year the respective annual actuarial gains or losses arise.

### 3. FINANCIAL INSTRUMENT CLASSIFICATION

Financial instruments are classified as follows:

	Fair Value	2017 Amortized Cost	Total
Cash and cash equivalents	\$ 11,344,060	\$	\$ 11,344,060
Short-term investments	1,071,783		1,071,783
Accounts receivable		4,045,928	4,045,928
Due from Province of Manitoba		1,546,089	1,546,089
Accounts payable and accrued liabilities		3,322,072	3,322,072
Accrued vacation benefits		3,103,297	3,103,297
Long term debt		1,141,389	1,141,389
	<u>\$ 12,415,843</u>	<u>\$ 13,158,775</u>	<u>\$ 25,574,618</u>

#### Fair Value Hierarchy

PS 3450 – Financial Instruments – requires the disclosure of a three-level hierarchy for the fair value measurements based upon the transparency of inputs to the valuation of financial instruments carried on the Statement of Financial Position at fair value.

The three levels of the fair value hierarchy are as follows:

Level 1 – Quoted prices (unadjusted) in active markets for identical assets or liabilities.

Level 2 – Inputs other than quoted prices included within Level 1 that are observable for the asset or liability either directly (i.e. as prices) or indirectly (i.e. derived from prices)

Level 3 – Inputs for the asset or liability that are not based on observable market data.

The fair value hierarchy of all financial instruments measured at fair value on the statement of financial position are level one. There were no transfers between levels for the years ended March 31, 2017 and 2016.

### 4. SHORT-TERM INVESTMENTS

Short-term investments mature between April 3, 2017 and November 29, 2017 and bear interest between .59% and .64%.

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 5. ACCOUNTS RECEIVABLE

	2017	2016
<i>UCN Fund</i>		
Students	\$ 2,141,200	\$ 2,446,546
Contract Training	947,787	593,005
Due from Advanced Learning Division	135,130	156,768
Due from Adult Learning & Literacy	206,550	121,500
Other	<u>826,496</u>	<u>414,923</u>
	4,257,163	3,732,742
Less: Allowance for doubtful accounts	<u>(359,535)</u>	<u>(382,581)</u>
	<u>\$ 3,897,628</u>	<u>\$ 3,350,161</u>
 <i>Inter-Universities Services Fund</i>		
Students	\$ 154,480	\$ 196,585
Other	<u>4,000</u>	<u>220</u>
	158,480	196,805
Less: Allowance for doubtful accounts	<u>(12,475)</u>	<u>(10,524)</u>
	<u>\$ 146,005</u>	<u>\$ 186,281</u>
 <i>General Fund</i>	\$ 4,043,633	\$ 3,536,442
<i>Capital Campaign Fund</i>	118	263
<i>Student Award Fund</i>	2,177	1,860
<i>Endowment Fund</i>	<u>          </u>	<u>100,000</u>
	<u>\$ 4,045,928</u>	<u>\$ 3,638,565</u>

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 6. CAPITAL ASSETS

	Cost	Accumulated Amortization	Net Book Value 2017
<i>UCN Fund</i>			
Automotive equipment	\$ 1,044,907	\$ 995,668	\$ 49,239
Computer equipment	2,250,925	1,570,483	680,442
Other equipment	4,991,227	2,892,866	2,098,361
Buildings/improvements	17,957,656	2,974,735	14,982,921
Construction in progress	1,141,909		1,141,909
Land	446,067		446,067
Library holdings	714,161		714,161
	<u>\$ 28,546,852</u>	<u>\$ 8,433,752</u>	<u>\$ 20,113,100</u>
<i>Inter-Universities Services Fund</i>			
Automotive equipment	\$ 84,131	\$ 84,131	\$
Computer equipment	43,427	43,427	
Other equipment	70,984	36,235	34,749
	<u>\$ 198,542</u>	<u>\$ 163,793</u>	<u>\$ 34,749</u>
TOTALS FOR 2017	<u>\$ 28,745,394</u>	<u>\$ 8,597,545</u>	<u>\$ 20,147,849</u>
	Cost	Accumulated Amortization	Net Book Value 2016
<i>UCN Fund</i>			
Automotive equipment	\$ 1,044,907	\$ 930,125	\$ 114,782
Computer equipment	1,932,616	1,384,808	547,808
Other equipment	4,661,238	2,436,444	2,224,794
Buildings/improvements	17,626,445	2,287,043	15,339,402
Construction in progress	159,098		159,098
Land	446,067		446,067
Library holdings	714,161		714,161
	<u>\$ 26,584,532</u>	<u>\$ 7,038,420</u>	<u>\$ 19,546,112</u>
<i>Inter-Universities Services Fund</i>			
Automotive equipment	\$ 84,131	\$ 81,164	\$ 2,967
Computer equipment	43,427	43,427	
Other equipment	70,984	30,143	40,841
	<u>\$ 198,542</u>	<u>\$ 154,734</u>	<u>\$ 43,808</u>
TOTALS FOR 2016	<u>\$ 26,783,074</u>	<u>\$ 7,193,154</u>	<u>\$ 19,589,920</u>

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 7. DUE FROM PROVINCE OF MANITOBA

The Province of Manitoba has recognized its liability to UCN for the opening balances of accrued employee severance benefits and vacation benefits as at April 1, 1998, when Keewatin Community College (precursor to UCN) assumed responsibility for these expenditures.

The amount recorded as due from Province of Manitoba – vacation benefits was initially based on the estimated value of the corresponding liability as at April 1, 1998. Subsequent to April 1, 1998, the Province has included in its ongoing annual funding to UCN, an amount equal to the current period's expense for vacation pay entitlements.

The amount recorded as due from Province of Manitoba – severance benefits is the value of the corresponding actuarial liability for severance benefits as at April 1, 1998. There has been no change to the value subsequent to April 1, 1998 because the Province has provided, in its ongoing annual funding to UCN, an amount equivalent to the change in the post employment liability including annual interest accretion related to the receivable. The receivable will be paid by the Province when it is determined that the funding is required to discharge the related severance benefits.

	2017	2016
Accrued vacation benefits	\$ <u>752,589</u>	\$ <u>752,589</u>
Accrued severance benefits	\$ <u>793,500</u>	\$ <u>793,500</u>

### 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2017	2016
<i>UCN Fund</i>		
Accrued liabilities	\$ 778,817	\$ 722,060
Wages and benefits payable	532,865	852,900
Trade accounts payable	1,906,368	3,891,218
Due to Student Associations	<u>25,275</u>	<u>26,553</u>
	\$ 3,243,325	\$ 5,492,731
<i>Inter-Universities Services Fund</i>		
Trade Accounts Payable	<u>76,646</u>	<u>189,972</u>
<i>General Fund</i>	\$ 3,319,971	\$ 5,682,703
<i>Student Award Fund</i>	<u>2,100</u>	<u>500</u>
	\$ <u>3,322,071</u>	\$ <u>5,683,203</u>

### 9. DEFERRED CONTRIBUTIONS

Deferred contributions reported in each fund relate to designated contributions received in the current period that are related to expenditures of a subsequent period. Changes in deferred contributions during the period are as follows:

	Beginning of Year	Increases	Decreases	End of Year
<i>UCN Fund</i>	\$ <u>5,755,666</u>	\$ <u>1,620,055</u>	\$ <u>2,542,488</u>	\$ <u>4,833,233</u>

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 10. LONG TERM DEBT

	2017	2016
Mortgage payable to the Province of Manitoba bearing interest at 3.75%, due March 31, 2032, repayable in monthly blended installments of \$8,300.	\$ 1,141,389	\$ 1,197,055
Less: Current portion	<u>(57,790)</u>	<u>(55,666)</u>
	<u>\$ 1,083,599</u>	<u>\$ 1,141,389</u>

Principal repayments in each of the next five years are estimated as follows:

2018	\$ 57,790
2019	59,994
2020	62,283
2021	64,660
2022	<u>67,126</u>
	<u>\$ 311,853</u>

### 11. DEFERRED CONTRIBUTIONS RELATED TO CAPITAL ASSETS

	Beginning of Year	Increases	Decreases	End of Year
<i>UCN Fund</i>	\$ 9,039,162	\$ 2,031,275	\$ 965,271	\$ 10,105,166
<i>Inter-Universities Services Fund</i>	<u>43,810</u>	<u>                    </u>	<u>9,062</u>	<u>34,748</u>
	<u>\$ 9,082,972</u>	<u>\$ 2,031,275</u>	<u>\$ 974,333</u>	<u>\$ 10,139,914</u>

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 12. ACCRUED SEVERANCE BENEFITS

	2017	2016
Severance Benefit Liability:		
<i>UCN Fund</i>		
Balance, beginning of period	\$ 3,095,763	\$ 2,976,092
Actuarial loss (gain)	146,026	(154,396)
Benefits accrued	281,617	226,154
Interest on accrued benefits	194,507	169,302
Severance paid	<u>(58,129)</u>	<u>(121,389)</u>
Balance, end of period	\$ 3,659,784	\$ 3,095,763
Net unamortized actuarial loss	<u>(196,277)</u>	<u>(74,761)</u>
Severance liability	<u>\$ 3,463,507</u>	<u>\$ 3,021,002</u>
 <i>Inter-Universities Services Fund</i>		
Balance, beginning of period	\$ 174,606	\$ 166,793
Actuarial loss (gain)	7,686	(8,126)
Benefits accrued	8,100	6,419
Interest on accrued benefits	<u>10,937</u>	<u>9,520</u>
Balance, end of period	\$ 201,329	\$ 174,606
Net unamortized actuarial loss	<u>(13,136)</u>	<u>(7,301)</u>
Severance liability	<u>\$ 188,193</u>	<u>\$ 167,305</u>
	 <u>\$ 3,651,700</u>	 <u>\$ 3,188,307</u>
 Severance Benefit Expense:		
<i>UCN Fund</i>		
Interest on accrued benefits	\$ 194,507	\$ 169,302
Employer service cost	281,616	226,154
Amortization of net actuarial loss over EARSL	<u>24,510</u>	<u>41,665</u>
Total expense related to severance benefit	<u>\$ 500,633</u>	<u>\$ 437,121</u>
 <i>Inter-Universities Services Fund</i>		
Interest on accrued benefits	\$ 10,937	\$ 9,520
Employer service cost	8,100	6,419
Amortization of net actuarial loss over EARSL	<u>1,851</u>	<u>2,754</u>
Total expense related to severance benefit	<u>\$ 20,888</u>	<u>\$ 18,693</u>
	 <u>\$ 521,521</u>	 <u>\$ 455,814</u>

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 12. ACCRUED SEVERANCE BENEFITS *(continued)*

An actuarial valuation of the severance obligations as at December 31, 2015 was conducted by Ellement Consulting Group. The key actuarial assumptions were updated as at March 31, 2016 based on information provided by the actuary. The key actuarial assumptions were a rate of return of 6.0% (2016 - 6.0%), 1.15% inflation (2016 - 2.0%), salary rate increases of 3.75% (2015 - 3.75%). The accrued benefit cost method with salary projection was used and the liabilities have been extrapolated to March 31, 2017 using the projection formula provided by the actuary. The expected effective date of the next actuarial valuation will be no later than March 31, 2017.

During the year UCN experienced an actuarial loss of \$153,712 (2015 - actuarial gain of \$162,522). The amortization on the actuarial net loss in 2017 is \$26,361 (UCN \$24,510; IUS \$1,851) and in 2016 is \$44,419 (UCN \$41,665; IUS \$2,754).

### 13. PENSION COSTS AND OBLIGATIONS

UCN's employees are contributing members of the provincially operated Civil Service Superannuation Plan or the Teacher's Retirement Allowances Fund defined benefit pension plans. Until March 31, 2009, the accumulated superannuation liabilities were funded directly by the Province of Manitoba, rather than UCN itself for all employees hired prior to October 1, 2002. Employees hired on or after October 1, 2002 were funded directly by UCN. Commencing April 1, 2009, UCN was required to match all their employees' current pension contributions.

The total contributions for the year ending March 31, 2017 was \$1,891,166 (2016 - \$1,759,842). These contributions represent the total pension obligations of UCN. UCN is not required under present legislation to make any further contributions with respect to any actuarial deficiencies of the plan. As at December 31, 2015, the Civil Service Superannuation Fund had a deficit of \$3.9 billion and the Teacher's Retirement Allowances Fund had a deficit of \$3.5 billion.

### 14. CONTRACTUAL OBLIGATIONS

UCN has entered into various contracts to rent office equipment, lease facility space, and for services provided by third parties for security, food services, and snow removal. Contractual obligations over the next four years are as follows:

2018	810,286
2019	134,667
2020	44,840
2021	2,015

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 15. NET ASSETS INTERNALLY RESTRICTED

Appropriations from the Unrestricted Fund are made to provide for future funding for fiscal stabilization, innovations funds, conferences and the establishment of a science lab.

	Opening Balance	Increases	Decreases	Ending Balance
<i>UCN Fund</i>				
Fiscal Stabilization	\$ 369,487	\$ 54,769	\$ _____	\$ 424,256
Total	\$ 369,487	\$ 54,769	\$ _____	\$ 424,256
<i>Inter-Universities Services Fund</i>				
Innovations Fund	\$ 1,544,970	\$ 13,972	\$ _____	\$ 1,558,942
Conferences	50,000			50,000
Science Lab	100,000			100,000
Total	\$ 1,694,970	\$ 13,972	\$ _____	\$ 1,708,942
	\$ 2,064,457	\$ 68,741	\$ _____	\$ 2,133,198

### 16. RELATED PARTY TRANSACTIONS

UCN is related in terms of common ownership to all Province of Manitoba created departments, agencies and Crown Corporations. UCN enters into transactions with these entities in the normal course of business. These transactions are recorded at the exchange amount. The amount of \$2,118,645 (2016 - \$2,273,605) in facility costs was paid to Manitoba Infrastructure and Transportation for the rental of buildings in The Pas. The addition of the new Thompson campus was funded by the Province of Manitoba and opened in May 2014. UCN will pay facility costs for both The Pas campus and the new Thompson campus. Funds available for short-term investments are invested with the Province of Manitoba. At March 31, 2017 \$11,735,663 (2016 - \$12,805,741), included in both cash and cash equivalents and short-term investments, was invested with the Province of Manitoba.

### 17. RISK MANAGEMENT

Financial instruments are exposed to risk through the normal course of operations. UCN has exposure to the following risks from its use of financial instruments: credit risk, liquidity risk, market risk, interest rate risk and foreign currency risk. These risks are managed through the UCN's collection procedures, investment guidelines and other internal policies, guidelines and procedures.

#### 1. Credit Risk

Credit risk is the risk that one party to a financial instrument fails to discharge an obligation and causes financial loss to another party. The carrying amount of financial assets represents that maximum credit exposure. The maximum exposure to credit risk was:

	Carrying Amount	
	2017	2016
Cash and cash equivalents	\$ 11,344,060	\$ 13,322,789
Short-term investments	1,071,783	870,623
Accounts receivable	4,045,928	3,638,565
Due from Province of Manitoba - vacation and severance benefits	<u>1,546,089</u>	<u>1,546,089</u>
Totals	\$ <u>18,007,860</u>	\$ <u>19,378,066</u>

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 17. RISK MANAGEMENT (continued)

The investments of UCN are purchases made with excess cash intended to be for short periods of time. The investments held by UCN are not exposed to significant credit risk as they are held by the Province of Manitoba.

The credit risk from accounts receivable is relatively low as the majority of receivables are from students, contract training and from government agencies. Credit risk from student receivables is managed through registration cancellation and by maintaining standard collection procedures. Credit risk for contract training is managed through standard collection procedures. Amounts due from the the Province of Manitoba are typically collected when due.

UCN establishes an allowance for doubtful accounts that represents its estimate of potential credit losses. The allowance for doubtful accounts is based on management's estimates and assumptions regarding current market conditions, client analysis and historical payment trends. These factors are considered when determining whether past due accounts are allowed for or written off.

	0-30 Days	31-60 Days	61-90 Days	91+ Days	Total
Student receivables	\$ 367,324	\$ 285,467	\$ 616,152	\$ 1,195,485	\$ 2,464,428
Government receivables	1,021,627	-	-	-	1,021,627
Other receivables	<u>547,168</u>	<u>43,478</u>	<u>21,818</u>	<u>319,419</u>	<u>931,883</u>
Gross receivables	1,936,119	328,945	637,970	1,514,904	4,417,938
Less: Allowance for doubtful accounts		<u>(16,453)</u>	<u>(31,149)</u>	<u>(324,408)</u>	<u>(372,010)</u>
Net receivables	<u>\$ 1,936,119</u>	<u>\$ 312,492</u>	<u>\$ 606,821</u>	<u>\$ 1,190,496</u>	<u>\$ 4,045,928</u>

Due from Province of Manitoba – vacation benefits are based on the estimated value of the corresponding liability as at April 1, 1998 when Keewatin Community College (precursor to UCN) assumed responsibility for these expenditures.

Due from Province of Manitoba – severance benefits are based on the corresponding actuarial liability for severance benefits as at April 1, 1998. The receivable will be paid by the Province when it is determined that the funding is required to discharge the related vacation and severance benefits.

### 2. Liquidity Risk

Liquidity risk is the risk that UCN will encounter difficulty in having available sufficient funds to meet its commitments.

The cash flow of operating funds is prepared on a just in time basis. The short term funds of UCN are invested so that maturity dates coincide with cash requirements. Term investments can be withdrawn prior to the maturity date if needed.

The following table sets out the contractual maturities of financial liabilities;

	2017			
	Within 6 Months	6 months to 1 Year	1-5 Years	5 Years +
Accounts payable and accrued liabilities	\$ 2,642,153	\$ 509,832	\$ -	\$ 170,086
Accrued vacation benefits	1,963,459	540,728	453,265	106,669
Long term debt	<u>28,624</u>	<u>29,166</u>	<u>323,751</u>	<u>759,848</u>
	<u>\$ 4,634,236</u>	<u>\$ 1,079,726</u>	<u>\$ 777,016</u>	<u>\$ 1,036,603</u>

### 3. Market Risk

Market risk is the risk that changes in market prices, such as interest rates and foreign exchange rates, will affect UCN's income or the fair values of its financial instruments.

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

### 17. RISK MANAGEMENT *(continued)*

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. UCN is exposed to limited interest risk as all investments held are short-term in nature and are held by the Province of Manitoba and the long term debt is fixed rate.

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rate. UCN is not exposed to significant foreign currency risk as it does not have any financial instruments denominated in a foreign currency.

### 18. CAPITAL MANAGEMENT

UCN's capital comprises its fund balances, which include unrestricted funds, internally restricted funds, externally restricted funds, and funds invested in capital assets.

#### Unrestricted Funds

UCN's objective in managing its operating capital is to maintain sufficient capital to cover its costs of operations. UCN manages its operating capital through an operating budget which is approved by the Governing Council and the Advanced Learning Division.

#### Restricted Funds

UCN also maintains externally and internally restricted funds and an endowment fund.

The restricted funds are managed with the objective to spend the funds in accordance with the various terms and not spend beyond the resources that have been provided.

The endowment fund is managed with the long term objective of preserving the capital of the individual endowment accounts. The goal is to earn investment returns, adjusted for inflation, which will support the ongoing expenditure and commitment of the fund.

#### Funds Invested in Capital Assets

Funds invested in capital assets are managed with the long term objective of acquiring and maintaining the capital assets required to facilitate UCN's operations.

As at March 31, 2017, UCN has met its objectives with respect to its capital requirements. There have been no significant changes to UCN's capital management objective, policies and processes in the period.

### 19. INTER-FUND TRANSFERS

	Unrestricted		Internally Restricted		Student Award Fund	Endowment Fund
	UCN Fund	IUS Fund	UCN Fund	IUS Fund		
Fiscal Stabilization Innovations	\$ (54,769)	\$ (13,972)	\$ 54,769	\$ 13,972	\$	\$
March 31, 2017	\$ (54,769)	\$ (13,972)	\$ 54,769	\$ 13,972	\$	\$
March 31, 2016	\$ (21,501)	\$ (1,465)	\$ 21,501	\$ 1,465	\$	\$

# UNIVERSITY COLLEGE OF THE NORTH

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED MARCH 31

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### 20. KNOWLEDGE INFRASTRUCTURE PROGRAM FUNDING

UCN entered into a two-year \$8.0 million contribution agreement with the Canada-Manitoba Knowledge Infrastructure Program (KIP) to fund repairs and maintenance and infrastructure projects at eight Regional Centres located throughout Northern Manitoba. These centres were funded using capital grants. Regional Centres located on First Nations land were managed, owned and operated by UCN during construction either directly or through contracts with the First Nation. Ownership and facility management may transfer to local First Nations governments in accordance with KIP terms and conditions after completion. If transferred to the First Nation communities, a loss will be recorded for the deficiency between the funded amounts and the total amounts capitalized. As at March 31, 2015, construction on the eight Regional Centres has been completed at a cost of \$10,523,630. UCN has deferred the funding and capitalized the expenditures to Building/Improvements and the assets are amortized accordingly.

### 21. CONTINGENCIES

UCN is named as a defendant in litigations where legal action has commenced or is anticipated. While the ultimate outcomes of these proceedings cannot be predicted at this time, management and its legal counsel are of the opinion that, either the outcomes will not have a material effect on the financial position of UCN, or the outcomes are not determinable. UCN believes they have made adequate provision in the financial statements in respect of these claims, as of March 31, 2017.

### 22. LINE OF CREDIT

UCN has an approved borrowing limit of \$2,000,000 at an interest rate of 2.4% and is secured by a guarantee from the Province of Manitoba with no fixed terms of repayment. At March 31, 2017 the balance was nil (March 2016 - nil).

### 23. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform with current year presentation.

**UNIVERSITY COLLEGE OF THE NORTH**  
**STATEMENT OF FINANCIAL POSITION - GENERAL**

STATEMENT 1A

MARCH 31

	UCN FUND	IUS FUND	MARCH 31, 2017	MARCH 31, 2016
<b>ASSETS</b>				
<b>CURRENT</b>				
Cash and cash equivalents	\$ 8,305,718	\$ 2,751,384	\$ 11,057,102	\$ 13,043,555
Accounts receivable (Note 5)	3,897,628	146,005	4,043,633	3,536,442
Due to/from other funds	827,329	(827,329)		
Due from Province of Manitoba (Note 7)	752,589		752,589	752,589
Inventory	248,591		248,591	245,161
Prepaid expenses	1,005,974	4,236	1,010,210	484,643
	<u>15,037,829</u>	<u>2,074,296</u>	<u>17,112,125</u>	<u>18,062,390</u>
<b>LONG TERM</b>				
Prepaid expenses	518,582		518,582	591,026
Capital assets (Note 6)	20,113,100	34,749	20,147,849	19,589,920
Due from Province of Manitoba (Note 7)	788,490	5,010	793,500	793,500
	<u>21,420,172</u>	<u>39,759</u>	<u>21,459,931</u>	<u>20,974,446</u>
	<u>\$ 36,458,001</u>	<u>\$ 2,114,055</u>	<u>\$ 38,572,056</u>	<u>\$ 39,036,836</u>
<b>LIABILITIES</b>				
<b>CURRENT</b>				
Accounts payable and accrued liabilities (Note 8)	\$ 3,243,325	\$ 76,646	\$ 3,319,971	\$ 5,682,703
Deferred revenue	986,613		986,613	413,425
Deferred contributions (Note 9)	4,833,233		4,833,233	5,755,666
Accrued vacations benefits	2,958,595	105,526	3,064,121	3,023,513
Current portion long term debt (Note 10)	57,790		57,790	55,666
	<u>12,079,556</u>	<u>182,172</u>	<u>12,261,728</u>	<u>14,930,973</u>
<b>LONG TERM</b>				
Deferred revenue	518,582		518,582	591,026
Deferred contributions related to capital assets (Note 11)	10,105,166	34,748	10,139,914	9,082,972
Accrued severance benefits (Note 12)	3,463,507	188,193	3,651,700	3,188,307
Long term debt (Note 10)	1,083,599		1,083,599	1,141,389
	<u>15,170,854</u>	<u>222,941</u>	<u>15,393,795</u>	<u>14,003,694</u>
<b>FUND BALANCES</b>				
NET ASSETS INVESTED IN CAPITAL ASSETS	8,893,028		8,893,028	9,336,375
NET ASSETS INTERNALLY RESTRICTED (Note 15)	424,256	1,708,942	2,133,198	2,064,457
UNRESTRICTED NET ASSETS	(109,693)		(109,693)	(1,298,663)
	<u>9,207,591</u>	<u>1,708,942</u>	<u>10,916,533</u>	<u>10,102,169</u>
	<u>\$ 36,458,001</u>	<u>\$ 2,114,055</u>	<u>\$ 38,572,056</u>	<u>\$ 39,036,836</u>

# UNIVERSITY COLLEGE OF THE NORTH

STATEMENT 2A

## STATEMENT OF OPERATIONS - GENERAL

YEAR ENDED MARCH 31

	UCN FUND	IUS FUND	MARCH 31, 2017	MARCH 31, 2016
<b>REVENUES</b>				
Grants				
Advanced Learning Division	\$ 35,307,985	\$ 1,055,200	\$ 36,363,185	\$ 35,723,783
Other Province of Manitoba	698,190		698,190	605,136
Government of Canada	95,912		95,912	252,915
Amortization of deferred contributions related to capital assets	934,518	9,062	943,580	987,479
Ancillary sales and services	2,902,666		2,902,666	3,041,530
Donations				11,000
Investment income	89,100	3,590	92,690	84,591
Contract training	890,925		890,925	615,473
Tuition and student fees	3,458,891	507,360	3,966,251	4,224,202
Other revenue	<u>1,234,844</u>	<u>8,205</u>	<u>1,243,049</u>	<u>1,480,536</u>
	<u>45,613,031</u>	<u>1,583,417</u>	<u>47,196,448</u>	<u>47,026,645</u>
<b>EXPENSES</b>				
Advertising and public relations	530,014	6,864	536,878	658,371
Amortization of capital assets	1,433,534	9,059	1,442,593	1,277,709
Bad debts	333,888	11,744	345,632	134,851
Cost of goods sold	1,329,660		1,329,660	1,323,040
Facility costs	2,118,645		2,118,645	2,273,605
Furniture and minor equipment	1,007,776	29,176	1,036,952	1,170,526
Insurance	161,335	6,165	167,500	124,833
Interest on long term debt	43,939		43,939	45,985
Library acquisitions	261,337		261,337	255,666
Loss on disposal of capital assets	30,753		30,753	191
Maintenance and repairs	111,329	12,921	124,250	146,216
Operational supplies and services	4,345,329	96,816	4,442,145	5,311,967
Property taxes	520,610		520,610	615,848
Rentals and leases	450,596	14,292	464,888	505,755
Salaries and employee benefits	29,817,688	1,115,498	30,933,186	29,995,796
Telephone and communication	661,535	2,383	663,918	665,215
Travel	1,293,678	264,524	1,558,202	1,571,316
Utilities	<u>360,996</u>		<u>360,996</u>	<u>355,825</u>
	<u>44,812,642</u>	<u>1,569,442</u>	<u>46,382,084</u>	<u>46,432,715</u>
<b>EXCESS REVENUES</b>	<u>\$ 800,389</u>	<u>\$ 13,975</u>	<u>\$ 814,364</u>	<u>\$ 593,930</u>

# UNIVERSITY COLLEGE OF THE NORTH

STATEMENT 3A

## STATEMENT OF CHANGES IN FUND BALANCES - GENERAL

YEAR ENDED MARCH 31

	UNRESTRICTED		INTERNALLY RESTRICTED		NET ASSETS INVESTED IN CAPITAL ASSETS	TOTAL	
	UCN FUND	IUS FUND	UCN FUND	IUS FUND		MARCH 31, 2017	MARCH 31, 2016
FUND SURPLUS, beginning of year	\$ (1,298,663)	\$	\$ (1,298,663)	\$	\$ 9,336,375	\$ 10,102,169	\$ 9,508,239
EXCESS REVENUES	800,389	13,975	814,364			814,364	593,930
CHANGE IN NET ASSETS INVESTED IN CAPITAL ASSETS							
Amortization of capital assets	1,433,534	9,059	1,442,593		(1,442,593)		
Amortization of deferred contributions related to capital assets	(934,518)	(9,062)	(943,580)		943,580		
Purchase of capital assets	(2,031,275)		(2,031,275)		2,031,275		
Deferred contributions related to capital assets	2,000,522		2,000,522		(2,000,522)		
Loss on disposal of capital assets	30,753		30,753		(30,753)		
Long term debt on capital assets	(55,666)		(55,666)		55,666		
INTER-FUND TRANSFERS (Note 19)	(54,769)	(13,972)	(68,741)	54,769	13,972	68,741	
FUND SURPLUS, end of year	\$ (109,693)	\$	\$ (109,693)	\$ 424,256	\$ 1,708,942	\$ 2,133,198	\$ 10,102,169

# UNIVERSITY COLLEGE OF THE NORTH

SCHEDULE 1

## SCHEDULE OF OTHER GRANT REVENUE

(UNAUDITED)

	MARCH 31, 2017	MARCH 31, 2016
Province of Manitoba		
Adult Learning Centre - Manitoba Advanced Education and Literacy	\$ 413,100	\$ 405,000
Children Youth and Opportunities		1,270
Education and Advanced Learning	1,383	273
Family Services	78,100	78,100
Finance	85,062	
Housing and Community Development		4,205
Jobs and The Economy	550	
Public Library Services	79,395	76,288
Sport Culture and Heritage	600	
Summer Enrichment - Manitoba Education	40,000	40,000
	<u>\$ 698,190</u>	<u>\$ 605,136</u>

SCHEDULE 2

## SCHEDULE OF ANCILLARY SALES AND SERVICES

(UNAUDITED)

	MARCH 31, 2017	MARCH 31, 2016
Bookstore	\$ 1,393,990	\$ 1,381,779
Cafeteria	584,615	674,427
Residence	924,061	985,324
	<u>\$ 2,902,666</u>	<u>\$ 3,041,530</u>

SCHEDULE 3

## SCHEDULE OF TUITION AND STUDENT FEES

(UNAUDITED)

	MARCH 31, 2017	MARCH 31, 2016
Apprenticeship	\$ 1,019,363	\$ 1,064,107
Core-funded programs	2,391,600	2,602,180
Continuing Education	47,928	33,444
	<u>\$ 3,458,891</u>	<u>\$ 3,699,731</u>

# UNIVERSITY COLLEGE OF THE NORTH

SCHEDULE 4

## STATEMENT OF UCN EXPENDITURES BY FUNCTION (UNAUDITED)

	SALARIES AND BENEFITS	OTHER	TOTAL	
			MARCH 31, 2017	MARCH 31, 2016
Academic	\$ 14,067,956	\$ 2,215,710	\$ 16,283,666	\$ 16,451,752
Administration	5,333,302	4,101,050	9,434,352	8,481,639
Ancillary Sales and Services	1,306,923	1,935,023	3,241,946	3,252,666
Continuing Education	81,592	8,066	89,658	164,218
Library	910,190	602,107	1,512,297	1,634,320
Contract Training	1,089,748	228,058	1,317,806	879,127
Insurance Claims		41,337	41,337	197,314
Information Technology	1,133,111	1,074,407	2,207,518	2,083,867
Plant	1,030,916	3,610,596	4,641,512	5,178,079
Program Support	<u>4,781,291</u>	<u>1,261,259</u>	<u>6,042,550</u>	<u>6,550,320</u>
	<u>\$ 29,735,029</u>	<u>\$ 15,077,613</u>	<u>\$ 44,812,642</u>	<u>\$ 44,873,302</u>