

Manitoba  
Council on Post-Secondary Education

Annual Report  
2009 – 2010

Manitoba 

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His Honour the Honourable Phillip S. Lee, C.M., O.M.  
Lieutenant-Governor of Manitoba  
235 Legislative Building  
Winnipeg, Manitoba R3C 0V8

Your Honour:

**I have the privilege of presenting for the information of Your Honour the Annual Report of the Council on Post-Secondary Education for the fiscal year ending March 31, 2010.**

Respectfully submitted,

**“Original signed by Diane McGifford”**

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Diane McGifford, Ph.D.  
Minister

September 9, 2010

Honourable Diane McGifford  
Minister of Advanced Education and Literacy  
162 Legislative Building  
Winnipeg, Manitoba R3C 0V8

Dear Minister:

It is my pleasure to present for your approval, the thirteenth annual report of the Council on Post-Secondary Education for the year ended March 31<sup>st</sup>, 2010.

The Council's thirteenth year of operation was marked by the achievement of several activities in the areas of programming, policy, finance, and accountability. In 2009/10, the Council approved \$395,000 for new and expanded strategic programs and \$500,600 to support projects that restructure aspects of the post-secondary system. In addition, the Council approved \$2,007,700 in College Expansion Initiative funds for college programming.

The Council Secretariat continued to make significant progress in many policy-related activities primarily in the areas of nursing, medicine and health education, quality assurance, credit transfer and articulation, tuition fees, legislative and programming reviews, Aboriginal education, learning technologies, and extensive committee participation. The Council Secretariat also continued its participation in the areas of program costing, indicators and accountability policy framework, various research projects, the data management strategy, consultations, and several other initiatives.

The Council's key performance measures for 2009/10 are reported in Appendix B. Performance measures are reported on an annual basis.

An audited balance sheet and an audited statement of the Council's revenues and expenditures are included in this report.

The Council's eighth publication of the Statistical Compendium is being released with this annual report.

Respectfully submitted,

**“Original signed by James Allum”**

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James Allum  
Chair

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# Chapter I

## 1.0 Strategic Direction of the Council on Post-Secondary Education

### 1.1 Overview

The Council on Post-Secondary Education (COPSE) is the provincial government agency responsible for planning and coordinating the development of a post-secondary education system that promotes excellence and accessibility. Created by an Act of the Manitoba Legislature in November 1996, the Council commenced operation in April 1997. The Council facilitates the coordination and integration of post-secondary education, reviews and approves university and college programming, provides advice and policy direction to the Government, and promotes fiscal responsibility and accountability in the post-secondary education system.

The Council is responsible for the allocation of funds to the province's seven public post-secondary institutions, comprising the University of Manitoba, the University of Winnipeg, Brandon University, Red River College, Assiniboine Community College, University College of the North, and Collège universitaire de Saint-Boniface which includes École technique et professionnelle. The Council also provides grants to the Canadian Mennonite University and to private religious institutions in Manitoba - Steinbach Bible College, Providence College and Seminary, and William and Catherine Booth College.

The Council acts as an intermediary between the post-secondary institutions and the Government. It is composed of eleven members appointed by the Lieutenant Governor in Council, including a chairperson. Reporting to the Council is a staff Secretariat of thirteen provincial civil servants. The Secretariat undertakes a number of activities and projects designed to fulfill the mandate as specified in *The Council on Post-Secondary Education Act*, and to meet the goals established by the Council and the Department of Advanced Education and Literacy. The Secretariat also works in consultation with the universities and colleges to support Council members in the development of policy and financial accountability.

### 1.2 Mandate

The mandate of the Council on Post-Secondary Education, as stated in *The Council on Post-Secondary Education Act*, is “. . . to plan and co-ordinate the development of a post-secondary education system in the province that promotes excellence in and accessibility to education, supports the co-ordination and integration of services and facilities, and promotes fiscal responsibility.”

## 1.3 Strategic Planning

The Council members and staff participated in a facilitated session in January 2010 to develop its three-year Strategic Plan (2010/11 – 2012/13). The Council approved a final version of the plan in March 2010. Council staff began work on developing an annual Operating Plan for each of the three years of the plan.

The Council's Strategic and Operational Plans integrate the goals and priorities of the Department of Advanced Education and Literacy strategic plan, as well as those found in the *Manitoba Training Strategy* and the *Aboriginal Education and Training Framework*.

### 1.3.1 Guiding Principles

The Council utilizes the following principles to guide its work.

The Council's decisions will be:

- Timely
- Fact-based
- Consistent with a systems approach
- Consultative
- Balanced with social, cultural, and economic priorities.

The Council will:

- Be proactive
- Encourage program innovation
- Encourage institutions to work together and promote portability of student credentials
- Encourage institutions to deliver relevant programs
- Promote the importance of post-secondary education
- Encourage research relevant to the priorities of Manitoba
- Foster the application of technology.

The post-secondary education system will be:

- Cost effective
- Accessible
- Accountable
- Learner focused
- Transparent
- Articulated and integrated
- Relevant.

### **1.3.2 Council Goals**

The following are COPSE's priorities and objectives for the three-year duration of the strategic plan:

#### **Priority 1: Strengthen Accessibility to Post-Secondary Education**

Throughout the next three years, COPSE will work with colleges and universities to develop actions to improve accessibility in post-secondary education and continue to strengthen the capacity of institutions through capital and programming improvements.

#### **Priority 2: Lead the System**

By the end of 2010/11, and working with post-secondary institutions, students, government and other stakeholders, COPSE will establish a vision and direction for the post-secondary system and a process for ongoing review.

By March 2011, COPSE will define its intermediary role, its relationship to the government and the post-secondary institutions.

#### **Priority 3: Improve System Coordination**

COPSE will continue to work with Manitoba's institutions to create a more coordinated system of credit transfer and articulation agreements that will include a searchable credit transfer website by March 2012.

By March 2011, and working with the post-secondary institutions, COPSE will establish and manage a permanent working group of government and institutional stakeholders to discuss formulation of a Quality Assurance process for Manitoba.

By March 2013, COPSE will develop an accountability framework to support its program approval process, as well as a performance measurement framework for the post-secondary system.

Reports on progress achieved against the annual operating plan are made quarterly and presented at a regular monthly meeting of COPSE.

# Chapter II

## 2.0 Activities of the Council on Post-Secondary Education

The Council's thirteenth year of operation was marked by a number of important activities that were closely linked to the goals of the Council's Strategic and Operational Plans.

The ongoing activities that comprise the work of the Council and staff Secretariat were structured around the following areas:

1. Programs
2. Policy
3. Finance
4. Accountability

### 2.1 Programs

#### 2.1.1 Strategic Programs Envelope

The purpose of the Strategic Programs Envelope is to provide additional funding to post-secondary institutions for the development of new or expanded programs that respond strategically to the needs of Manitoba's social, cultural, economic or labour market situations and are complementary to existing programs. This envelope funded university activity exclusively as the College Expansion Initiative funded the college programs.

Given the limited funds in the envelope, each university ranks in order of priority the proposals it has submitted. The Council reviewed each university's request in light of proposals submitted from all universities, the best use of limited resources, and the consistency with the purpose noted above.

The Council approved several new and expanded programs in 2009/10, and a total of \$395,000 in funds for ongoing programs from the Strategic Programs Envelope. These programs include:

#### **Brandon University**

- ***Bachelor of Arts (Creative Arts), 3 and 4-Year Minors in Creative Writing***

The Council approved Brandon University's proposal to expand its existing Bachelor of Arts (Creative Writing) Program to include an 18 credit hour 3-Year and 24 credit hour 4-Year Minor in Creative Writing. The program helps meet student demand for a broader Creative Writing program, enhances and develops the Creative Writing stream, and prepares students for writing-related careers, teaching and further studies. Graduates will have a strong base of professional skills for work in the arts, including film, theatre, music, poetry, media arts, performance art, writing, fine arts and other professional areas.



- ***Bachelor of Fine Arts (4-Year General)***

To offer an alternative exit option within its existing 4-Year Bachelor of Fine Arts (Honours) Program, the Council approved the implementation of an additional exit route to the University's existing Bachelor of Fine Arts (4-Year) Degree Program. The additional option will enable students completing the present program requirements including the Thesis Exhibition, and a Grade Point Average of lower than 3.0, to graduate with a Bachelor of Fine Arts (4-Year General) Degree.

- ***Bachelor of Science (Biology)***

Brandon University received approval to establish a new Biology Degree Program including a 4-Year Major in Biology, a 4-Year (Honours) Major in Biology, a 3-Year Major in Biology, and a Minor in Biology to replace the existing Botany and Zoology Majors and Minors currently offered. The restructured Biology program allows for improving and modernizing the curriculum, provides high-quality training in the biological sciences, and accomplishes a level of professional preparation for graduate studies not currently available. The program is designed for Science students seeking to proceed into medical and related professional programs, graduate programs and academic careers in the life sciences, Education after-degree programs, and those seeking employment upon graduation in the life science and biotechnology sectors.

- ***Bachelor of Arts 4-Year Minor in English***

The Council approved expansion of the University's Bachelor of Arts 3-Year Minor in English to a 4-Year Minor in English to better serve the needs of students taking a 4-Year Honours Major or a 4-Year Major in English. The expansion will add substance and strength to the English program, offers the option to take a more extended program, and is expected to draw a significant number of students who would otherwise take the 3-Year Minor, especially as the University's 4-Year Bachelor of Arts enrolment numbers continue to grow.

- ***Bachelor of Indigenous Health and Human Services***

Brandon University received approval to revise its Bachelor of First Nations and Aboriginal Counselling Program, including a name change to the Bachelor of Indigenous Health and Human Services. The degree program, unique in Canada, meets a growing demand for the culturally sensitive preparation of individuals to work in a variety of health and human service settings with and for Indigenous people. Instruction is provided in Indigenous perspectives of health and wellness, and traditional approaches to healing with Western intervention theories and skills. Graduates will be prepared to engage in activities that include counseling, that promote the health and well-being of Indigenous people, families and communities by helping people become more self-sufficient; preventing dependency; strengthening family relationships; and restoring individuals, families, groups or communities to successful social functioning.

- ***Masters of Psychiatric Nursing***

The Council approved Brandon University's request to establish a two-year, 33 credit hour Masters of Psychiatric Nursing (MPN) Program, including a thesis requirement, the first of its kind to be offered in Canada. Foundational courses in advanced practice are complemented by a focus on selected streams in advanced clinical practice, administration and education. In view of acute shortages of mental health professionals in a range of settings, the program helps meet the need for clinical specialists in mental health, skilled leaders and administrators in mental health services and programs, and for psychiatric nursing educators. It is expected to attract students with an undergraduate degree in psychiatric nursing, or undergraduate degree in nursing and experience in provision of mental health services who are seeking to advance their practice in psychiatric nursing.

Establishing the MPN Program also increases the capacity to recruit and retain faculty and the number of qualified educators to teach in the program thereby ensuring sustainability of psychiatric nursing programs at the University. Graduates will be prepared to be leaders in psychiatric nursing and health care who promote excellence in advanced clinical practice, serve as teachers, mentors and role models; engage in independent practice; and undertake doctoral studies.

### **Collège universitaire de Saint-Boniface**

- ***Diplôme en administration des affaires – option Gestion de bureau, année II  
Business Administration Diploma Program, Office Management Option, Year II***

The Council approved the re-instatement of the Office Management Option, Year II in the Business Administration Diploma Program in the 2009/10 year, following a temporary suspension last year due to insufficient enrollment. The Collège requested approval to re-instate the program based on results of a follow-up survey conducted with students indicating strong interest in pursuing the Option, as well as the high demand for bilingual office administrators in the workplace.

### **University of Manitoba**

- ***Bachelor of Science in Dental Hygiene, Degree Completion Option***

The School of Dental Hygiene received approval to offer a 19 credit hour degree completion option for those who graduated from the Diploma in Dental Hygiene Program after 2008. The degree completion program enables dental hygienists to more effectively meet the demands of contemporary dental hygiene practice, and prepares students for future roles in teaching, administration, research, and industry. It also removes barriers by preparing those with the baccalaureate degree in dental hygiene to pursue graduate education without leaving the province. Graduates are expected to help address the need for oral health care in community health agencies especially in rural and northern Manitoba, and for aging and special populations. A growing critical need to develop future dental hygiene educators can also be addressed by the degree program offering.

- ***Master of Nursing – Program Expansion – (\$111,000 in ongoing funding from Government’s New Initiatives)***

As part of the Government’s Nursing Strategy to increase nurse training capacity, the Council approved \$111,000 in ongoing funding to support a seven seat expansion to the UM’s Master of Nursing program, as part of an overall expansion of nursing education seats by 2011/12. The expansion to graduate programming in nursing contributes toward development of future faculty for colleges and universities and nurse specialists (Clinical Nurse Specialists, Clinical Educators and Administrators in addition to Nurse Practitioners). With the expected retirement of many nursing faculty as well as administrators and managers in the province, the program expansion will greatly assist with preparing adequate faculty to educate the future workforce, to maintain continuing education in the workplace, and training Nurse Specialists to ensure quality patient care.

- ***Master of Fine Arts***

As the first graduate degree in the University’s School of Art, the Master of Fine Arts (M.F.A.) Program builds on the strong undergraduate reputation, intellectual and creative capital, technical resources and artistic expertise at the School of Art. The M.F.A. Program emphasizes contemporary art creation, requires mastery of a core curriculum in studio art, thesis statement and visual thesis (studio exhibition) with a strong foundation in art history, theory, and practice. Additionally, as Winnipeg has become known nationally and internationally as an urban centre that produces some of the most imaginative creative artists on the international scene, the Program provides a research centre for interdisciplinary investigations as well as explorations of connections between materiality, art, design and visual culture.

The M.F.A. Program encourages creative collaboration between faculty and students within the School of Art, as well as across other faculties at the University. It is also intended to help recruit and retain qualified professionals in the cultural industries in Manitoba. Graduates will be well prepared for careers in areas such as university teaching, artistic practice, gallery/museum work, publishing, advertising, design, media and communications, and positions in public and private sector art venues.

- ***Bachelor of Jazz Studies***

In 2007/08, the Council approved the University of Manitoba’s request to establish a four-year Bachelor of Jazz Studies Program in the Faculty of Music. In 2009/10, the Council approved the University’s decision to allocate permanent funding in support of ongoing implementation of the program.

- ***Ph.D. in Native Studies***

As the second of its kind in Canada, the Council approved the establishment of a Ph.D. Program in Native Studies based on interdisciplinary approaches. The program is considered a logical step in the continued growth of UM’s Department of Native Studies, one of the foremost academic units of its kind in Canada. In view of the growing needs and potential contributions of Aboriginal people to Manitoba, the doctoral program

responds to the need to increase Aboriginal academic human resource capacity, for high quality research in a range of areas, and for Aboriginal scholars with advanced graduate level training. Students are expected to have or to acquire at least basic knowledge in an Aboriginal language, or to take at least six credit hours of appropriate language instruction relevant to their dissertation research. Graduates are expected to find employment in the post-secondary education system, in a variety of government agencies, in the private sector, and in non-governmental organizations.

- ***Integrated Doctor of Dental Medicine and Ph.D. in Dental Medicine***

Unique in Canada, and building upon the foundation of the successful undergraduate dental research experience of the B.Sc. (Dentistry) program, UM received approval to offer the Integrated Doctor of Dental Medicine and Ph.D. in Dental Medicine Program. Students displaying capacity to undertake high level research training will follow an extended program of clinical dental education and concurrently train in a research laboratory to a Ph.D. level of expertise. The program helps to address a significant shortage of trained clinical researchers required to address relevant issues and to translate advanced dental research from the laboratory and clinical testing phases of development to private practice. In addition to supporting the renewal of dental research and teaching at the undergraduate level in the province, the program will help stimulate interest in academic/research careers, particularly in view of the expected critical faculty shortage in dental schools in both Canada and the United States.

### **University of Winnipeg**

- ***Interdisciplinary Bachelors Degree in Disability Studies***

As the only undergraduate program of its kind in Manitoba, among the first of its kind in Canada, and consistent with its accessibility mandate and commitment to innovative education, the University of Winnipeg received approval to offer the Interdisciplinary Bachelors Degree in Disability Studies Program comprising six undergraduate degrees: B.A. in Disability Studies (3 year, 4 year, Honours), and B.Sc. in Disability Studies (3 year, 4 year, Honours). The program will attract students with and without disabilities, and focuses on the critical analysis of disability in society and includes the study of disability as a social, scientific, cultural, historical and political construct. All degree programs balance theory, methods and practice so that graduates will have both a broad education in the liberal arts and sciences, and in-depth study of Disability Studies.

Students entering the program who have completed the two-year Diploma in Disability and Community Support at Red River College will receive 45 credit hours toward a B.A. or B.Sc. and have the advantage of graduating with both a diploma and degree. Graduates have the option of progressing to the Interdisciplinary Master of Disability Studies at the UM. Employment opportunities are expected in fields such as teaching, research, policy work in various levels of government, social services, the non-profit sector, and the health-care sector.

## **University of Manitoba and University of Winnipeg**

- ***Joint Master of Arts Degree Program in Peace and Conflict Studies***

The University of Manitoba and the University of Winnipeg received approval to internally reallocate funds to establish an interdisciplinary Master of Arts Degree Program in Peace and Conflict Studies, the sixth of its kind in Canada. Based on a collaborative partnership, the program is housed within the Mauro Centre for Peace and Justice at St. Paul's College at the UM, and also involves the College of Arts and Sciences and the Global College, and the Conflict Resolution Program of Menno Simons College (Canadian Mennonite University), home to the UW's undergraduate program in Peace and Conflict Studies, and will be administered in the form of a Joint Discipline Committee. The program encompasses the analysis and resolution of social conflicts; peace research that examines the structural roots of social conflicts, divisions and inequalities; and strategies for building community and promoting social justice. The program offers opportunities for collaborative research and practice among students and faculty and will strengthen relationships among Manitoba's universities and between post-secondary education and government, business and community groups that will serve to foster future research and practice.

Graduates will be well prepared to work on problems of international significance, in diverse cultural settings with colleagues from diverse cultural backgrounds. Employment opportunities are expected to be found in the professional, consulting, teaching and research domains in non-profit and advocacy organizations at the community, national and international levels, businesses, institutions, corporations, governmental and non-governmental agencies and departments.

The following existing programs which were approved in previous years, received ongoing funding from the Strategic Programs Envelope in 2009/10.

### **Collège universitaire de Saint-Boniface**

- *Bachelor of Social Work (Baccalauréat en Service Social) – (\$428,000 in total; \$56,000 in 2009/10)*

### **University of Manitoba**

- *Internationally Educated Engineers Qualification Program (IEEQ) – (\$1,039,200 in total; \$207,900 in 2009/10)*

### **University College of the North**

- *Certificate in Teaching Aboriginal Languages (CTAL) – (\$142,100 in total; \$131,100 in 2009/10)*

## 2.1.2 System Restructuring Envelope

The System Restructuring Envelope is designed to support projects that restructure some aspect of the post-secondary education system in Manitoba. Examples of projects that have accessed funds from this envelope are those that incorporate learning technologies in the delivery of programs, services that support activities which improve Aboriginal participation rates in university and college, or initiatives that promote the use of recognition of prior learning assessment and/or enhanced credit transferability and articulation in the post-secondary system.

For the 2009/10 year, the Council approved \$500,600 in total System Restructuring funding.

All projects received one-time only funding unless otherwise indicated.

### Collège universitaire de Saint-Boniface

- ***Staff-Year Position (Instructor) for Bachelor of Science Programs – (\$80,000)***

As a result of changes to the academic requirements of the UM's Faculty of Science programs, the Collège received one-time funding of \$80,000 to modify its Bachelor of Science programs to conform to the same requirements. This included funds to hire one Staff Year position (Instructor) on a term basis towards fulfillment of new credit requirements in the General Bachelor of Science (3-year) and the Joint Microbiology-Biochemistry Major (4-year) in the Collège's Bachelor of Science programs.

### University of Manitoba

- ***Funding Support for Deaf Student Attending Medical School – (\$800,000 over four years; \$100,000 in 2009/10)***

The Council approved a total of \$800,000 over the next four years to augment support already provided by the UM for a deaf student attending the Faculty of Medicine. Funding primarily covers the significant costs for sign language interpreters. Funding sources included \$300,000 from System Restructuring, \$300,000 from the Council which commenced in 2008/09, and \$200,000 from the Department of Family Services and Consumer Affairs.

- ***Inter-Professional Education (IPE) Initiative Communications Strategy – (\$30,000)***

The Council approved one-time funding of \$30,000 towards development of a communications strategy for the Inter-Professional Education (IPE) Initiative. In 2007/08, the Council provided funding to enable the UM to begin an IPE Initiative (IPE for Collaborative Patient Centred Practice), committed to developing, implementing and evaluating IP learning opportunities within and across the curricula of 12 health and social care faculties/departments, leading to increased collaborative relationships

between health care professionals. The communications strategy is expected to address the lack of awareness and understanding of the IPE Initiative and the rapidly emerging developments in the area. The strategy includes development and implementation of several communications activities in collaboration with the University's Public Affairs Department.

### **University of Winnipeg**

- ***Master of Science in Bioscience, Technology and Public Policy, Program Expansion – (\$127,613)***

In 2007/08, the Council approved the two-year thesis based Master of Science Program in Bioscience, Technology and Public Policy. In 2009/10, the Council approved one-time funding for laboratory equipment to offer courses in molecular biology as an alternate stream to the program. The new course content offers hands-on advanced training in molecular biology and biotechnology, a four month technology co-op placement, and training in the role and conflicts associated with the development of public policies to guide development and implementation of biotechnology in society. Graduates will be well prepared to work in academia, government and industry in biology-related fields including the emerging biotechnology and biomedical sectors.

### **Assiniboine Community College**

- ***Active Campus Initiative – (\$118,000)***

The College received funds to purchase two new web technology products: One component is the ActiveCampus Content Management System College Edition which includes the a) ActiveAdmissions which integrates the existing Student Information System (Colleague) enabling use of information collected from the website for other communications such as targeted emails or direct mail campaigns, and b) ActiveApply, an easy-to-use online application solution, with secure electronic payment capabilities, that is fully integrated with the Student Information System (Colleague).

The second component, ActiveCampus Portal, consolidates all web systems into a fully integrated communications and collaboration solution for post-secondary education. The Portal's advanced search capabilities enables students, faculty, staff and alumni to easily find information – greatly improving productivity and increasing user satisfaction.

### **Red River College**

- ***Enhanced Student Support Pilot Program – (\$45,000)***

Building on the success of Phases 1 and 2, the Council approved funding for the third and final Phase of the Enhanced Student Support Pilot Program (ESSP) at Red River College. In addition to increasing student retention and success rates, the final phase of the project is expected to help create new assessment tools and processes, expand the

understanding of the role of assessment in student success, create new teaching materials for workshop delivery on a variety of study skills, integrate delivery of academic supports into programming, establish highly productive working relationships focused on student success within the College, implement a research and planning process to assist with evidence-based decisions related to service provision for student success, and provide experiential professional development for all staff involved with the project.

### **2.1.3 Other Council-Approved Programs**

#### **Other Programs Funded by the Council**

Other programs funded by the Council in 2009/10 include the following:

##### **University of Manitoba**

- ***Funding Support for Deaf Student Attending Medical School – (\$800,000 over four years; \$100,000 in 2009/10)***

See description under System Restructuring Projects.

- ***Bachelor of Medical Rehabilitation (Respiratory Therapy) Program – (\$338,000 in total; \$63,000 in 2009/10 and \$43,000 in 2010/11 in one-time funding from COPSE and \$189,000 in 2009/10 and \$43,000 in 2010/11 in one-time funding from Manitoba Health)***

In response to the need to increase full-time equivalent (FTE) faculty members from 4.5 to 6.5 in the three-year Bachelor of Medical Rehabilitation (Respiratory Therapy) Program with a full admission quota of 16 students annually, the Council approved one-time only funds of \$63,000 in 2009/10 and \$43,000 in 2010/11, as well as \$189,000 in 2009/10 and \$43,000 in 2010/11 in one-time funding from Manitoba Health. The approved funds cover salaries and benefits for two additional FTE's and rent, supplies and equipment required for approximately 600 hours of sessional teaching in the program.

The Respiratory Therapy Program trains therapists to respond to chronic or acute respiratory illnesses, and helps provide front-line treatment against moderate to severe afflictions such as Tuberculosis, Sudden Acute Respiratory Syndrome (SARS), the H1N1 (Swine Flu), and the H5N1 (Avian Flu) pandemics, as well as emphysema and asthma.

##### **University of Winnipeg**

- ***Relocation of Urban and Inner -City Studies Program – (\$28,800 one-time only in 2009/10; \$110,000 in 2010/11, and \$130,500 in ongoing funding in 2011/12)***

The Council approved UW's request to relocate its Urban and Inner-City Studies Program from the University's Politics Department to Selkirk Avenue in Winnipeg's North End to improve its ability to attract and graduate "non-traditional" students – Aboriginal students, newcomers and inner-city residents. The relocation is intended to create a warm,



welcoming, personalized educational environment and provide academic and personal supports to students. It will also further develop partnerships with North End educational organizations such as Urban Circle Training Centre, UM's Inner-City Social Work Program, Winnipeg School Division and North End high schools, and Adult Learning Centres, as well as with community-based organizations to learn how to better meet the needs of "non-traditional" students.

The relocated program is also expected to attract increasing numbers of "traditional" students to learn about urban and inner-city issues from an inner-city vantage point, and to learn alongside those who traditionally have not attended university, and to do so within Winnipeg's dynamic inner-city community. Graduates will help to fill the staffing needs of Winnipeg's inner-city community-based organizations, and those of the three levels of government in departments and programs with an urban and/or inner-city focus.

### **University College of the North**

- ***Bachelor of Midwifery – Program Expansion – (\$400,000 to flow in 2010/11 and ongoing)***

In view of the success of the Kanáci Otinawáwasowin (Aboriginal Midwifery) Baccalaureate Program (KOBP) established in 2006 in northern communities, as well as increasing demand for midwifery services across Manitoba, the Council approved an eight-seat expansion to the four-year Bachelor of Midwifery Program in southern Manitoba. Unlike the northern-based program, with an intake every four years, the southern program will commence an intake every two years to address the shortage of maternal care providers. Graduates will be eligible to apply to the College of Midwives of Manitoba for registration as Registered Midwives, serve as instructors for both the southern and northern midwifery programs, as well as work in a variety of settings such as regional health authorities, government, hospitals, homes or birth centres.

### **Council Approvals Funded by Other Sources**

- ***Partnerships for Labour Market-Driven Post-Secondary Bridge Programs in Manitoba's Post-Secondary Institutions – (\$130,000 in 2009/10, \$80,000 in 2010/11, and \$87,500 in 2011/12 from the Manitoba Opportunities Fund; and \$546,500 in 2009/10, \$642,000 in 2010/11, and \$74,000 in 2011/12 from the Foreign Credentials Recognition Fund)***

The Council approved the distribution of funds in support of the Labour Market-Driven Post-Secondary Bridge Programs, a federal-provincial initiative that builds capacity in Manitoba's post-secondary institutions. The Initiative assists colleges and universities with delivering high-quality bridge programs to help internationally trained professionals gain access to the education, training and work experience they need to find jobs appropriate to their previous training and education. It not only encourages the movement of highly skilled immigrants into employment in high demand sectors of the economy, but also enhances post-secondary institutions' capacity to deliver additional bridge programming in the future. Specific pilot projects will be selected in a few months.

## 2.1.4 The College Expansion Initiative

The College Expansion Initiative (CEI) supports the growth of Manitoba's public college system. CEI does this by working collaboratively with the three public colleges, the University College of the North, and with the Council on Post Secondary Education.

All four institutions, Red River College, Assiniboine Community College, University College of the North and École technique et professionnelle work with CEI to develop expansion plans. These plans capture each college's vision for expansion that draws upon the strengths of the college.

All CEI program proposals are presented to the Council for approval, as the Council has the authority to grant funding approval for all new and expanded activity.

CEI's investments in Manitoba's college system in 2009/10 total \$2,007,700.

CEI Programs approved and funded by the Council in 2009/10 include the following:

### **Assiniboine Community College**

- ***Instructional Release Time Re: Practical Nursing Conversion – (\$85,000)***

The Council approved \$85,000 in one-time only funding for one full-time equivalent instructor position to convert the College's Practical Nursing Certificate Program to a Diploma Program. This follows the Council's earlier approval authorizing the College to grant diploma credentials to students who successfully complete requirements for the 1800 hour Practical Nursing Program starting after July 1, 2010 and continuing thereafter.

### **Red River College**

- ***Conversion of Nursing Programs to Bachelor of Nursing Accelerated (BNA) Degree Program – (\$200,000)***

In 2009/10, *The Colleges Act* was amended to provide Manitoba's colleges with degree granting authority. Accordingly, the Council approved \$200,000 as part of the Government's Nursing Strategy to support the conversion of the College's Diploma Nursing Accelerated (DNA) and Joint Baccalaureate Nursing (JBN) Programs into a single Bachelor of Nursing Accelerated (BNA) Degree Program. The program conversion supports the introduction of newly mandated competencies from the College of Registered Nurses of Manitoba. The funding approval covers the hiring of staff to revise the existing curricula to the new BNA Program.

- ***B. Tech., (Bachelor of Technology) in Construction Management – (\$133,000 in 2009/10 and ongoing from COPSE; \$125,000 in 2009/10 and 2010/11 from Entrepreneurship, Training and Trade (Apprenticeship Branch)***

Following amendments to *The Colleges Act*, authorizing Manitoba's colleges to grant degrees, Red River College received approval to offer a new four-year Bachelor of Technology in Construction Management, the only one of its kind in the province. The baccalaureate degree program with an applied focus, encompasses eight academic semesters and three co-op work terms or internships of six months each to create a 44-month program. A unique strength of the program is it allows entry with varying backgrounds (sequential, diplomas, degrees, journeypersons) and exit at several levels (certificate, diploma, degree). Content is focused on four domains of Leadership and Management, Applied Research and Innovation, Science and Technology, and Ethics and Environment, and focus is on three main construction areas: heavy construction, industrial and commercial construction, and residential.

Responding directly to Manitoba's rapidly expanding construction industry and growing demand for Construction Managers, graduates will be highly skilled in project management, estimating, information technology, financial and business management, team management, conflict resolution, negotiation, supervision, and communication. Graduates are expected to be employed in senior management positions with Manitoba construction firms, engineering, architecture design and management firms with the federal, provincial and municipal governments, and crown corporations such as Manitoba Hydro, as well as starting their own firms as entrepreneurs.

### **University College of the North**

- ***Practical Nursing Diploma Program – (\$350,000 in ongoing funding)***

The Council approved \$350,000 to begin development of a 40-seat Practical Nursing Diploma Program for delivery in northern Manitoba. The Council expects to receive a full program proposal in 2010/11.

### **College and University College Approvals that did not Receive Funding from COPSE**

#### **Assiniboine Community College**

- ***Pork Production Manager Program –Redirection of Funds***

The College received approval to redirect funds of \$67,010 used to support the Pork Production Manager Program to hire a part-time faculty member to investigate the feasibility of offering a new program in horticulture for the 2009/10 curriculum. The request to re-direct funds is due largely to substantial decline in enrollment since 2003, adequate training of current managers, maturity of labour market at the Pork Production Manager Level, and decreasing need for certification at the manager level.

- ***Horticulture Production Certificate***

Following completion of a feasibility study on the offering of a new program in horticulture, the Council approved the College's request to establish a new 15-seat Horticultural Production Certificate Program, the only one of its kind in Manitoba. The program provides career training in four key sectors: greenhouse, nursery, fruits and vegetables, and parks and landscape, and requires two terms of study and a four-month co-operative work placement of 600 hours. Graduates will have developed strong, hands-on training and skills in production horticulture, and will be well prepared to work in rural or urban settings, with opportunities in greenhouses and nurseries, food production and processing, applied research, public parks and landscape management.

- ***Authority to Grant Diploma Credentials in Practical Nursing***

Assiniboine Community College received Council approval to authorize the granting of diploma credentials to all students who successfully complete the requirements of the 1800 hour Practical Nursing Program, for programs beginning after July 1, 2010 and continuing thereafter. The Council's approval occurs in conjunction with the Government's decision to convert all diploma training programs for Registered Nurses to Baccalaureate degree programs, commencing in September, 2010.

- ***Heavy Duty Equipment Technician Certificate Option***

The Council approved the offering of an optional 66 credit certificate exit at the end of the first year of the two-year Heavy Duty Equipment Technician Diploma Program. The certificate option offers a college credential to those students opting to remain employed at a co-operative work placement at the end of the first year. The College intends to pursue accreditation for the one-year certificate program as being equivalent to the Manitoba Apprenticeship Branch's Heavy Duty Equipment Technician Level One in-school apprenticeship training. The certificate option aligns with other trades pre-employment certificate programs currently offered at the College.

- ***Environmental Technologies Diploma***

The College received approval to modify its existing Geographical Information System (GIS) Environmental Technologies Diploma and Land and Water Management Diploma Programs to establish the new Environmental Technologies Diploma. The new program includes 30 credits of common courses in the first term, and a choice of specialization of 105 credits in either the GIS or Land and Water Management. The modified program reflects current national occupational standards for similar program types, allows students more time and information before choosing a career path, creates scheduling efficiencies, reduces course administration and maintenance overhead, and simplifies communications and marketing activities to employers, graduates and potential students.

- ***Re-direct of Northern Nursing Funds***

The Council approved the College's request to redirect \$265,000 in Northern Nursing Funding towards establishment of LPN cohorts in six Aboriginal communities. The six,

25-seat cohorts were established in Selkirk, The Pas, West Region Tribal Council, Ebb and Flow First Nation, Nelson House and Oxford House. The LPN cohorts were funded in 2009/10 and 2010/11 in partnership with the Provincial Government (Employment Manitoba), Federal Government, as well as several Aboriginal Human Resource Development Agreement stakeholders.

- ***Construction Electrician Certificate – Program Expansion***

In response to the increasing demand for construction electricians and electrician apprentices in Manitoba, the College received Council approval to expand its pre-employment Construction Electrician Certificate Program by an additional 15 seats at its Parkland Campus in Dauphin, commencing September 2010. Since demand for the program has consistently far exceeded capacity of 15 students when it was first offered in 2000 at the Brandon campus, the expansion helps train more students to work in the high-demand construction electrician trade. In addition to serving the Dauphin area, the expansion offers training opportunities to several neighbouring First-Nations communities whose members make up a high proportion of the Parkland student body.

## **Red River College**

- ***Union Bank Tower***

The Council approved several initiatives related to Red River College's proposal to acquire the historic Union Bank Tower to establish a culinary arts and hospitality training centre, office, lab and classroom space, and student housing. These included the College's request for procurement of the Union Bank Tower and associated land at no cost based on an independent property appraisal, and a business plan outlining cashflow projections and revised scope, and completion of the architectural and design planning leading to the completion of Class A estimates for the Union Bank Tower residence facilities.

- ***Pre-Employment Construction Trades Program***

Based on positive results of a pilot project, the Council approved the College's request to complete the permanent conversion of the construction Pre-employment (PE) Carpentry, Electrical and Plumbing Programs from two nine-month sections of each trade per year to four five-month programs per year to deliver programming to twice as many students per year. This follows the Council's approval last year to shorten the PE programs pending the results on a pilot project basis. The College also received approval to convert its remaining nine-month PE construction trades programs to two five-month offerings. The program changes help address the skilled trades shortage and the concerns of business and industry, shorten waiting times for applicants, and increase completion rates.

- ***Wood Products Manufacturing Technology Program – Program Changes***

Red River College received approval to convert its 32-month Wood Products Manufacturing Technology Program to a 20-month Cabinetry and Woodworking Diploma Program and a four-month Cabinet and Woodworking Certificate exit. The shorter

program enables the College to train more individuals to meet the skills shortage in the manufacturing industry, and reduce waiting times for applicants wanting to access a career in the cabinetry and woodworking trades. Students who complete Semester 1 of the Cabinet and Woodworking Certificate may choose to either seek Level 1 accreditation with the Cabinetmaker Apprenticeship Program, to enter Semester 2 to earn a Woodworking Technology Diploma (with a 4-month co-op work placement) at the end of Semester 4, or enter the workforce directly with hands-on shop-floor skills. With the rapid growth in Manitoba's construction industry over the last five years, graduates are expected to help fill the shortage of skilled cabinet-makers and wood-related workers.

### **University College of the North**

- ***Use of One-Time Surplus Funding for Capital Projects***

The Council approved UCN's request for use of one-time funding of \$119,800 from within its internal resources in support of operating costs related to travel, support staff, equipment requirements and other incidentals related to UCN's capital projects at the Thompson and The Pas campuses.

- ***Use of One-Time Surplus Funding for Regional Centre Director***

UCN's 12 northern regional centres are spread over a wide geographical area creating significant challenges of coordinating, staffing and managing post-secondary programming, as well as focusing on student success. To address these challenges, UCN received Council approval for use of one-time funding of \$70,300 from within its internal resources in each of 2009/10 and 2010/11 in support of the hire of a Regional Centre Director for a two-year term.

- ***Use of One-Time Surplus Funding for Regional Centre Operations***

The Council approved UCN's request to expend \$402,600 from within its internal resources to support operations at Oxford House and Grand Rapids, UCN's two newest regional centres that opened in 2007/08.

- ***Grand Rapids Regional Centre – Reallocation of Funds***

The Council approved UCN's request to reallocate \$215,000 from within its internal resources towards construction of a teaching facility and instructors' accommodations at the Grand Rapids Regional Centre. The provision of the facility and accommodations addresses the challenge of delivering post-secondary programming to more students within the community.

- ***Construction of Teaching Facility to House A Mining Academy in Flin Flon***

UCN received approval to reallocate \$500,000 from within its internal resources towards funding construction costs of a new 2,000 square-foot teaching facility to house a Mining Academy in Flin Flon. Several stakeholders, in addition to UCN, including the mining industry, Apprenticeship Manitoba, Industry Workforce Development, the Community

Economic Development Committee of Cabinet, the City of Flin Flon, and the Community Adjustment Fund, administered by Western Economic Diversification Canada, jointly contributed towards establishment of a Mining Academy in Flin Flon. The facility is expected to provide educational opportunities for research and training in several mining-related areas included geology, engineering and environmental studies.

- ***Student Support Fund***

UCN received approval to expend its \$600,000 student support fund to address specific needs concerning student academic success, retention and study outcomes. The eight proposals approved for funding include Student Support and Development Research to create baseline data related to student recruitment and retention, Clerical and Administrative Support for the Institutional Research Dept., Residence Life/Student Support to address the need for planned and facilitated recreational activities and cultural events for students living in residence, a Counsellor, a Learning Support Instructor, an Academic Advisor, Learning Lab Support, and three Educational Assistants.

- ***Purchase of Former Greek Orthodox Church in Thompson***

The Council approved UCN's expenditure of \$300,000 from within its internal resources to purchase a former Greek Orthodox Church for future development plans of the new Thompson campus.

### **Colleges with Practical Nursing Mandates**

The Council approved a policy change for Practical Nursing Mandates in the Province whereby the exclusive mandate of Assiniboine Community College to deliver Practical Nurse training programs was replaced by a regional delivery model. Under the new policy, Assiniboine Community College will deliver base budget Practical Nurse training activities in southern Manitoba, University College of the North will deliver Practical Nurse training in northern Manitoba, and Collège universitaire de Saint-Boniface will deliver base budget Francophone Practical Nurse training province-wide.

## **2.2 Policy Activities**

During the year, the Council Secretariat participated in several activities related to post-secondary education policy. These activities fall into general categories related to development work on a post-secondary policy framework, policy operations, information management, and involvement in policy network activities in a number of different sectors that are community-based, inter/intra-departmental, inter-provincial and national in scope.

### **2.2.1 Post-Secondary Policy Framework**

COPSE's post-secondary policy framework consists of post-secondary-related legislation, the Minister's Framework of Accountability, COPSE bylaws, and policies and procedures. Together, these policy instruments help to guide Manitoba's post-secondary system.

#### **New and Amended Legislation**

COPSE sponsors legislative change relating to the public post-secondary system and manages related processes. In this reporting year, COPSE sponsored the following legislation:

1. *The Colleges Amendment Act*, relating to the power to grant degrees
2. *The College universitaire de Saint-Boniface Incorporation Act*, relating to the power to grant degrees
3. *The University College of the North Amendment Act*, relating to the governance structure of the institution

#### **College Baccalaureate Degrees**

In April 2009, Government amended *The Colleges Act* and *Le College universitaire de Saint-Boniface Act* to provide degree-granting authority to all college institutions in Manitoba. Styled "baccalaureate degrees with applied focus", these degree programs are intended to provide Manitoba students with extended programs of study in technical-vocational fields. In order to accommodate these new degree-granting authorities, COPSE adopted a new college degrees program proposal form for consideration of all new college degree programs in September 2009. This new program proposal form requires college institutions to provide information and background to COPSE concerning the specific hallmarks of applied degree programming.

#### **The Minister's Framework of Accountability**

COPSE continued working with Manitoba Advanced Education and Literacy to further develop the Minister's Framework of Accountability as required under Section 4(b) of *The Council on Post-Secondary Education Act*. This work is expected to be completed in 2010/11.

#### **Bylaws**

Two additional bylaws were drafted in 2009/10 (Signing Authority and the Duties of the Secretary), but are being held pending the approval of the Minister's Framework of Accountability. COPSE currently has a total of two approved bylaws.



## **Policies and Procedures**

In 2009/10, COPSE approved the “Policy Relating to the Delegated Authority of Minister’s Powers Under Subsection 3(2) of *The Degree Granting Act*.” This brings the total number of policies and procedures approved by COPSE to five.

### **2.2.2 Policy Operations**

#### **Co-operative Education Tax Credit (CETC)**

The CETC was introduced in the 2003 Provincial Budget as part of the family of Co-op Education & Apprenticeship Tax Credits to encourage corporations to hire students, to encourage students to live and work in Manitoba, and to increase co-operative education in Manitoba. COPSE’s responsibility in the program is to ensure that applications for student work placements meet the educational merits of the co-operative education program. A parallel CETC program offered to private companies, unincorporated employers, Crown corporations etc, was announced in the March 2006 Provincial Budget.

In 2009/10, COPSE approved requests for 948 student co-operative education work placements.

#### **Use of the term “University” under *The Degree Granting Act***

In December 2006, the Legislative Assembly of Manitoba passed *The Degree Granting Act*. This Act included provisions that gave the Minister responsibility for approving the use of the term “university” and “varsity” in a business undertaking or in advertising. In 2007, consistent with the Act, the Minister delegated this authority to COPSE. In January 2009, COPSE approved a policy that provides guidance when analysing requests for the use of the term “university” or “varsity” in a business undertaking or in advertising. Analysis is prepared and presented to COPSE to assist COPSE in coming to a decision.

During this reporting year, COPSE applied the policy in the following:

1. William and Catherine Booth College (Booth College) requested that COPSE allow Booth College to use the term “university” in advertising. COPSE approved the request. In coming to its decision, COPSE noted the 26-year history of Booth College in Manitoba. More compelling, however, was the fact that COPSE found that the use of the term “university” in advertising for Booth College was consistent with the intent of the Legislative Assembly of Manitoba when it passed the College’s incorporating legislation, *The Salvation Army William and Catherine Booth Incorporation Act*. Specifically, COPSE noted that Section 1.1 of that *Act* outlined purposes and objects of the institution, stating that the College was to provide “university-level” instruction, education and training. A letter was sent to Booth College notifying the College of the decision and detailing the reasons for COPSE’s approval of the request.
2. A subsequent request from Booth College was made to change the name of the College to include the term “university.” COPSE did not consider the request because Booth College is incorporated through private legislation. COPSE indicated that Booth College would have to pursue an amendment to *The Salvation Army William and*

*Catherine Booth College Incorporation Act.* Booth College began to pursue this objective with a private member of the Legislative Assembly.

3. The University of Manitoba Graduate Students Association (UMGSA) requested that COPSE allow the UMGSA to use the term “university” in its name. The UMGSA, which had previously been registered only with a business number, wanted to register itself in Manitoba under its commonly-used name (The UMGSA). COPSE reviewed the request and found that the use of the name was appropriate, and that the request was formalizing a well-known organizational name that had been associated with the University of Manitoba for some time. COPSE approved the request. The UMGSA was notified of the approval in writing.
4. A private concern contacted COPSE proposing to establish a private university that would grant degrees in the area of nursing and other allied health fields. COPSE noted that the request included not only a request to use the term “university” in a business name, but also a request for authorization to grant degrees, which is not addressed in COPSE’s policy. COPSE began working with the private concern to develop information so as to be able to advise government on a proposal to establish a new degree-granting institution. By the end of 2009/10, the private concern had notified COPSE that they were reviewing their business case and were determining whether or not they would proceed with the application.
5. COPSE received a request from Providence College and Seminary (PCS) to use the term “university” in advertising and in its name. COPSE approved the request to use the term “university” in advertising. In coming to its decision, COPSE considered the fact that PCS has been operating in Manitoba since 1925, it has received a small grant from COPSE since 1998, it is designated for purposes of Manitoba Student Aid, it is established through an act of the Legislature, it is able to grant degrees under the framework established by *The Degree Granting Act*, it has articulation agreements with public universities in Manitoba, and that it delivers undergraduate programming that is acceptable to the Teacher Education Certification Committee of Manitoba Education, Citizenship and Youth for purposes of teacher certification. COPSE found these facts persuasive in its deliberations regarding its established policy regarding the use of the term “university” in advertising. COPSE did not consider the request to use the term “university” in the name of the College in 2009/10.

### **Organizational and Operational Reviews**

COPSE was responsible for completing organizational and operational reviews of University College of the North under *The University College of the North Act*, and COPSE itself under *The Council on Post-Secondary Education Act*. Acting through its delegated powers from the Minister, COPSE continued its work on the organizational and operational review of colleges required under Section 16(i) of *The Colleges Act*. These reviews help to ensure that the organization and operations of these entities are still relevant to their mandates.

### **College Facilities Ownership Review**

Throughout 2008 and 2009, COPSE received college perspectives concerning the question of transferring facilities ownership from government - Manitoba Infrastructure and Transportation (MIT) to the colleges themselves. COPSE continues to be available to

both colleges and MIT to assess options for facilities ownership from the standpoint of academic and training requirements.

### **Campus Manitoba**

COPSE continues to work with all stakeholders, including Government, to assess and evaluate the recommendations of the Nordman Report.

### **Tuition Fee Policy**

COPSE worked with Government and post-secondary institutions to implement the 4.5% cap on tuition fees. Other work focused on tuition fees charged by institutions in regional centres. This work is ongoing.

### **Inter-Provincial Training Agreements**

COPSE administered Inter-Provincial Training Agreements for Veterinary Medicine with the University of Saskatchewan and the other western provinces, for Optometry with the University of Waterloo and Ontario, and for Nuclear Medicine with Southern Alberta Institute of Technology and Alberta.

## **2.2.3 Post-Secondary Information Management**

### **Career Development Initiative**

Served on the interdepartmental Career Development Strategy Working Group and a subcommittee that contributes toward development of the Career Development Initiative.

### **Records Data Initiative (Data Strategy)**

COPSE worked with the Policy and Planning Branch of Manitoba Advanced Education and Literacy on the development of a data strategy for the post-secondary and adult education sector in Manitoba. This strategy will continue to be developed throughout the next number of years, including an amendment to *The Council on Post-Secondary Education Act*. The data strategy is designed to increase efficiency in the collection of data, to strengthen the ability of COPSE to meet its mandate, and to strengthen accountability and reporting.

### **Environmental Scan**

In support of its strategic planning process, COPSE prepared an environmental scan examining the post-secondary environment in Manitoba.

## **2.2.4 Policy Networks**

### **Post-Secondary Emergency Managers Network (PSEMN)**

The PSEMN was established in 2007, and COPSE has been a member of the Network since that time. Throughout 2009/10, much of the work of the committee was on preventative measures and information sharing related to H1N1. Other activity included liaison with institutions that experienced emergencies, such as the Duff Roblin Building fire at the University of Manitoba and the fire at UCN's Thompson campus.

### **Aboriginal Education in Manitoba**

Participated with senior officials from both levels of Government and representatives from Aboriginal organizations to develop and enhance Aboriginal educational outcomes in post-secondary education in Manitoba.

### **ACCESS Director's Group**

Attended biannual meetings to address planning and program-related issues.

### **Post-Secondary Education Committee on Learning Technologies**

Guided the activities of the Post-Secondary Education Committee on Learning Technologies to provide support and participate in policy-making with respect to Campus Manitoba and other distributed learning activities.

### **Labour Market-Driven Bridge Program Initiative in Post-Secondary Institutions**

Participated on a federal-provincial initiative in partnership with the post-secondary institutions to enhance entry of immigrant professionals into the Manitoba labour force.

### **Health Education Liaison Group**

Participated on this interdepartmental team responsible for policy direction for health-related educational programs.

### **Manitoba Nursing Advisory Council**

Represented COPSE and Advanced Education and Literacy on a province-wide council dealing with nursing education, and with supply and demand issues.

### **Western Health Human Resources Forum**

Worked collaboratively with members from health and education from the four western provinces to strategize on health human resources issues in Western Canada.

### **Capacity Building for Internationally Educated Nurses (IENs) Assessment (CBIA)**

Participated as part of the Manitoba representation on this project.

### **Federal-Provincial Coordinating Committee on Entry-to-Practice (ETP) Credentials**

Participated on the working committee to address requests for changes to entry-to-practice credentials in the allied health field. An assessment process has been developed and implemented for the first time through the Coordinating Committee which replaced the ETP Working Group. Proposals related to Licensed Practical Nursing and Physiotherapy have been reviewed through this process.

### **National Experts Committee on Interprofessional Education for Collaborative Patient Centred Practice (IECPCP)**

Participated as a member on the National Experts Committee on IECPCP.

### **Advisory Committee for the Western College of Veterinary Medicine**

Served on the Advisory Committee for the Western College of Veterinary Medicine.

### **Child Care Education Program Approval Committee (CCEPAC)**

Responsible for providing support and links to government.

### **Council of Ministers of Education, Canada (CMEC)**

Participated in the following CMEC committees: Canadian Education Statistics Council, Quality Assurance Working Group, Post-Secondary Education Expectations Project, the Credit Transfer Working Group, the affordability working group, and the Post-Secondary Education Assistant Deputy Ministers' Committee.

### **Workplace, Safety and Health**

Served on the Departmental Workplace, Safety and Health committee.

### **Technical Vocational Education Advisory Committee**

Served on the Steering Committee comprised of government, college, business, education, and community representatives that provide guidance to the Technical Vocational Initiative.

### **Membership and Participation on National Organizations**

Served as a member on the Canadian Association of University Business Officers (CAUBO), the Canadian Institutional Research Planning Association (CIRPA), and the Institute of Public Administration of Canada (IPAC). In fall 2009, COPSE presented on the 2008 Manitoba Graduate Outcomes Survey at CIRPA.

### **Summary Budgeting**

Worked with the Department of Finance and the universities and colleges on reporting the consolidated operations of the universities of Manitoba, Winnipeg and Brandon, Collège universitaire de Saint-Boniface, the University College of the North, Red River College and Assiniboine Community College in the Government Reporting Entity (GRE). The implementation of Summary Budgeting is in accordance with the Public Sector Accounting Board (PSAB) reporting requirements.

## **2.3 Finance**

### **Estimates Process**

#### **2.3.1 Operating Budgets**

The annual Estimates process for the universities and community colleges commenced in June 2008. At that time, the Council requested that institutions review the financial requirements for the following fiscal year and submit an Estimates request for the Council's review. The Estimates information was requested in a format that allowed for comparative analysis of institutions. In this way, the Council could make informed judgments about the requirements of each institution when formulating its recommendations to Government.

Institutions were requested to provide a base level budget with explanations for increases and a detailed assessment of impacts, as well as information related to enrollment levels and staffing, and status reports on previously funded new programs and System Restructuring grants.

The budget submissions were received in late September 2008, at which time the Council reviewed the individual submissions and the analyses of the financial requirements prepared by Council staff. Following this review, the Council members met with each institution separately so that the institution could present its budget request and provide additional information to the Council. The Council also met with faculty and student representatives.

Following the meetings with the colleges and universities, the Council developed a presentation for the Minister of Advanced Education and Literacy, recommending funding levels for the post-secondary education system. This was based on the information provided by the colleges and universities and the Council's view of funding requirements. The Minister reviewed the presentation and then made recommendations to Government. Final funding levels were determined and communicated following the budget announcement in spring 2009. The Council then finalized its allocation of available funds by institution and the colleges and universities were advised.

#### **2.3.2 Major Capital**

The annual Estimates process for Major Capital for the universities also commenced in June, 2008. At that time, the Council requested that institutions review the major capital requirements for the following fiscal year and submit the Estimates request.

The Council has responsibility for approving capital projects and distributing major capital grants at the universities only. Since 1998/99, the Council has utilized a process for ranking the capital project requests of the universities. This process involves engaging the Manitoba Department of Infrastructure and Transportation (MIT) with its technical expertise to review the major capital requirements at the universities and to develop a plan, including budget and scheduling, to address the most critical requirements at the

universities. When the major capital requests were received by the Council in July, the submissions were forwarded to MIT for review and analysis. MIT then provided advice to the Council in the allocation of the major capital funding at universities.

MIT has responsibility for funding Major Capital projects at the community colleges and UCN. Community college projects were considered by MIT concurrently with the requests from other government departments. Funding decisions were communicated to the Council, the community colleges and to UCN when the budget was announced in the spring.

### **2.3.3 Projects**

The review of major capital projects has proven to be successful in identifying the projects that require immediate attention and in accessing additional funds from Government. Some of the major projects funded in 2009/10 included:

#### **Brandon University**

- Caulking of Exteriors – Brodie Building
- Roof Restoration

#### **University of Manitoba**

- Fire Safety Upgrades
- Building Envelope Upgrades
- Window Replacement
- Asbestos Abatement

#### **University of Winnipeg**

- Heating, Ventilation and Air Conditioning Upgrades – Wesley Hall
- Video Security Surveillance System Renewal
- Roof Restoration – Centennial Hall Main Entrance

## **2.4 Accountability**

COPSE undertook the following accountability projects in partnership with the post-secondary education institutions:

### **2.4.1 Monitoring System Performance**

#### **Indicators**

Post-secondary institutions continued to report to COPSE on indicators of student success, including information on enrolment by socio-economic status, as well as retention, attrition and graduation rates at colleges and universities.

#### **Program Costing**

Since 1997, institutions have been reporting program costs using a common methodology. This methodology employs common definitions, procedures and reporting formats to allow for better comparative analysis of financial data from public universities and colleges in the province. Data is collected annually from public universities and colleges.

#### **Student Complaints**

COPSE receives complaints from students each year regarding their post-secondary experiences. It is important to note that COPSE cannot intervene on a student's behalf regarding a problem with a post-secondary institution. COPSE is restricted in its ability to interfere with the internal affairs of a post-secondary institution. *The Council on Post-Secondary Education Act*, Section 3(2) states that, "in carrying out its mandate, the council may not interfere with:

- (a) the basic right of a university or college to formulate academic policies and standards;
- (b) the independence of a university or college in fixing standards of admission and of graduation; or
- (c) the independence of a university or college in the appointment of staff."

Concerns should be addressed with the institution in question, including the use of student advocates, ombudsmen, student associations, and other established institutional appeal processes. Nevertheless, students do complain to their government about experiences with post-secondary institutions. Such complaints are either made directly to COPSE, or referred to COPSE by another government office.

Complaints are received by telephone, email and by letter. In 2009/10, a total of 35 complaints were received and addressed by COPSE. This is an increase from the 15 complaints received and addressed by COPSE in 2008/09.

### **2.4.2 Public Reporting and Disclosure**

#### **Annual Reports**

As required by *The Council on Post-Secondary Education Act*, the Council must prepare and submit to the Minister of Advanced Education and Literacy an annual report of its



operations, including the audited financial statements, within six months following the end of the fiscal year.

The universities and colleges are required to prepare and submit an annual report of operations including the audited financial statements to the Council on Post-Secondary Education and to the Minister of Advanced Education and Literacy. These reports are required within six months for the universities and within four months for the colleges, following the end of each fiscal year. Comprehensive financial plans, budgets, statistical information, status reports for new programs, and other funding approved by the Council are also required.

As required by *The Colleges Act*, the colleges must prepare an annual budget prior to the beginning of each fiscal year. The Colleges must also publish an annual academic report that includes student information on enrollment, attrition, graduation, and graduate employment placement in accordance with the guidelines provided.

These documents are analyzed throughout the year by the Council Secretariat and information is utilized to present funding requests to Government and to report on the activities of the post-secondary institutions in Manitoba.

### **Statistical Compendium**

In 2009/10, the Council released the seventh edition of the annual Statistical Compendium. Developed in cooperation with the colleges and universities, the Compendium contains data on student enrollments, graduates, programs, tuition fees, retention rates, etc. in the post-secondary education system. The Compendium is released with the Annual Report. The Compendium, Annual Report and other reports are available in English and French on the Council's website at [www.copse.mb.ca](http://www.copse.mb.ca).

### **Report on Sustainable Development Activities and Accomplishments**

Council staff participated on Manitoba Education's Sustainable Development Team, developing ways to ensure that the principles of sustainable development are known and understood by members of the two education departments, and integrated into everyday practices. Council staff continued to work with the Manitoba Education for Sustainable Development Working Group (MESDWG) that brings together representatives from both education departments as well as other government, business and community organizations to determine goals, priorities, and activities for ESD activities in Manitoba.

### **Whistleblower Reporting**

*The Public Interest Disclosure (Whistleblower Protection) Act* came into force in 2006, and included a requirement for annual reporting (see Appendix A). In 2009/10, COPSE did not receive any disclosures under the *Act*. This was the same as in 2008/09.

### **Freedom of Information Requests**

In 2009/10, COPSE handled two requests for information under *The Freedom of Information and Protection of Privacy Act* (FIPPA). This is compared to three requests for information handled in 2008/09.

# **Chapter III**

## **Audited Financial Statements of the Council on Post-Secondary Education**

**For The Year Ended March 31, 2010  
Winnipeg, Manitoba, Canada**

## THE COUNCIL ON POST-SECONDARY EDUCATION

### Responsibility for Financial Statements

The management of the Council on Post-Secondary Education is responsible for the financial reporting process that produces the financial statements and accompanying notes. The financial statements are prepared in accordance with Canadian generally accepted accounting principles.

The Council is responsible for overseeing management's performance of its financial reporting responsibilities. The statements are audited by the Auditor General of Manitoba, whose opinion is included herein.

In order to fulfill this responsibility, management maintains systems of internal control over the financial reporting process designed to provide assurance that relevant and reliable financial information is produced.

**“Original signed by  
Carlos Matias”**

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Carlos Matias, CGA  
A/Chief Financial Officer

**“Original signed by  
Sid Rogers”**

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Sid Rogers  
Secretary

July 2, 2010  
Winnipeg, Manitoba

## **Auditors' Report**

To the Legislative Assembly of Manitoba, and  
To The Council on Post-Secondary Education

We have audited the statement of financial position of The Council on Post-Secondary Education as at March 31, 2010, and the statements of operations, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the Council's management. 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 plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of The Council on Post-Secondary Education as at March 31, 2010, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

**“Original signed by Office  
of the Auditor General”**

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July 2, 2010  
Winnipeg, Manitoba

## THE COUNCIL ON POST-SECONDARY EDUCATION

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### Statement of Financial Position As at March 31, 2010

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	<u>2010</u>	<u>2009</u>
<b>ASSETS</b>		
Current Assets:		
Cash	\$ 633,473	\$ 264,343
Accounts receivable, Province of Manitoba	2,009,348	1,265,915
Prepaid Expenses	63,500	-
	<u>2,706,321</u>	<u>1,530,258</u>
Long-term Receivable:		
Province of Manitoba (Note 4)	1,235,663	1,169,701
Capital Assets (Note 6)	<u>46,278</u>	<u>34,389</u>
Total Assets	<u><u>\$ 3,988,262</u></u>	<u><u>\$ 2,734,348</u></u>
<b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities:		
Accounts payable and accrued liabilities	\$ 143,727	\$ 106,638
Grants payable	2,293,629	1,165,000
	<u>2,437,356</u>	<u>1,271,638</u>
Long-term Liabilities:		
Provision for employees' severance benefits (Note 7)	131,662	118,375
Provision for employer's share of employees' pension benefits (Note 8)	1,131,522	1,065,560
	<u>1,263,184</u>	<u>1,183,935</u>
Total Liabilities	<u>3,700,540</u>	<u>2,455,573</u>
Net Assets		
Investment in Capital Assets	46,278	34,389
Unrestricted Net Assets	241,444	244,386
	<u>287,722</u>	<u>278,775</u>
	<u><u>\$ 3,988,262</u></u>	<u><u>\$ 2,734,348</u></u>

Contractual Obligations (Note 9)

Approved on Behalf of the Council

\_\_\_\_\_ "Signed by Sid Rogers"

\_\_\_\_\_ "Signed by James Allum"

## THE COUNCIL ON POST- SECONDARY EDUCATION

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### Statement of Operations For the year ended March 31, 2010

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	<u>2010</u>	<u>2009</u>
Revenues:		
Province of Manitoba grants:		
Department of Advanced Education and Literacy	\$ 542,361,777	\$ 507,480,744
Other	1,424,700	1,541,900
Interest	-	16,375
Total Revenues	<u>543,786,477</u>	<u>509,039,019</u>
Expenses:		
Operating grants	480,129,901	434,592,584
Support programs	1,556,380	1,473,765
College Expansion Initiative grants	32,930,947	31,277,827
Post Secondary Strategic grants	895,613	1,110,800
Equipment and Renovations grants	6,733,600	7,986,600
Major Capital grants	5,174,588	5,084,000
Access grants	9,077,400	8,582,800
Tuition Rebate grants	-	12,975,991
Inter-Provincial Training Agreement	4,943,741	4,501,451
Administrative and Other, Schedule 1	2,335,360	1,434,651
Total Expenses	<u>543,777,530</u>	<u>509,020,469</u>
Excess of Revenues over Expenses	<u>\$ 8,947</u>	<u>\$ 18,550</u>

**THE COUNCIL ON POST-SECONDARY EDUCATION**

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**Statement of Changes in Net Assets  
For the year ended March 31, 2010**

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	<b>2010</b>			<b>2009</b>
	Investment in Capital Assets	Unrestricted Net Assets	Total	Total
Balance, Beginning of Year	\$ 34,389	\$ 244,386	\$278,775	\$260,225
Excess of Revenues over Expenses	-	8,947	8,947	18,550
Inter-fund Transfers			-	-
Capital Purchases	45,286	(45,286)		
Amortization	(33,397)	33,397	-	-
Balance, End of Year	<u>\$46,278</u>	<u>\$241,444</u>	<u>\$287,722</u>	<u>\$278,775</u>

**THE COUNCIL ON POST-SECONDARY EDUCATION**

**Statement of Cash Flows**  
**For the year ended March 31, 2010**

	<u>2010</u>	<u>2009</u>
Cash Provided by (Used In) Operating Activities:		
Excess of Revenues over Expenses	\$ 8,947	\$ 18,550
Amortization	<u>33,397</u>	<u>10,113</u>
	42,344	28,663
Net Change in Non-Cash Working Capital Items:		
(Increase) in prepaid expenses	(63,500)	-
(Increase) in accounts receivable	(743,433)	(519,807)
Increase (Decrease) in accounts payable and accrued liabilities	37,089	(121,823)
Increase in grants payable	<u>1,128,629</u>	<u>550,092</u>
	401,129	(62,875)
Cash Provided by (Used In) Financing Activities:		
(Increase) Decrease in long-term receivable – Province of Manitoba	(65,962)	73,233
Increase in provision for employees' severance benefits	13,287	11,836
Increase (Decrease) in provision for employer's share of employees' pension benefits	<u>65,962</u>	<u>(73,233)</u>
	13,287	11,836
Cash Used In Investing Activities:		
Purchase of capital assets	<u>(45,286)</u>	<u>(20,035)</u>
(Decrease) Increase in Cash for the Year	369,130	(71,074)
Cash, beginning of year	<u>264,343</u>	<u>335,417</u>
Cash, end of year	<u>\$ 633,473</u>	<u>\$ 264,343</u>

Supplementary Financial Information

	2010	2009
Interest Received	-	\$16,375



**THE COUNCIL ON POST-SECONDARY EDUCATION**


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**Schedule of Administrative and Other Expenses**  
**For the year ended March 31, 2010**


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	<u>2010</u>	<u>2009</u>
Amortization	\$ 33,397	\$ 10,113
Automobile and traveling	39,268	56,161
Capital Review	-	66,204
Commission on Tuition	-	62,900
Communication data strategy	-	71,962
Computer operating and lease costs	44,475	43,568
Course and membership fees	21,122	12,076
Furniture and equipment	-	3,981
Graduate Survey	100,000	-
Labour Market Bridge Programs	676,543	-
Meetings-Council	4,783	4,273
Miscellaneous grants	4,300	4,700
Office rental	62,524	53,731
Postage and telephone	12,991	14,594
Printing and stationery supplies	30,859	21,049
Professional fees	111,851	33,371
Remuneration for Council members	42,916	41,132
Salaries and employee benefits	1,021,383	851,155
Subscriptions and books	3,003	1,498
Sundry	125,945	82,183
Total administrative and other expenses	<u>\$ 2,335,360</u>	<u>\$ 1,434,651</u>

## THE COUNCIL ON POST-SECONDARY EDUCATION

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### Notes to Financial Statements for the year ended March 31, 2010

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#### 1. Nature of Operations

The Council on Post-Secondary Education (COPSE) was established by an Act of the Legislature passed in 1997 and is composed of 11 members appointed by the Lieutenant-Governor-in-Council.

The Universities Grants Commission Act was repealed effective April 28, 1997 by the Council on Post-Secondary Education Act.

The Council on Post-Secondary Education Act provided that the University Grants Fund be continued as the Post-Secondary Grants Fund. All assets and liabilities of the Universities Grants Commission were transferred to the Council on Post-Secondary Education.

Primarily, the Council on Post-Secondary Education provides funding to Manitoba's universities and community colleges for approved programs and capital projects from funds received from the Province of Manitoba.

On April 11, 2006, Treasury Board authorized the reorganization of the Council on Post-Secondary Education Secretariat. This included the integration of the College Expansion Initiative into the Council on Post-Secondary Education Secretariat.

#### 2. Significant Accounting Policies

##### A. **Basis of Accounting**

The Council on Post-Secondary Education's annual financial statements are prepared in accordance with Canadian generally accepted accounting principles using accounting standards for not-for-profit organizations.

##### B. **Grant Payments**

Operating, support program, college expansion initiative, tuition rebate, access, and strategic initiatives grants reflect payments to Manitoba universities and community colleges for their annual operations. These grants are funded on the basis of scheduled payments to meet the operating requirements of the universities and community colleges. Operating grants are also provided to private religious colleges and to the Winnipeg Technical College.

Major capital grants based on shared cost agreements are funded on a reimbursement basis. The university must first incur eligible costs as defined in the terms of the agreement, which the Council then reimburses.

Major capital grants to universities that are discretionary grants are funded when the university has met the eligibility criteria and fulfilled the conditions set out by the Council.

Equipment and renovation grants are provided to Manitoba universities and community colleges based on the cash flow requirements of those institutions.

##### C. **Revenue Recognition**

Revenue is recognized as funds are drawn from Province of Manitoba appropriations.

**Notes to Financial Statements  
for the year ended March 31, 2010**

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**D. Vacation and Severance Benefits**

Employees of the Council are entitled to vacation and severance benefits in accordance with the terms of the collective agreement. The liability for vacation is recorded based on the Council's best estimates. The liability for severance benefits is based on an actuarial valuation using the accrued benefit cost method and management's best estimates of salary escalation, retirement ages of employees and employee mortality. Actuarial gains or losses are recognized in the year they are incurred.

**E. Employer's Share of Employees' Pension Benefits**

Employees of the Council are pensionable under the Civil Service Superannuation Act. The Council accrues a provision for the liability for the employer's share of employee pension benefits, including future cost of living adjustments, based on an actuarial valuation using the accrued benefit cost method and management's best estimates of salary escalation, retirement ages of employees and employee mortality. Actuarial gains or losses are recognized in the year they are incurred.

**F. Capital Assets**

Capital assets are recorded at cost. Amortization is provided on a straight-line basis over the assets' estimated useful lives, in accordance with the Province of Manitoba guidelines, as follows:

Furniture	10 years
Leasehold Improvements	10 years
Machinery and Equipment	10 years
Computer Equipment	4 years

**G. Measurement Uncertainty**

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingencies at the date of the financial statements and the reported amounts of revenues and expenses during the period. Actual results could differ from these estimates.

**H. Financial Instruments**

Initially, all financial assets and liabilities must be recorded on the balance sheet at fair value. Subsequent measurement is determined by the initial classification of each financial asset and liability. All financial instruments are classified as one of: (a) held-for-trading; (b) loans and receivables; (c) held-to-maturity; (d) available-for-sale or (e) other liabilities. Financial assets and liabilities classified as held-for-trading are measured at fair value with gains and losses recognized in net income (loss). Financial instruments classified as held-to-maturity, loans and receivables and other liabilities are measured at amortized cost. Available-for-sale financial instruments are measured at fair value, with unrealized gains and losses recognized directly in net assets.

The Council on Post-Secondary Education's financial instruments consist of cash, accounts receivable, long-term receivable, accounts payable, accrued liabilities and grants payable. The Council has designated cash as held-for-trading, accounts receivable and long-term receivable as loans and receivables, accounts payable and accrued liabilities, and grants payable as other liabilities.

## THE COUNCIL ON POST-SECONDARY EDUCATION

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### Notes to Financial Statements for the year ended March 31, 2010

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#### 3. Change in Accounting Policies

The Council adopted the changes to CICA Handbook section 4400. The primary impact is the applicability of section 1540 "Cash Flow Statements". Adoption of this change has resulted in additional disclosure on the cash flow statement showing supplementary financial information.

#### 4. Long-term Receivable – Province of Manitoba

The long term receivable from the Province of Manitoba represents the following recoverable amounts.

	<u>2010</u>	<u>2009</u>
Severance Pay	\$ 104,141	\$ 104,141
Pension	<u>1,131,522</u>	<u>1,065,560</u>
	<u>\$ 1,235,663</u>	<u>\$ 1,169,701</u>

The amount recorded as a receivable from the Province for funding of the severance pay liability was initially based on the estimated value of the corresponding actuarially determined liability for severance pay as at March 31, 1998. Subsequent to March 31, 1998, the Province provides annual grant funding for severance expense. As a result, the change in the severance pay liability each year is fully funded. The interest component related to the receivable is reflected in the funding for severance expense. The receivable for severance pay will be paid by the Province when it is determined that the cash is required to discharge the related severance pay liabilities.

The Province has accepted responsibility for providing the funding for the Council's pension liability and related expense which includes an interest component. The Council has therefore recorded a receivable from the Province equal to the estimated value of its actuarially determined pension liability of \$1,131,522 (2009 - \$1,065,560) and has recorded revenue (expense) for the year ended March 31, 2010 equal to its pension expense of \$122,816 (2009 -\$16,474). The Province will make payments on the receivable when it is determined that the cash is required to discharge the related pension obligations.

#### 5. Financial Instruments

##### **Disclosure and Presentation of Financial Instruments**

The Council continues to apply Section 3861 *Financial Instruments - Disclosure and Presentation* in place of Sections 3862 and 3863.

##### **Fair Value**

The fair values of accounts receivable, accounts payable and accrued liabilities approximate their respective carrying values due to their short-term maturities. The fair value of the long-term receivable approximates its carrying value because the annual interest accretion is funded.

## THE COUNCIL ON POST-SECONDARY EDUCATION

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### Notes to Financial Statements for the year ended March 31, 2010

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#### *Risk Management*

##### Interest Rate and Foreign Currency Risk

The Council's exposure to interest rate risk is considered low because of the short-term nature of its cash and accounts receivable. The majority of the balance of the long-term receivable is not subject to interest rate risk because it is derived from the provision for employer's share of employees' pension benefits.

The Council is not exposed to foreign currency risk as it has no foreign currency denominated financial instruments.

##### Credit Risk

Credit risk is the risk of potential loss to the Council if a counterparty to a financial instrument fails to discharge an obligation. The Council's credit risk is primarily attributable to its cash, accounts receivable and long-term receivable. The credit risk on cash is considered low as the counterparty is a high credit quality institution. The credit risk on accounts receivables and the long-term receivable is considered low because the counterparty is the Province of Manitoba.

The carrying amount of financial assets represents the maximum credit risk exposure. The maximum exposure to credit risk at March 31 was:

	Carrying Amount	
	2010	2009
Financial Assets Held-For-Trading:		
Cash	\$633,473	\$264,343
Loans and Receivables:		
Accounts Receivable	2,009,348	1,265,915
Long-term Receivable – Province of Manitoba	1,235,663	1,169,701
	<u>\$3,878,484</u>	<u>\$2,699,959</u>

**THE COUNCIL ON POST-SECONDARY EDUCATION**

**Notes to Financial Statements  
for the year ended March 31, 2010**

**6. Capital Assets**

	<u>2010</u>		
	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>Net Book Value</u>
Furniture	\$ 64,482	\$ 49,165	\$ 15,317
Leasehold Improvements	30,950	1,548	29,402
Office Equipment	10,685	10,198	487
Computer Equipment	<u>25,422</u>	<u>24,350</u>	<u>1,072</u>
	<u>\$ 131,539</u>	<u>\$ 85,261</u>	<u>\$ 46,278</u>

  

	<u>2009</u>		
	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>Net Book Value</u>
Furniture	\$ 60,157	\$ 56,287	\$ 3,870
Leasehold Improvements	42,760	17,539	25,221
Computer Software	5,590	3,494	2,096
Office Equipment	10,685	10,057	628
Computer Equipment	<u>25,422</u>	<u>22,848</u>	<u>2,574</u>
	<u>\$ 144,614</u>	<u>\$ 110,225</u>	<u>\$ 34,389</u>

**7. Severance Benefits**

Provision for Employees' Severance Benefits

	<u>2010</u>	<u>2009</u>
Balance at beginning of year	\$ 118,375	\$ 106,539
Benefits accrued	5,001	4,378
Interest accrued on obligations	8,286	7,458
Benefits paid	<u>-</u>	<u>-</u>
Balance at end of year	<u>\$ 131,662</u>	<u>\$ 118,375</u>

Severance Benefit Expense

	<u>2010</u>	<u>2009</u>
Current service costs	\$ 5,001	\$ 4,378
Interest costs	<u>8,286</u>	<u>7,458</u>
Total	<u>\$ 13,287</u>	<u>\$ 11,836</u>

An actuarial valuation of the severance obligations as at March 31, 2005 was conducted by Ellement & Ellement Ltd., Consulting Actuaries. The key actuarial assumptions used in that valuation were a rate of return of 6.5%, inflation rate of 2.5% and salary rate increases of 3.25%. The liability has been extrapolated to March 31, 2010 using a formula provided by the actuary.

## THE COUNCIL ON POST-SECONDARY EDUCATION

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### Notes to Financial Statements for the year ended March 31, 2010

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#### 8. Pension Benefits

Provision for Employer's Share of Employees' Pension Benefits

	<u>2010</u>	<u>2009</u>
Balance at beginning of year	\$ 1,065,560	\$ 1,138,793
Actuarial (gain)	-	(128,733)
Benefits accrued	47,371	41,069
Interest accrued on obligations	75,445	71,190
Benefits paid	<u>(56,854)</u>	<u>(56,759)</u>
Balance at end of year	<u>\$ 1,131,522</u>	<u>\$ 1,065,560</u>

Net Pension Benefit Expense (Recovery)

	<u>2010</u>	<u>2009</u>
Current service costs, net of employee contributions	\$ 47,371	\$ 41,069
Interest costs	75,445	71,190
Amortization of actuarial gain	<u>-</u>	<u>(128,733)</u>
Net Pension Benefit Expense (Recovery)	<u>\$ 122,816</u>	<u>\$ (16,474)</u>

An actuarial valuation of the pension obligations as at December 31, 2007 was conducted by Ellement & Ellement Ltd., Consulting Actuaries. The key actuarial assumptions used in that valuation were a rate of return of 6.5%, inflation rate of 2.5%, salary rate increases of 3.25% and post retirement indexing at 2/3 of the inflation rate. The liability has been extrapolated to March 31, 2010 using a formula provided by the actuary.

#### 9. Contractual Obligations

The Council on Post-Secondary Education has approved funding of \$1,025,200 for various new programs and system restructuring which will be provided over fiscal years 2010/11 to 2013/14.

#### 10. Related Party Transactions

In addition to those related party transactions disclosed elsewhere in these financial statements, the Council on Post-Secondary Education is related in terms of common ownership to all Province of Manitoba created departments, agencies and Crown corporations. The Council on Post-Secondary Education enters into transactions with these entities in the normal course of business. These transactions are recorded at the exchange amount.

**Notes to Financial Statements  
for the year ended March 31, 2010**

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**11. Capital Disclosures**

The Council's capital is comprised of its net assets, which include Unrestricted Net Assets and Investment in Capital Assets. The Council manages its capital through an approved operating budget. The Council has been successful in achieving a balanced budget by restricting spending to within the funded amounts. The Council is not subject to any externally imposed capital requirements.

The Council's Statement of Changes in Net Assets sets out the balances in Unrestricted Net Assets and the Investment in Capital Assets at the beginning and end of the year. The capital management strategy did not change during the year.

**12. Economic Dependence**

The Council is economically dependent on funding received from the Province of Manitoba.



# Chapter IV

## THE COUNCIL ON POST-SECONDARY EDUCATION

### Grant Expenses (unaudited) For the year ended March 31, 2010

	<u>2010</u>	<u>2009</u>
<b>Universities Grants</b>		
<b>1. Operating</b>		
University of Manitoba	\$ 276,915,100	\$ 254,980,400
University of Winnipeg	47,651,800	43,384,000
Brandon University	30,267,500	27,808,200
University College of the North	21,764,000	18,718,300
Collège universitaire de Saint-Boniface	11,851,000	8,994,000
Canadian Mennonite University	3,551,000	3,398,200
Providence College & Seminary	1,242,100	1,242,100
Wm. & Catherine Booth College	368,600	368,600
Steinbach Bible College	<u>230,000</u>	<u>230,000</u>
	393,841,100	359,123,800
<b>First Claims</b>		
University of Manitoba	263,401	271,984
University of Winnipeg	40,100	40,100
Brandon University	<u>216,600</u>	<u>216,600</u>
	520,101	528,684
<b>Support Programs</b>		
Campus Manitoba	1,233,000	1,230,300
Visually Impaired	203,380	123,465
Churchill Northern Studies Centre	<u>120,000</u>	<u>120,000</u>
	1,556,380	1,473,765
<b>Total Operating Grants – Universities</b>		
University of Manitoba	277,178,501	255,252,384
University of Winnipeg	47,691,900	43,424,100
Brandon University	30,484,100	28,024,800
University College of the North	21,764,000	18,718,300
Collège universitaire de Saint-Boniface	11,851,000	8,994,000
Canadian Mennonite University	3,551,000	3,398,200
Providence College & Seminary	1,242,100	1,242,100
William & Catherine Booth College	368,600	368,600
Steinbach Bible College	230,000	230,000
Support Programs	<u>1,556,380</u>	<u>1,473,765</u>
	<u>\$ 395,917,581</u>	<u>\$ 361,126,249</u>

## THE COUNCIL ON POST-SECONDARY EDUCATION

### Grant Expenses (unaudited) For the year ended March 31, 2010

	<u>2010</u>	<u>2009</u>
<b>2. Capital Funds</b>		
(a) Equipment and Renovations		
University of Manitoba	\$ 3,020,000	\$ 3,020,000
University of Winnipeg	550,000	550,000
Brandon University	330,000	330,000
University College of the North	428,800	428,800
Collège universitaire de Saint-Boniface	<u>100,000</u>	<u>100,000</u>
	4,428,800	4,428,800
(b) Major Capital Projects		
University of Manitoba	3,033,467	1,919,200
University of Winnipeg	995,526	1,015,000
Brandon University	441,533	940,800
University College of the North	530,000	-
Canadian Mennonite University	174,062	-
Collège universitaire de Saint-Boniface	<u>-</u>	<u>1,209,000</u>
	5,174,588	5,084,000
Total Capital Grants		
University of Manitoba	6,053,467	4,939,200
University of Winnipeg	1,545,526	1,565,000
Brandon University	771,533	1,270,800
University College of the North	958,800	428,800
Canadian Mennonite University	174,062	-
Collège universitaire de Saint-Boniface	<u>100,000</u>	<u>1,309,000</u>
	9,603,388	9,512,800
<b>3. Strategic Initiatives – Universities</b>		
University of Manitoba	337,900	378,200
University of Winnipeg	127,613	137,600
Brandon University	-	33,500
University College of the North	131,100	145,000
Collège universitaire de Saint-Boniface	<u>136,000</u>	<u>146,700</u>
	732,613	841,000
<b>4. Access Grants</b>		
University of Manitoba	3,836,100	3,540,900
University of Winnipeg	1,341,400	1,310,300
Brandon University	1,839,900	1,880,100
University College of the North	<u>1,112,200</u>	<u>944,600</u>
	8,129,600	7,675,900
<b>5. Tuition Rebate Grants</b>		
University of Manitoba	-	7,944,733
University of Winnipeg	-	2,197,791
Brandon University	-	852,406
University College of the North	-	141,428
Collège universitaire de Saint-Boniface	<u>-</u>	<u>200,427</u>
	<u>-</u>	<u>11,336,785</u>
<b>Total Universities Grants</b>	<u>\$ 414,383,182</u>	<u>\$ 390,492,734</u>

## THE COUNCIL ON POST-SECONDARY EDUCATION

### Grant Expenses (unaudited) For the year ended March 31, 2010

	<u>2010</u>	<u>2009</u>
<b>Community Colleges Grants</b>		
1. Operating		
Assiniboine Community College	\$ 18,795,000	\$ 16,821,200
Red River College	64,234,700	55,505,000
École technique et professionnelle	2,174,000	2,048,900
Winnipeg Technical College	<u>565,000</u>	<u>565,000</u>
	85,768,700	74,940,100
2. Capital Funds		
(a) Equipment and Renovations		
Assiniboine Community College	1,086,200	839,200
Red River College	<u>1,218,600</u>	<u>2,718,600</u>
	2,304,800	3,557,800
Total Capital Grants		
Assiniboine Community College	1,086,200	839,200
Red River College	<u>1,218,600</u>	<u>2,718,600</u>
	2,304,800	3,557,800
3. College Expansion Initiative		
Assiniboine Community College	5,116,690	4,832,690
University College of the North	4,157,300	3,654,500
Red River College	22,324,627	21,468,092
École technique et professionnelle	1,096,700	1,054,700
Technical Vocational Initiative	<u>235,630</u>	<u>267,845</u>
	32,930,947	31,277,827
4. Strategic Initiatives – Colleges		
Assiniboine Community College	118,000	184,800
Red River College	<u>45,000</u>	<u>85,000</u>
	163,000	269,800
5. Access Grants		
Red River College	<u>947,800</u>	<u>906,900</u>
	947,800	906,900
6. Tuition Rebate Grants		
Assiniboine Community College	-	273,943
Red River College	-	1,318,845
École technique et professionnelle	<u>-</u>	<u>46,418</u>
	-	1,639,206
<b>Total College Grants</b>	<u>\$ 122,115,247</u>	<u>\$ 112,591,633</u>

## THE COUNCIL ON POST-SECONDARY EDUCATION

### Grant Expenses (unaudited) For the year ended March 31, 2010

	<u>2010</u>	<u>2009</u>
<b>Access Program Grants</b>		
University of Manitoba		
University of Manitoba Access Program		
- North and South	\$ 312,200	\$ 298,700
Special Pre-Medical Studies Program	490,400	469,200
Professional Health Program	130,000	124,400
Northern Bachelor of Social Work	940,800	900,200
Winnipeg Education Centre - Social Work Program	1,097,800	1,050,400
Engineering Access Program	447,100	427,800
Nursing	417,700	269,800
Emergency Loan Fund	100	400
	<u>3,836,100</u>	<u>3,540,900</u>
University of Winnipeg		
Integrated Student Support Services	195,500	187,100
Winnipeg Education Centre	645,500	644,400
Aboriginal Teacher Education program	500,400	478,800
Emergency Loan Fund	-	-
	<u>1,341,400</u>	<u>1,310,300</u>
Brandon University		
Brandon University Northern Teacher Education Program	1,839,900	1,880,100
ACCESS Emergency Loan Fund	-	-
	<u>1,839,900</u>	<u>1,880,100</u>
University College of the North		
ACCESS Education	125,000	-
ACCESS The Pas	366,500	350,700
ACCESS Nursing Preparation Year	620,700	593,900
	<u>1,112,200</u>	<u>944,600</u>
Total Universities Access Programs	<u>8,129,600</u>	<u>7,675,900</u>
Red River College		
Community College Access Program		
- North and South	424,400	406,100
Southern Nursing Program	523,400	500,800
	<u>947,800</u>	<u>906,900</u>
<b>Total Access Grants</b>	<u>\$ 9,077,400</u>	<u>\$ 8,582,800</u>

**THE COUNCIL ON POST-SECONDARY EDUCATION**

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**Inter-Provincial Training Agreements (unaudited)  
For the year ended March 31, 2010**

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	<u>2010</u>	<u>2009</u>
University of Saskatchewan Veterinary Medicine	\$ 4,717,160	\$ 4,321,566
University of Waterloo Optometry	89,235	88,878
Southern Alberta Institute of Technology Nuclear Medicine	<u>137,346</u>	<u>91,007</u>
<b>Total Inter-Provincial Training Agreements</b>	<u>\$ 4,943,741</u>	<u>\$ 4,501,451</u>

# Chapter V

## Membership of the Council on Post-Secondary Education

The Council on Post-Secondary Education is composed of eleven members appointed by the Lieutenant Governor in Council for a term not exceeding three years. Each member may be re-appointed for one additional term.

The Council members for the period of April 2009 to March 2010 were:

James Allum, Ph.D. (Chair)	Winnipeg
Maureen Brown (Vice-Chair)	The Pas
Howard Almdal, M.A.	Winnipeg
Carolyn Frost, LL.B.	Winnipeg
Pandelis Halamandaris, Ph.D.	Brandon
Darlene Hendler, M.S.W.	Winnipeg
Tayeb Meridji, M.Sc.	Winnipeg
Carol Phillips	Winnipeg
Felix Walker	Nelson House
Trish Ward, M.Ed.	Winnipeg
Ross Wedlake, B.Ed.	Winnipeg

## Secretariat of the Council on Post-Secondary Education

Sid Rogers	Secretary
Ray Karasevich, M.P.A.	Director, Institutional Relations (on secondment from August 2009 to March 2010)
Rick Rennie, Ph.D.	Manager, Strategic Initiatives
Dan Smith, Ph.D.	Manager, Policy Development and Analysis
Margaret McDonald, CGA	Chief Financial Officer
Kim Browning, M.Sc., M.Ed.	Senior Policy Analyst
Kitty Leong	Statistical Analyst
Carlos Matias, B. Comm. (Hons.), CGA	Program Analyst
Josh Watt, M.P.A., M.Ed. (Cand.)	Senior Program Analyst
Charissa McIntosh, M.A.	Program Analyst (to May, 2009)
Melissa Weavers, B.HEc.	Program Analyst (as of September, 2009)
Christine Laroche	Accounting Clerk
Patricia Ferris	Executive Secretary
Janie Trudel	Administrative Assistant (as of July, 2009)

## Appendix A

### Public Interest Disclosure (Whistleblower Protection) Act

The *Public Interest Disclosure (Whistleblower Protection) Act* came into effect in April 2007. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and strengthens protection from reprisal. The Act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

Wrongdoing under the Act may be: contravention of federal or provincial legislation; an act or omission that endangers public safety, public health or the environment; gross mismanagement; or, knowingly directing or counseling a person to commit a wrongdoing. The Act is not intended to deal with routine operational or administrative matters.

A disclosure made by an employee in good faith, in accordance with the Act, and with a reasonable belief that wrongdoing has been or is about to be committed is considered to be a disclosure under the Act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine if action is required under the Act, and must be reported in a department's annual report in accordance with Section 18 of the Act.

The following is a summary of disclosures received by the Council on Post-Secondary Education for fiscal year 2009 – 2010:

Information Required (per Section 18 of the Act)	Fiscal Year 2009/10
The number of disclosures received, and the number acted on and not acted on. <i>(Subsection 18(2)(a))</i>	Nil
The number of investigations commenced as a result of a disclosure. <i>(Subsection 18(2)(b))</i>	Nil
In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. <i>(Subsection 19(2)(c))</i>	Nil



## Appendix B

### Performance Reporting - Council on Post-Secondary Education

The following section provides information on key performance measures for the department for the 2009/10 reporting year. All Government of Manitoba departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

For more information on performance reporting and the Manitoba government, visit [www.manitoba.ca/performance](http://www.manitoba.ca/performance).

Your comments on performance measures are valuable to us. You can send comments or questions to [mbperformance@gov.mb.ca](mailto:mbperformance@gov.mb.ca).

What is being measured and using what indicator? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2009/2010 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ recent actions/report links (F)
1. Accessibility to post-secondary education by measuring enrollment in Manitoba's universities and colleges	<p>Student enrollment at universities and colleges is a key indicator of accessibility to post-secondary education.</p> <p>Accessibility to post-secondary education is linked to success in the labour market through better career opportunities and is linked to improved health and wellness.</p>	<p>Historical enrollment at universities and colleges</p> <p><b>1999/00 University Enrollment<sup>1</sup></b>            Full time 22,410            Part time <u>8,255</u>            Total 30,665</p> <p><b>1999/00 College</b></p>	<p>Enrollment in Manitoba's universities in 2009/10 and colleges in 2008/09</p> <p><b>2009/10 University Enrollment<sup>1</sup></b>            Full time 30,931            Part time <u>10,199</u>            Total 41,152</p> <p><b>2008/09 College</b></p>	<p>Increasing</p> <p><b>University Total Enrollment</b> - between 1999/00 and 2009/10 full- and part-time enrollment increased by 34.2% at Manitoba's universities for both graduate and undergraduate students.</p> <p><b>University Undergraduate and Graduate Enrollment</b> – between 1999/00 and 2009/10, Manitoba's universities experienced a 34.4% increase in undergraduate enrollment, and a 32.3% increase in graduate enrollment.</p> <p><b>College Enrollment -</b></p>	<p>There were 3,706 new students enrolled in Manitoba's ACCESS Programs between 1999/00 and 2009/10, an average of 337 new students per year.</p> <p>Further details on enrollment and other performance indicators can be found by contacting the Council on Post-Secondary Education or accessing the Statistical Compendium on the Council's website at <a href="http://www.copse.mb.ca/en/publications/index.html">http://www.copse.mb.ca/en/publications/index.html</a></p> <p>New investments continue to be made in early intervention programming designed to improve high school graduation and increase access to and retention in post-secondary education for disadvantaged, under-represented</p>

<sup>1</sup> Includes undergraduate and graduate students in regular session only (September to April)

What is being measured and using what indicator? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2009/2010 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ recent actions/report links (F)
		<b>Enrollment<sup>2</sup></b> Full time 10,452 Part time <u>597</u> Total 11,049	<b>Enrollment<sup>3</sup></b> Full time 14,339 Part time <u>1,869</u> Total 16,208	between 1999/00 to 2008/09, Manitoba's colleges have experienced a 46.7% regular day and apprenticeship enrollment increase.	(including Aboriginal), and low-income students. The Bright Futures fund targeted \$1 million in 2008/09 for this purpose and this was doubled to \$2 million in 2009/10.  Between 1999/00 and 2008/09, Aboriginal college enrollment increased by 50%.
2. Affordability of post-secondary education by measuring the cost of post-secondary education to students.	The cost of post-secondary education to students is a key indicator of affordability of post-secondary education	Tuition Fees paid by students at Manitoba's public post-secondary institutions for the 1999/00 academic year  1999/00 University tuition weighted average <sup>4</sup> for Arts and Sciences was \$3,192  1999/00 College tuition un-weighted average was \$1,435	Tuition Fees paid by students at Manitoba's public post-secondary institutions for the 2009/10 academic year  2009/10 University tuition weighted average for Arts and Sciences was \$2,962  2009/10 College tuition average was \$1,392	Increase  Slight increase after tuition fees were reduced at the public post-secondary institutions by 10% and were held at that level until 2009/10.	On April 22, 2009, following the release of the Levin Commission Report, the Government announced that it would allow a 4.5% increase in university tuition fees which would include any ancillary fees increase, and a \$100 increase for college tuition fees for the 2009/10 academic year. This is the first tuition fee increase since a 10% tuition fee reduction and freeze was implemented in 1999/00 as part of a broader strategy to increase participation in post-secondary education.  In March 2010, the Government announced that for 2010/11, tuition fee increases would be limited to 5% at the universities and to \$150 at the colleges.  Manitoba's University tuition is the

<sup>2</sup> Includes regular programs and apprenticeship. Does not include continuing education, distance education and contract training.

<sup>3</sup> College enrollment figures for 2009/10 are not yet available due to the continuous intake of students during the year (July to June).

<sup>4</sup> The weighted average takes into account the latest enrolment count by universities and the tuition fees paid by Arts and Science students.

What is being measured and using what indicator? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2009/2010 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ recent actions/report links (F)
					<p>third lowest in the country, after Quebec and Newfoundland. (Source: Statistics Canada) Manitoba's College tuition is the lowest in Canada, excluding Quebec, which does not charge tuition fees for attending the CEGEPs.</p> <p>In Budget 2010, Government announced it would make an adjustment to the 60% tuition fee income tax rebate for graduates of recognized post-secondary institutions who live and pay taxes in Manitoba. This would provide university and college students with faster access to part of the tuition fee income tax rebate while they are still enrolled in school.</p> <p>Further information about the tuition fee income tax rebate, first announced In Fall 2006 can be found at the following link:  <a href="http://www.gov.mb.ca/tuitionrebate/">http://www.gov.mb.ca/tuitionrebate/</a></p> <p>\$33.7 million was available to students in the form of non-repayable assistance in 2008/09.</p> <p>In 2006/07, the Manitoba Bursary (MB) was increased by \$1.4 million to \$8.2 million. Originally implemented in 2000/01 with a \$5.9 million allocation, the MB has been very successful in keeping student debt at manageable levels.</p>

What is being measured and using what indicator? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2009/2010 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ recent actions/report links (F)																																				
					<p>The Manitoba Bursary works in conjunction with the Canada Millennium Scholarship Bursary (CMSB). Beginning in 2009/10, CMSB will be replaced by the Canada Student Grant Program (CSGP). Together, the bursaries keep Manitoba student debt levels at the second lowest in Canada. Only Quebec has lower student debt levels. (Fuller details on loans and bursaries can be found in the Manitoba Advanced Education and Literacy 2009/10 Annual Report and in the Manitoba Student Aid 2008/09 Annual Report).</p>																																				
<p>3. Student Success in the post-secondary education system by looking at the degrees, diplomas and certificates awarded by the institutions</p>	<p>A key indicator of student success in the post-secondary education system is the number of degrees, diplomas and certificates awarded to students by colleges and universities.</p> <p>Research shows that attaining a post-secondary education credential is important for participation and success in the modern knowledge economy.</p>	<p>Degrees, diplomas and certificates awarded by Manitoba universities and colleges in 1999</p> <p><b>1999 University Graduates</b></p> <table border="0"> <tr><td>Bachelor Degree</td><td>4,460</td></tr> <tr><td>Master's Degree</td><td>578</td></tr> <tr><td>Doctoral Degree</td><td>67</td></tr> <tr><td>Medicine &amp; Dentistry</td><td>121</td></tr> <tr><td>Certificate/Diploma</td><td><u>215</u></td></tr> <tr><td>Total</td><td>5,441</td></tr> </table> <p><b>1999 College Graduates</b></p> <table border="0"> <tr><td>Diploma</td><td>1,279</td></tr> <tr><td>Certificate</td><td><u>1,578</u></td></tr> <tr><td>Total</td><td>2,857</td></tr> </table> <p>University and College Graduates are reported</p>	Bachelor Degree	4,460	Master's Degree	578	Doctoral Degree	67	Medicine & Dentistry	121	Certificate/Diploma	<u>215</u>	Total	5,441	Diploma	1,279	Certificate	<u>1,578</u>	Total	2,857	<p>Degrees, diplomas and certificates awarded by Manitoba's universities and colleges in 2009</p> <p><b>2009 University Graduates (preliminary)</b></p> <table border="0"> <tr><td>Bachelor Degree</td><td>5,721</td></tr> <tr><td>Master's Degree</td><td>710</td></tr> <tr><td>Doctoral Degree</td><td>117</td></tr> <tr><td>Medicine &amp; Dentistry</td><td>152</td></tr> <tr><td>Certificate/Diploma</td><td><u>334</u></td></tr> <tr><td>Total</td><td>7,034</td></tr> </table> <p><b>2009 College Graduates</b></p> <table border="0"> <tr><td>Diploma</td><td>1,720</td></tr> <tr><td>Certificate</td><td><u>2,418</u></td></tr> <tr><td>Total</td><td>4,138</td></tr> </table>	Bachelor Degree	5,721	Master's Degree	710	Doctoral Degree	117	Medicine & Dentistry	152	Certificate/Diploma	<u>334</u>	Total	7,034	Diploma	1,720	Certificate	<u>2,418</u>	Total	4,138	<p>Increasing</p> <p>From 1999 to 2009, the total number of university degrees granted increased by 29.3%</p> <p>From 1999 to 2009, the number of college graduates (diploma and certificate) increased by 44.8%</p>	<p>Among Manitoba's ACCESS Program graduates in 2009, 85.8% were either employed or continuing their education. 84% of employed graduates were working in areas related to their field of study.</p> <p>Employment rates for ACCESS Program graduates remain impressive from a national perspective. For example, of 150 Aboriginal engineers in Canada, approximately one-third are graduates of the Engineering ACCESS Program at the University of Manitoba.</p>
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		in the calendar year of graduation			
<p>4. Capacity at post-secondary institutions by looking at provincial funding provided to the post-secondary institutions</p> <ul style="list-style-type: none"> <li>• Operating grants</li> <li>• Capital grants</li> </ul>	<p>It is important to measure the level of investment in universities and colleges.</p> <p>The operating and capital financing provided to universities and colleges in a fiscal year is intended to allow the universities and colleges to operate in such a way that they will not incur any operating deficit in that year.</p>	<p>Operating and Capital grant funding provided to colleges and universities in 1999/00.</p> <p>Operating grant funding to Manitoba's public universities in 1999/00 was \$215.0 million</p> <p>Manitoba's public Colleges (including UCN) received \$61.9 million in 1999/00 in operating grant funding.</p>	<p>Operating and Capital grant funding provided to colleges and universities in 2009/10.</p> <p>Operating grant funding provided to universities (excluding the University College of the North (UCN) in 2009/10 was \$363.9 million</p> <p>Operating grant funding provided to colleges (including UCN) was \$100.9 million in 2009/10.</p> <p>When combined with funding for the College Expansion Initiative, the total funding is \$133.9 million in 2009/10</p>	<p>Increasing</p> <ul style="list-style-type: none"> <li>• <b>Operating Funds</b> Since 1999/00, the operating grant funding to Manitoba's public universities (excluding UCN) has increased by \$141.6 million or 65.9% over the 1999/00 approved funding levels (after funding transfers have been excluded). When the property tax savings projected to 2006 are factored in, the increased resources for universities are 73.0%.</li> </ul> <p>Since 1999/00, the operating grant funding to Manitoba colleges (including UCN) has increased by \$36.3 million or 57.9% over the 1999/00 approved funding levels. When combined with the increased funding under the College Expansion Initiative, the total increase to college funding is \$72.7 million or 115.8% since 1999/00.</p>	<p>In 2009/10, COPSE and the Department of Advanced Education and Literacy worked together to launch a new initiative that includes establishing on a pilot basis, the implementation of four Internationally-Educated Professionals Bridge Training Programs. An important component of the initiative is assessment and evaluation of development, operation, and outcomes of the pilot programs designed to support capacity building within Manitoba's post-secondary institutions, enabling colleges and/or universities to deliver high-quality bridge programs for skilled immigrants.</p> <p>Between 1999/00 and 2009/10, funding to the post-secondary system including operating, capital, College Expansion Initiative, tuition rebate grants and all other funding increased by 72.9%</p> <p>In 2008/09, the Government approved an investment of \$40 million to address the most urgent deferred maintenance projects at universities. This funding will be provided over three years.</p>

What is being measured and using what indicator? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2009/2010 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ recent actions/report links (F)
		<p>In 1999/00, Universities and colleges received \$13.2 million in capital funding</p>	<p>Capital grant funding provided to Manitoba's public universities and colleges was \$11.8 million in 2009/10</p>	<ul style="list-style-type: none"> <li>• <b>Capital Funds</b> Since 1999/00, Government has supported \$605.9 million in capital investment at post-secondary institutions. The support of capital investment has been provided by Manitoba Advanced Education and Literacy (\$524.8 million) and Manitoba Infrastructure and Transportation (\$81.1 million).</li> </ul>	<p>In 2009/10, the Government of Canada and the Government of Manitoba announced funding support under the Knowledge Infrastructure program (KIP)<sup>51</sup>. Project costs under the Canada-Manitoba KIP Agreement totaled \$200.7 million. The total federal contribution to these projects is \$71.1 million, the provincial contribution is \$61.1 million, and other contributions to the KIP projects totaled \$68 million. KIP is intended to provide support to projects that strengthen the delivery of advanced knowledge and skills training by supporting deferred maintenance, renovation, new construction and research and development improvements at post-secondary institutions.</p> <p>Other recently government- funded capital projects include:</p> <p>-University College of the North – Government announced funds of approximately \$82 million towards construction of the new 84,000 sq. ft. Thompson campus, providing modern education and training facilities based on sustainable design principles.</p>

<sup>5</sup> The Knowledge Infrastructure Program (KIP) is a two-year, \$ billion economic stimulus measure to support infrastructure enhancements at Canadian post-secondary institutions as part of the \$12 billion in new infrastructure investment allocated under Canada's Economic Action Plan.

What is being measured and using what indicator? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2009/2010 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ recent actions/report links (F)
					Funds of \$17 million towards renovations and expansion at The Pas campus were announced previously.
<p>5. Relevance of post-secondary education to provincial priorities by looking at support for programming at the colleges and universities through the:</p> <ul style="list-style-type: none"> <li>• Strategic Programs Funds</li> <li>• System Restructuring Projects</li> <li>• College Expansion Initiative</li> </ul>	<p>The Council supports provincial priorities through its program approvals at the colleges and universities. This includes:</p> <p>- <b>Strategic Programs Funds</b> support development of new or expanded post-secondary programs that respond strategically to the needs of Manitoba's social, cultural, economic or labour market situations and are complementary to existing programs.</p> <p>- <b>System Restructuring Projects</b> are designed to</p>	<p>In 2000/01, the Council approved 21 university and 31 college programs for a total of 52 new or expanded programs.</p>	<p>Strategic Programs, System Restructuring Projects and College Expansion Initiative Programs approved in 2009/10.</p> <p>In 2009/10, the Council approved 24 university (including UCN), and 14 college programs.</p>	<p>Increasing</p> <p>From 2000/01 to 2009/10, the Council has approved 177 new or expanded programs for universities and 156 programs for colleges, for a total of 333 programs.</p>	<p><b>Strategic Programs</b> Since 2000/01, the Council has made significant investments in several sectors in the post-secondary system. These include programming for Aboriginal students, nursing, community and health-related professions, information technologies, accessibility initiatives, prior learning assessment and recognition, French language training, infrastructure, industry and business administration.</p> <p>Some programs approved in 2009/10 include:</p> <ul style="list-style-type: none"> <li>- Bachelor of Arts (Creative Arts), 3-Yr and 4-Yr Minors in Creative Writing</li> <li>- Bachelor of Science (Biology) Program</li> <li>- Masters of Psychiatric Nursing</li> <li>- Interdisciplinary Bachelors Degree in Disability Studies</li> <li>- Master of Fine Arts</li> <li>- Master of Nursing Expansion</li> <li>- Ph.D. in Native Studies</li> <li>- Joint Master of Arts in Peace and Conflict Studies</li> </ul> <p><b>System Restructuring Projects</b> Projects funded in 2009/10 include:</p>

What is being measured and using what indicator? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2009/2010 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ recent actions/report links (F)
	<p>restructure some aspect of the post-secondary system. Examples of projects are those that incorporate learning technologies in the delivery of programs, services that support activities which improve Aboriginal participation rates, or initiatives that promote use of prior learning assessment and/or enhanced credit transferability and articulation in the system. Projects are funded for up to a maximum of 3 years.</p> <p><b>- College Expansion Initiative Programs</b> support the growth of Manitoba's public college system.</p>			<p>From 2000/01 to 2009/10, a total of 94 new/expanded college programs/initiatives were funded under the College Expansion Initiative. Since 2000/01, the College Expansion Initiative has committed \$38.2 million to college system expansion.</p>	<ul style="list-style-type: none"> <li>- Interprofessional Education Initiative Communications Strategy</li> <li>- Active Campus Initiative</li> <li>- Bachelor of Science Programs (Instructor Position)</li> <li>- M.Sc. in Bioscience, Technology and Public Policy</li> <li>- Enhanced Student Support Pilot Program (3<sup>rd</sup> Yr)</li> </ul> <p><b>College Expansion Initiative (CEI)</b> investments by sector include health, aerospace, information communication technologies, manufacturing/industry, business/tourism, community/human services, agriculture and natural resources, Princess Street Campus and strategic interventions.</p> <p>CEI programs funded in 2009/10 include:</p> <ul style="list-style-type: none"> <li>- Instructional Release Time re : Practical Nursing Conversion</li> <li>- Conversion of Nursing Programs to BN Accelerated Degree Program</li> <li>- Bachelor of Technology in Construction Management</li> <li>- Practical Nursing Diploma Program</li> </ul>