

2008-09 ANNUAL REPORT
EXTENDED EDUCATION, THE UNIVERSITY OF MANITOBA

This fiscal year report is organized into the following sections: Mission of Extended Education, Program Mandate, Staffing and Organization, Strategic Planning, Registration/Student Data Highlights, Financial Performance, Major Developments, and Goals and Objectives.

The Mission of the Extended Education Division

The mission of the University of Manitoba to create, preserve and communicate knowledge and, thereby contribute to the cultural, social, and economic well being of the people of Manitoba, Canada, and the world, establishes public service as an overarching, key institutional goal:

(To) Serve the community directly by making its expertise available to individuals and institutions, and by providing as much access to the university's intellectual, cultural, artistic, and physical resources as its primary teaching and research responsibilities permit.

Historically, one of the fundamental ways in which the university has recognized its public service mandate and demonstrated its relevance to the larger community is through outreach activities. As the largest and most comprehensive post-secondary institution in the province, the University of Manitoba acknowledges its obligation to serve all population groups and regions of Manitoba, and identifies a wide range of outreach activities as means for achieving this objective. Notable among these are outreach activities that extend the teaching resources of the university to individuals who, for a variety of reasons, are unable to participate in traditional on-campus degree credit courses and programs.

Most academic and support units at the University of Manitoba engage in outreach. What distinguishes Extended Education and makes it an institutional focal point for outreach activity is that it is the only unit in the University that has outreach as its primary mandate. In partnership with faculties and community groups, Extended Education develops and delivers degree and non-degree courses and programs using nontraditional formats and delivery methods that promote access by addressing the broad needs of the external community. In creating programming partnerships that link faculties to the community, it facilitates the outreach activities and objectives of more traditional academic units.

The mission of Extended Education reflects its outreach mandate and the types of learners served through its programs:

The mission of Extended Education is to extend the resources of the University of Manitoba to meet diverse learning needs through innovative, flexible educational opportunities that enhance students' success provincially, nationally and internationally.

We provide:

- leadership in teaching, research and service in post secondary education;
- equality of opportunity and access to educational resources of the University; and
- development of innovative programming through partnerships with individuals and groups internal and external to the University.

To achieve this mission, Extended Education works with faculties and community groups to promote accessibility to degree credit studies and to develop programming that addresses specific community needs for lifelong learning opportunities. Our activities are best characterized as "outreach", a general term for making the University's resources available in innovative, alternative, or "nontraditional" forms, locations or times to address the specific needs of a wide group of learners. These different but equally essential activities directly support the University's public service mandate and complement the activities of other academic units by emphasizing as primary activities, what others regard as secondary.

By using innovative formats, delivery approaches and, in some instances, modified curriculum, Extended Education promotes accessibility to university studies by removing significant barriers created by economic, social, cultural, geographic and temporal factors. As our programming is often targeted to learners who are not part of the University's traditional audience, Extended Education contributes to the diversity and richness of academic life by attracting new populations of learners from across the province and elsewhere.

In the design and delivery of educational programming, whether degree or non-degree, the specific needs and interests of individuals and community groups are considered. By focusing on community needs, and by utilizing University resources and expertise to respond appropriately to these needs, Extended Education creates innovative programs, develops alternate delivery approaches, and establishes new partnerships between the University and the community. Included in our numerous community partnerships are collaborations with business, government, professional associations, social service agencies, educational providers, and other nonprofit organizations.

As this discussion suggests, there are several institutional roles that Extended Education and other centralized university continuing education units can play. This mix of roles helps to explain the eclectic nature of Extended Education programming as well as the blend of centralized and decentralized, academic and administrative features that characterize its activities. Among the roles that Extended Education plays at the University of Manitoba are the following:

- an agent and focal point for degree credit outreach;

- an agent and focal point for responsive, community-oriented programming;
- a centre for innovation in program content, format, and delivery modes;
- a centre of expertise in research and practice in adult and distance education;
- an initial point of access for “non-traditional” learners; and
- a bridge to community partnerships.

As with the majority of Canadian universities with continuing education and outreach foci, academic responsibility for degree credit courses offered by Extended Education is decentralized and retained by faculties, whereas administrative responsibility is centralized within Extended Education. What this means, in practical terms, is that faculties retain full control over academic decisions relating to degree credit courses, including which courses will be offered, in what format, and who will instruct. With respect to non-degree programs and courses, both academic and administrative responsibilities tend to be centralized within Extended Education. However, participation by faculty members and community representatives on advisory committees and in other forums ensures the academic integrity and ongoing relevance of programs.

Program Mandate of Extended Education

Our program mandate can be understood in terms of the broad program categories identified in bold below. The program areas within Extended Education, identified in italics, offer programs that fall into one or more of these categories:

Program delivery using innovative formats:

- *Summer Session (degree credit)*
- *Distance and Online Education (degree credit)*
- *Off-campus courses (degree credit)*
- *Continuing Education Programs (distance and blended delivery of certificates)*
- *Aboriginal Focus Programs (community-based diplomas and certificates)*
- *International contract training*

Program offerings for non-traditional or under-served students:

- *Distance and Online Education (degree credit)*
- *Military Support Office (degree credit)*
- *General Studies (degree courses taken by students not seeking degrees)*
- *Aboriginal Focus Programs (diploma and certificates)*
- *Access Programs (degree credit)*
- *Continuing Education Programs (certificate credit)*
- *English Language Studies (non-degree and non-credit)*

Staffing and Organization

Appendix A presents the Extended Education organizational chart showing a staff complement of 89 FTE. In addition, in 2008-09 the Division employed over 800 sessional or part-time instructional staff. Within Extended Education, there are seven major program areas: Aboriginal Focus Programs, Access Programs, Continuing Education, Distance and Online Education, English Language Studies, General Studies, and Summer Session. There are also three key support areas within Extended Education: Finance and Information Systems which includes our Student Services unit, Staffing and Administrative Services, and Creative Services.

The Division Management Team (DMT), advisory to the Dean on issues related to the management of Extended Education, consists of the program area directors and service area managers, and meets on a regular basis. The program areas, which function like departments, and Extended Education Council, are responsible for the academic programs and policies of the Division.

Extended Education’s primary physical location is on the Fort Garry campus in the Extended Education Complex. The Access Programs are located in Aboriginal House (relocating from University Centre in September 2008) and the Aboriginal Focus Programs are located at The University of Manitoba-Downtown: Aboriginal Education Centre. In addition to these permanent sites, several program areas offer courses in locations across Winnipeg and in communities across the province.

Strategic Planning

Extended Education activities are guided by a strategic priorities document. Each fall, DMT holds a strategic planning session where area directors and managers review the Division’s strategic priorities, assess progress on action plans, and begin planning for the next fiscal year. This annual strategic planning meeting, which sets out the overall strategic priorities for the Division and identifies a set of Division-wide action plans for the coming year, is followed by an open meeting of all staff to communicate the plan and provide an opportunity for input. Program and service areas then use the priorities to develop their area plans as part of the annual budget exercise. Division and area plans are updated twice annually and shared with all staff and Extended Education Council members.

DMT held its annual strategic planning session on September 15, 2008 with a subsequent meeting of all staff to discuss our Strategic Priorities and associated action plans. In addition to the annual review of unit-wide action and area plans, our DMT

session included a discussion about new constituents and markets, new credentials across areas, and strengthening links among our program areas.

Essential to our strategic plan is its integration with the University of Manitoba's strategic priorities. At our 2008 planning session, we affirmed the ongoing importance of six strategic priorities as vehicles for achieving our mission: Program Quality, Innovative Programming and Delivery, Partnerships, Research, Integration, and Organizational Effectiveness.

Registration/Student Data Highlights

Extended Education continues to be a strong unit programmatically and financially. In partnership with faculties and external communities, new program initiatives were undertaken and other programs were revised. In comparison to the previous year, enrolment trends in degree and non-degree offerings were flat or slightly downward.

The following 2008-09 data highlight the impact of Extended Education's outreach programming:

- **Enrolments:** There was a combined total of over 30,000 registrations in courses offered through Extended Education, comprised of degree credit enrolments (85,164 cr hrs/24,772 registrations enrolled in Summer, Distance and Online Education, and Off Campus Study) and certificate and non-degree enrolments (5,738 registrations in Continuing Education, English Language Studies, and Aboriginal Focus Programs). Note: This figure does not include enrolments in courses for which Extended Education does not derive revenue (i.e., registrations of students in the Access Programs, General Studies, or on-campus and graduate programs taken by Canadian Forces students and their families).
- **Graduates:** 497 students graduated from certificate programs, with an additional 23 Access Program students graduating from degree programs, and seven graduates from Aboriginal Focus Program diploma programs.
- **Student Awards:** At the fall 2008 Manitoba Aboriginal Youth Achievement Awards, two Access students received awards: Cristen Crate (Academic Senior) and Channing Lavallee (Cultural Female). At a President's luncheon event on October 14, 2008 two Extended Education students were among those named as Academic All-Canadians: Kenton Onofrychuk (Football) and Mohsin Khan (Men's Track & Field). At an awards dinner in November, 2008 two students from the Health Career Transition Year, Helen Kay and Julie Galvin, received an Aboriginal Education Award from the Business Council of Manitoba.
- **Access Programs** offer academic, personal and financial support to Manitoba students who have experienced social, economic, cultural or academic barriers to university study. Over 180 students were part of the Access Programs, 45 students received scholarships and awards, and 23 students graduated in October 2008 and May 2009 Convocations. Students graduated from the Faculties of Arts, Education, Environmental Science, Human Ecology, Nursing, Science, Dental Hygiene, Social Work and Medicine.
- **Aboriginal Focus Programs (AFP)** offers diplomas, transitional and certificate programs in response to the post-secondary and professional development needs of Aboriginal people. In cooperation with UM faculties and Aboriginal partners, programs are delivered in community-based, flexible formats. Courses are designed to ensure relevance to Aboriginal learners, and include appropriate supports for off-campus learners.

Registrations in courses offered by AFP in partnership with Aboriginal communities and organizations: 297 registrations in community-based certificate credit or non-degree credit courses, and 373 registrations (1,185 cr hrs) in 36 degree credit courses in diploma and transition year programs. In 2008-09, 90 new AFP students were admitted, and five graduated from AFP diploma programs.

- **Continuing Education (CE)** provides current, comprehensive programs that reflect the skills and knowledge required for today's workplace, including programs for career development in management, adult education, applied counseling, and prairie horticulture. In 2008-09, CE offered 25 certificates, many of which have been developed in response to the needs of a specific organization or community group, as well as contract training, a diploma program, letters of accomplishment, and special interest courses.

Registrations in CE courses: 4073 registrations in certificate, non-credit and contract training courses offered in various locations (e.g., on campus, University of Manitoba-Downtown: Aboriginal Education Centre or in workplace and community locations across the province). The largest programs, based upon student numbers were the certificates in Management, Human Resource Management, Applied Management, Adult and Continuing Education, Applied Counseling, and Case Management. The largest non-certificate programs were mathematical skills and contract training.

In 2008-09, 928 new students were admitted to CE programs, and 435 students graduated.

- **English Language Studies (ELS)** provides non-credit and certificate courses in second language acquisition and teacher training to students from Manitoba, Quebec and more than 20 countries around the world. Programs include the Intensive English Program (1 to 12 month sessions), the iB TOEFL preparation course, conversational language courses, the Spring and Summer Explore Program, special programming options for contract groups, and the Certificate in Teaching English as a Second Language.

ELS programs attracted a total of 1368 registrations of which over half were in the Intensive English Language Program (719 registrations); 269 registrations in the Certificate in Teaching English as a Second Language (CTESL), offered

jointly by English Language Studies and the Faculty of Education; and 380 registrations in non-credit courses such as the Explore Program, Conversational Languages and iB TOEFL. An additional 91 registrations were received from contract groups.

- **Distance and Online Education (DE)** provides flexible access to degree credit courses and programs by using instructional technologies that connect students and instructors who are physically separated. Since each instructional technology has distinct pedagogical implications for course design, face-to-face courses are redesigned for distance delivery. Central to DE programming is the provision of appropriate academic and advising supports for distance learners.

Over 6,500 students (11,285 registrations) enrolled in 40,745 credit hours of DE degree courses, with a mean completion rate of over 85%. DE employed various course delivery formats, including independent study and online, DE offered 149 courses from 12 faculties and schools, spread across 32 departments.

- **General Studies (GS)** provides access to courses for students who are not seeking a UM degree. Students may take courses for personal or professional development or to meet faculty entrance requirements. The types of students admitted include those transferring from other universities, or enrolled in diploma programs or international language studies. GS is also the “home faculty” for most visiting students at the University. Over 1,000 General Studies students registered for degree credit studies in the fall and winter terms.
- **Off-Campus Study and Courses in High School:** 802 registrations/2454 credit hours in the 25 degree credit courses offered from four faculties, with sections running at community sites in Winnipeg and others available on Saturday at University of Manitoba, Downtown.
- **Summer Session (SS)** offers a comprehensive, integrated program of studies from May to September. To meet the needs of its primary audience, UM undergraduate students, SS offers courses that are in high demand, not scheduled in the fall/winter session, particularly suited to spring and summer, or are new and innovative. New course development is supported by the SS Innovation Fund.

Summer Session 2008 generated 41,965 student credit hours, (12,685 registrations) in 460 courses/ 548 course sections from 14 faculties and schools, as well as summer institutes and travel study courses offered around the world. The mean completion rate in these offerings was 85%.

- **Military Support Office:** Over 450 members of Canada’s military or their immediate families enrolled at University of Manitoba mainly through Distance and Online Education. Since the inception of the University’s programming for the Canadian Forces, over 1,850 Forces students have graduated from the University of Manitoba (05-06 data). Thirty-three Canadian Forces students graduated in May, 2009 completing their degrees via Distance and Online Education courses. The University of Manitoba (Extended Education) was awarded an additional two-year contract with the Dept of National Defense for evaluation of Canadian Forces occupations and DND courses for university credits. During the reporting period, 15 evaluation projects were undertaken. It was noted that General Ray Henault, Major General Lewis MacKenzie, and Major General Charlie Bouchard are among the graduates of this program.

Financial Performance

Appendix B provides a summary 2008-09 financial statement. In the reporting period, investment in program development was \$342,170. Over \$2.3 M in tuition revenue was distributed to faculties, primarily through participation in Summer Session and Distance and Online Education. Yet, even with generous program development expenditures and revenue sharing, strong demand for Extended Education programming, combined with good fiscal management throughout the Division, resulted in an operating surplus of \$672,892.

Major Developments and Initiatives

Following the format of previous annual reports, major activities during the reporting period are presented in terms of the Division’s strategic priorities for the fiscal year.

Strategic Priority 1: Program Quality

High quality programs depend on excellent teaching, up-to-date course content, well designed courses and programs that meet learners’ needs, appropriate learner supports and services, recognition for prior learning through assessment methods and program linkages, and ongoing information gathering from learners, instructors and other stakeholders about our programs and services. Program quality supports learner recruitment, retention, success, and satisfaction.

As evidenced by strong enrolments, consistently positive student feedback and, in the case of certificate programs, ongoing employer and professional association support, the overall quality of Extended Education programming is high. However, maintaining high standards requires constant attention to the myriad of factors that affect quality as well as the search for new ways to enhance teaching and learning. In *addition* to the recurring activities intended to support program quality including instructor orientations, instructor development activities, annual program reviews, and market and evaluation research relating to all aspects of programming, we undertook a number of initiatives:

- **Aboriginal Focus Programs:** AFP completed a video and workbook resource for instructional staff, *Nametwaawin (Making a Presence): Integrating Indigenous Knowledge into Curriculum and Teaching* and continued an Indigenous Knowledge Seminar Series focusing on the traditions central to the worldviews of the Dakota, Ojibway, Cree, Dene and Métis peoples of Manitoba. Seminars were held in the Aboriginal Education Centre, UM Downtown, and were open to the public, Aboriginal organizations and agencies, and University students and staff.
- **Access Programs:** With COPSE funding, the Health Careers Access Program on the Fort Garry Campus, and the Professional Health Program on the Bannatyne Campus (Centre for Aboriginal Health Education), continued to support students. Intensive courses in English Composition and Introductory Chemistry I and II, Physics I and II were offered, as well as tutorials in Anatomy and Physiology, and an Access section of Introduction to University and Health and Health Professions.
- **CE** undertook a variety of new programming activities that included new program development (e.g., Emerging Technologies for Learning), program revisions (e.g., Intellectual Property and Technology Commercialization Management), and the expansion of blended course delivery.
- **Distance and Online Education (DE)** met its annual target for updating and revising 20% of its course offerings. The program continued to expand its overall use in courses of digital materials, marking rubrics, and multiple assignment sets. The Distance Education Tracking Systems (DETS) documentation was completed in July 2008. Sixty courses have been moved to online delivery.
- **English Language Studies:** The online placement testing tool was further improved to allow students to take the test prior to their arrival in Winnipeg, and the early submission of test results assisted program staff in determining resource needs. The program also developed an online post-test to assess the language proficiency of students exiting the program. The Community Project was extensively revised to offer students ongoing opportunities to interact with members of the community. The program initiated a language partner program as well as a volunteer work placement program. The new programs allow students to meet with native speakers on a regular basis and become actively involved in a social context outside the University.
- **Program Evaluation:** The Program Review Committee, a standing committee of Extended Education Council, is responsible for vetting new and revised non-degree program proposals, and recommending appropriate action to Council. The Committee approved the revision of the Certificate in Interdisciplinary Studies to accommodate cross-area programs, and a revision of the Intellectual Property and Technology Commercialization Management Certificate.

Strategic Priority 2: Innovative Programming and Delivery

Innovation in program design and delivery requires that we identify and respond proactively to learners' changing needs, reach out to new or underserved groups of learners, design and deliver programs in ways that increase flexibility and optimize the use of resources, and use learning technologies appropriately and effectively. Innovation in programming and delivery ensures new program development, program evaluation and renewal, flexible delivery approaches, and increased access to learning opportunities.

The nature of our students, not to mention our funding model, requires that Extended Education be a proactive, innovative programming unit that is open to new or changing program ideas and delivery approaches. The following items highlight key program accomplishments during the reporting period:

- **Graduate degrees:** There is demand for graduate programs delivered online or via blended learning (e.g., Social Work and Education), but a shortage of faculty members to develop and deliver courses remained a major obstacle to development.
- **Integrated Studies Degree:** A committee comprised of Faculty of Arts and Extended Education faculty members, completed development work on the proposed B.A. in Integrated Studies. A preliminary proposal was positively received at the Policy Committee of Arts, with a full proposal to be discussed by the Faculty of Arts Council in fall, 2009.
- **Aboriginal Focus Programs:** The first offering of the Aboriginal Environmental Stewardship Diploma at Tataskweyak Cree Nation (Split Lake) commenced, using a compressed modular in-class delivery.
- **Access Programs and Aboriginal Focus Programs:** Partnered with the First Nation and Inuit Health Branch, Assembly of Manitoba Chiefs, Red River College and Yellowquill College in the delivery of the second year Health Careers Transition Year Program (HCTYP). Aboriginal Focus Program provided program delivery and course instruction, and Access provided counseling and assistance with interviews. Diagnostic testing and preparatory courses in math and science were provided, as well as intensive tutoring and other academic supports. After successfully completing the year, these students were transferred into the Access Program to continue their university studies.

- Access Programs and the Faculty of Nursing partnered on the second year of intake in the Aboriginal Nursing Cohort Program. Students move through the program as a cohort—a model designed to improve retention and success. The Faculty of Nursing provides course instruction and program delivery, and the Access Program provides academic counseling, administration, cultural and financial supports.

Access Programs and Aboriginal Health Careers Summer Camp 2008: UM partners included Aboriginal Human Resource Initiative/ First Nations Inuit Health Branch, Assembly of Manitoba Chiefs, Office of Rural and Northern Health, and University College of the North. The target group was Aboriginal secondary students who were interested in pursuing a career in the health professions. Successful students transitioned to the Health Careers Access Program.

- Continuing Education Programs
 - Continued development of blended learning formats.
 - Offered two new, online Certificates in Interdisciplinary Studies: HIV Aids Program Management, offered in partnership with the Regional Aids Training Network to African mid-managers, and Emerging Technologies for Learning, in partnership with the Learning Technologies Centre.
 - Offered online contract training for faculty development to cohorts from universities in India, Malaysia and the Middle East, in collaboration with the Learning Technologies Centre
 - Course materials for 18 certificate courses were moved from print to online format. Instructor and student websites are under development to provide supports in online and blended courses.
- Distance and Online Education (DE)
 - Five new courses were developed, including one with a new partner department, Human Nutritional Sciences.
 - Continued to move DE courses online, with 60 currently online.
 - The e-reserve project for course readings continued, with the addition of Campus Copy as a partner. Where possible, online readings available through the University Libraries replaced printed articles, offering convenience and cost savings for students and DE.
- English Language Studies (ELS)
 - To extend its programming and increase its student base, the area implemented an action plan identifying new market opportunities and program initiatives. Examples of new potential markets include the immigrant population, and advanced ESL learners seeking additional credentials in interdisciplinary studies. A proposed Adult EAL Program for Newcomers obtained external funding, and will be delivered at the UM Downtown in September 2009. A new program, Certificate in Interdisciplinary Studies: Language and Business Program, was developed in collaboration with Continuing Education, and will be launched in September 2009.
- International
 - English Language Studies continued partnership agreements with four Japanese institutions (Sagami University, Tokyo Kasei University, Tokyo Kasei High School, and Kokugakuin University).
 - Extended Education (CE) and the Learning Technologies Centre were successful in a funding proposal to the Open Society in West Africa for the delivery of face-to-face and online training for academics in West African universities, in partnership with African Association of Universities (AAU).
 - Workshops were delivered in India, Malaysia and Palestine for faculty development cohorts focusing on Web 2.0 technologies. Additional workshops and online courses will be delivered in Singapore in the fall 2009.
 - Continuing Education also coordinated several public lectures given by international guest Dr. Canute Thompson, International College of the Caribbean.
- Off-Campus Study: Allowed students to take degree courses at various community sites in Winnipeg, including the Bannatyne Campus, Vincent Massey Collegiate, Canadian Mennonite University, Gray Academy of Jewish Education, UM Downtown – Aboriginal Education Centre, Ukrainian Culture and Education Centre, and several Winnipeg high schools. Off-Campus Study served both UM students and Senior 4 high school students who are able to earn university credits while still in high school.
- Summer Session: The Summer Session 2008 Innovation Fund, intended to encourage the development of innovative, collaborative courses and programs, provided support for the development of the following four initiatives:
 - Field Methods in Land Resource Sciences, Department of Soil Sciences.
 - Envisioning and Leading Inclusive Special Education, Faculty of Education
 - Health Promotion, Faculty of Kinesiology and Recreation Management
 - Character Development and Design, School of Art.

Other Summer Session highlights included another successful Jazz Camp with renowned artists and clinicians. In travel/study courses, students traveled to Uganda (Faculty of Architecture), Rome, Italy (Arts), India (Arts, Education and Social Work), St. Petersburg (Arts), Kyiv (Arts), Iceland (Arts), Thailand (Education), Baffin Island (Arts, and Environment, Earth and Resources), and Churchill (Environment, Earth and Resources; and Science). Visiting instructors included Mohan Agrawal,

Jaypee Business School (Business), Jeffrey Wayne Heikkinen, Texas, (Arts), David M. McElhoes, Virginia (Arts), Stuart Robinson, Norway (Arts), Mark Barber, New York (Arts), Kerry McElroy and Skye Arthur-Banning, Tennessee (Kinesiology and Recreation Management).

- Recognition of Prior Learning (RPL): With COPSE funding, the Recognition of Prior Learning Office continued to be responsible for the development of prior learning initiatives throughout the University. The RPL Office provided information and support to administrative areas, faculties, and departments. In 2008, the RPL office reviewed several certificates and conducted workshops for the Faculty of Human Ecology, and worked with the Faculty of Arts on the new proposed BA: Integrated Studies.

Strategic Priority 3: Partnerships

To achieve our mission and, through outreach, to advance the goals and interests of the University, Extended Education must develop, maintain, and extend collaborative, mutually beneficial partnerships that link the resources of the institution to the needs of external communities. Our partnerships include academic and administrative units within the University; local, national and, where appropriate, international organizations; and academic/professional associations that support our academic programs.

The following items describe additional accomplishments related to partnerships:

- Partnerships with other universities: Extended Education provided leadership to consortia such as Campus Manitoba (all public Manitoba universities and colleges), Canadian Virtual University (CVU: 11 Canadian universities offering online programs), and the Collaboration for Online Higher Education and Research (COHERE). Cooperation with such consortia provided the Division with access to research and course development funds.
- Department of National Defense (DND): University of Manitoba, Extended Education was awarded an additional two-year contract with the Dept of National Defense for evaluation of Canadian Forces occupations and DND courses for university credits. A credit evaluation database was developed as part of the project.
- Revenue Sharing: Under various revenue sharing agreements, Extended Education distributed over \$2.3 M to faculties and departments on campus during the reporting period. Most of this amount is allocated to faculties on the basis of participation in Summer Session and Distance and Online Education. However, revenue also flows to faculties that partner with Aboriginal Focus Programs (diploma programs), English Language Studies (CTESL), and Continuing Education Programs (various certificate/diploma programs).
- Access Programs and Aboriginal Focus Programs partnered internally and externally on the previously mentioned Health Careers Transition Year Program (HCTYP).
- Access Programs partnered with the Faculty of Nursing to offer an Aboriginal Nursing cohort.
- Aboriginal Focus Programs partnered with the Tataskweyak Cree Nation (Split Lake) for the delivery of Aboriginal Environment Stewardship Diploma in the community.
AFP also partnered with the Manitoba First Nations Education Resource Centre to develop and deliver the Certificate in Interdisciplinary Studies: Education Counseling Skills as well as with the First Nation and Inuit Health Branch, Health Canada (which provided block funding for the delivery of the Aboriginal Community Wellness Diploma (ACWD) and HCTYP).
- In addition to internal partnerships, Continuing Education partnered with the following external organizations and groups: the Manitoba Quality Network, Canadian Institute of Management, Manitoba Public Insurance, Manitoba Hydro, Winnipeg Police Service, Manitoba Customer Contact Association, Red River College, Manitoba Liquor Control Commission, and the Manitoba Institute of the Purchasing Management Association, St Amant Centre, Credit Union Association of Canada, Canadian Society of Training and Development, Government of Manitoba, United Way of Winnipeg, Manitoba Municipal Administrators' Association, Institute of Chartered Accountants of Manitoba, Society of Management Accountants of Manitoba, and The Certified General Accountants Association of Manitoba.
- English Language Studies (ELS) and the English Language Centre: To ensure the best representation of the University of Manitoba at international recruitment fairs, English Language Studies worked with the English Language Centre and Recruitment Services in coordinating joint recruitment efforts. ELS also renewed its partnerships with Japanese universities.
- Distance and Online Education, Off-Campus Study, and Summer Sessions operated in partnership with over 14 faculties drawing on over 46 departments to expand and extend degree credit offerings. Off Campus Study also had special partnership arrangements with the Canadian Mennonite University (Nursing courses), Gray Academy of Jewish Education (Yiddish), Winnipeg School Division #1 (Courses in High School).
- UM and UW co-hosted WAPSUCE 17th Annual Conference for Marketers and Administrators: The Three Rs: Recruiting, Retention, Results, October 23, 2008.
- International programming

The Study Abroad Foundation selected the Intensive English Program as a participant in the Go Program offered at Oberlin University. Twelve students from Oberlin University joined the program in 2008-09.

Strategic Priority 4: Research

To inform programming and to contribute to the University's research and scholarship goals, Extended Education is committed to developing research capacity and increasing research activity by supporting research on practice, building applied research skills through staff development, and recognizing and promoting the research accomplishments of staff.

Research on practice is essential to the development and maintenance of high quality programs that address learner needs. Market research, needs assessment, and evaluation research are ongoing program development and management activities in all program areas within Extended Education. Our academic staff present regularly at conferences, publish in peer-reviewed journals, actively participate in a number of professional associations relevant to higher and adult education, and engage in a range of other scholarly activities as outlined in our Promotion and Tenure Document.

- **Research Activity:** Academic staff conducted research in a wide range of areas including the educational interests and motivations of older adults; a retention study involving CE; changes in the institutional organization of distance education; DE student demographics; knowledge management and extension practices in developing countries; and institutional policy regarding online teaching and learning. (Further detail is provided in Appendix C)
- **Research Support:** The Research Committee, a standing committee of Extended Education Council, provided \$8,510 in seed funding in 2008-09 to support new research.
- **Mentorship for Academic Staff:** To assist with academic retention and success, staff members in probationary or tenure track positions are assigned mentors.
- **Extended Education provided sponsorship for the Manitoba Association for Distributed Learning and Technology Conference** held at Red River College in May, 2008 as well as the **Mobile Learning Conference at UM** in May 2008.
- **Market research:** Ongoing market research is conducted using interviews and focus groups. Most recently, focus groups were conducted with numerous Manitoba employers and employees, and representatives of professional bodies to determine demand for a degree completion program. The results supported the development of an undergraduate degree into which certificate courses could be ladderred. An Internet media habits survey and city-wide Omnibus benchmark survey was completed by Creative Services.

Strategic Priority 5: Integration

To achieve our goals with respect to innovation, high quality programs and services, and organizational effectiveness, we recognize that the units in Extended Education must be flexible and internally well integrated. Integration builds capacity and involves pursuing opportunities for shared program development and delivery, and where audiences overlap, working to share learner and instructor services, course offerings, and program promotion. The following initiatives highlight our progress related to this priority:

- **Banner Fit Assessment Project:** The Division completed a major project to examine the fit of its business processes for finance and administration, program and course management, non-degree registration with the Banner suite of products (Banner Student and Banner Finance). The assessment identified where Banner would meet our needs and where it would not, and a high level implementation plan was developed to help us understand what would be involved in implementing various solutions. For example, we examined business process and policy changes, data migration, and integration or interfaces required for functionality not provided by Banner.
- **Aboriginal Focus Programs and Access Programs:** As previously mentioned, partnered internally as well as externally with the First Nation and Inuit Health Branch, Red River College and Yellowquill College in development and offering of the Health Careers Transition Year Program.
- **Continuing Education and Aboriginal Focus Programs** commenced the delivery of the Certificate in Financial Management in Nelson House.
- **In collaboration with Continuing Education, English Language Studies developed a Certificate in Interdisciplinary Studies: Language and Business** to enable ELS students to combine certificate and English language studies.
- **Distance and Online Education** shared expertise (e.g., instructional design, learning objects, intellectual property), and course materials with other Division areas.
- **Marketing and promotion:** Extended Education coordinated a UM presence in a *Say Magazine* issue focusing on post-secondary programs for Aboriginal students.

Strategic Priority 6: Organizational Effectiveness and Healthy Workplace

To operate effectively, we must promote fiscal responsibility, good management practice, strategic marketing, service quality and satisfaction, and efficient work processes that balance learner needs with organizational requirements. Effectiveness requires that we define standards, set clear expectations, provide training, evaluate outcomes, give feedback, and involve all staff in identifying ways to improve the value of the work we do.

A healthy workplace supports cooperation and teamwork, open communication, participation, respect, staff development, equity, the contribution of every individual, job satisfaction, comfort, and safety. The primary focus of our healthy workplace strategic priority is on continuing staff but it also requires us to consider the needs of, and provide the best possible academic and administrative support to, the hundreds of part-time instructional staff who develop and/or teach in our programs.

Organizational effectiveness requires that we continuously review administrative systems across program and service areas to ensure that our systems balance the needs of learners and other stakeholders with our operational requirements. For example, we regularly gather data on our information system performance and staff requirements for system change. These data, in turn, are used to plan and implement ongoing system improvements. We systematically review specific work processes and functional requirements and, as needed, conduct major assessments to ensure operational effectiveness. We also review support staff job requirements, job descriptions and job classifications on a regular basis. The following items provide examples of specific initiatives undertaken during the reporting period:

- The Healthy Workplace Steering Committee, with representation from all categories of staff, coordinated several events including a Wellness Day. These events were well attended and received positive participant evaluations.
- Mentoring: Mentoring relationships are established for all new continuing staff to assist in their orientation and satisfactory progress.
- Staff Development: As part of the annual Division budget process, and in accordance with the Professional Development Policy, support staff professional development was supported, and the professional development funds of academic staff were supplemented.
- Working Environment: Each year, budget funds are allocated to maintain a comfortable and efficient working environment for staff in our various sites. In 2008-09, \$15,000 was spent on carpeting, paint and workstations. In addition, in response to recommendations by Health and Safety Office or staff requests, some office furnishings and equipment were upgraded and minor modifications made to offices or workstations.

Staff Accomplishments: During the reporting period, Extended Education academic staff published a number of papers, were awarded research grants, presented papers at conferences and actively participated in professional associations. In addition, several academic staff members were engaged in graduate work, and many of our support staff are also working to complete undergraduate and in some cases, graduate, degrees as well as diplomas and professional designations. Other staff accomplishments included:

- Promotion and Tenure: Stephanie Olson and Cathy Rocke were promoted to Instructor II, and Kathleen Matheos was granted tenure.
- Graduate Programs: Rainey Gaywish successfully completed her Ph.D. in Native Studies at Trent University, and Marcia Maia completed her M.Ed. at University of Manitoba.
- Awards:
 - Brenda Lafreniere and Access student, Channing Lavallee, were invited by the Rt. Hon. Michaëlle Jean, Governor General of Canada to attend the National Aboriginal Role Model Awards on June 21, 2008 in Ottawa. Channing received the National Aboriginal Role Model Award for her work with the National Aboriginal Health Organization.
 - Alan Fernandes and Nicole Morin were accepted for the UM Support Staff Endowment Fund Exchange at Memorial University in Newfoundland in September, 2009.
 - Heather Nicolson received a Staff Access Award at the UM Student Affairs: Disability Services Access Awareness Reception on February 5, 2009.
 - In an external analysis of over 150 summer session websites from universities across North America, the University of Manitoba Summer Session site was ranked #2 overall, second only to Case Western University.
 - Military Support Office staff, Anne-Lucie Bouchard, Carol Prosk, Lynn Kawecki and Shari Campbell, received the Canadian Forces Liaison Council Award for their support of military reservists.

Goals and Objectives

Each fall, the Division Management Team (DMT) reviews the Strategic Priorities document to confirm key priorities, assess our progress on incomplete action items for the current fiscal year, and identify new Division-wide action plans for each priority for the coming fiscal year. DMT held a strategic planning exercise in preparation for the 2008-09 budget, and this process will begin anew in the fall of 2009. Following the DMT discussion, our program and service areas will meet independently to determine their area plans and objectives for the upcoming year.

Some of the initiatives described earlier in this report will continue beyond 2009, while new initiatives and directions will be identified as part of our strategic planning exercise. For the remainder of this fiscal year, Extended Education will continue to focus upon improving the quality and reach of programs, strengthening relationships with faculties and administrative units, investigating new technologies and approaches to learning, and expanding programming to targeted, underserved populations. Extended Education makes an important contribution to the University of Manitoba but there is always more that can be done, in cooperation with faculties, and external organizations to meet the needs of Manitobans for continuing professional education, degree outreach programming, and specialized work related, adult oriented programming.

Appendix C. Research and Scholarship: 2008-09

Publications (including proceedings) In alphabetical order by author.

Davidson, H. S. (2009). Educational work and military occupation: Schooling as victim, politics, and resistance. *Jadavpur University Journal of Sociology*, 2, 1-14.

Gaywish, R. (in press). "Neegawn I-Naw-Buh-Tay Ayn-Nayn-Duh-Mawn" My thoughts flow forward to the future. Prophecy and transformation in Edward Benton Banai's development of Three Fires Society to revitalize the Midewiwin Way of the Heart. *Proceedings of the World Indigenous Peoples Conference on Education 2008*, Melbourne, Australia.

Kops, W. J. (2008). Review: The Profession and Practice of Adult Education by S. B. Merriam & R. G. Brockett. *Canadian Journal of University Continuing Education* (34)1, 126-128.

Kops, W. J. (in press). Best practices: Teaching in summer session. *Summer Academe*.

Parvin, I. and Matheos, K. (in press). Status of school-based assessment in different countries of the world. *Journal of Open School*. Bangladesh Open University.

Sloane-Seale, A., and Kops, B. (2008). Older adults in lifelong learning: Participation and successful aging. *Canadian Journal of University Continuing Education*, Vol. 34 (1), 37-62.

Sloane-Seale, A. (2008). Promoting lifelong learning for older workers: An international overview. *Canadian Journal of University Continuing Education*, Vol. 34 (1), 132-135.

Sloane-Seale, A. (2008). Lifelong learning, participation and equity. *Canadian Journal of University Continuing Education*, 34 (2), 145-148.

Papers presented (* peer-reviewed)

Chakrabarti, D., Davidson, H.S. and Majumdar, M. (2008) Respondents to graduate student papers presented at a seminar on Interrogating Educational Interventions: Revisiting the Stakeholders. Department of Sociology, Jadavpur University, Kolkata, March 19, 2008. Included closing presentations by M. Majumdar and H. S. Davidson (on educational needs as social constructions).

Davidson, H. S. Changing focus in continuing education in Canadian universities under a changing global scenario. Workshop organized for students and faculty, Department of Adult, Continuing Education and Extension, Jadavpur University, Kolkata, February 3, 2009.

Davidson, H. S. and Kops, B. (2008) Presentation as part of plenary session at International Conference on Emerging India: The role of Management and IT Education, Hindustan Institute of Management and Computer Studies, Farah, Mathur, India, February 15, 2008.

Davidson, H. S. (2008) Educational work and military occupation: Schooling as victim, politics, and resistance. Paper presented at Education and Conflict, Jadavpur University, Kolkata, January 18, 2008.

Gaywish, R. (2008) Neegawn I-Naw-Buh-Tay Ayn-Nayn-Duh-Mawn". My Thoughts Flow Forward to the Future. Prophecy and Transformation in Edward Benton Banai's Development of Three First Society to Revitalize the Midewiwin Way of the Heart at World Indigenous Peoples Conference on Education, Melbourne, Australia (December, 2008).

Gaywish, R., and Ratte, A. (2008) Poster presentation, Weaving the Otter Tail: Integrating Indigenous and Western Knowledges in Higher Education. The Aboriginal Community Wellness Diploma, World Indigenous Peoples Conference on Education, Melbourne, Australia. (December, 2008)

Kops, W. J. (2008) Continuing Management Education in Canada, Plenary Presentation, International Conference on Emerging India: The Role of Management and IT Education, Hindustan Institute of Management and Computer Studies, Farah, Mathura, India, February 2008.

Kops, W. J. (2008) Summer Session Deans as Visionary Leaders. Roundtable Facilitator/Presenter at the American Association of Collegiate Registrars and Admissions Officers Annual Meeting, March 2008, Orlando.

Luterbach, B., Guy, R. and Matheos, K. (2008). Institutional readiness for distance and distributed learning: How well are we doing? 2008 CNIE International conference: Banff, AB. May 12-16.*

Luterbach, B. (2008). How are we doing? Are Canadian postsecondary institutions ready for distance and distributed learning? 2008 MADLaT International conference: Winnipeg, MB.*

Sloane-Seale, A. (2008). A portrait of older adults in Manitoba: Learning activities and successful aging, University-Community Engagement, 54th Annual Conference of the Canadian Association of University Continuing Education, (CAUCE), London, Ontario, May 27-31.*

Rocke, C. and Gaywish, R. (2008). Presentation of instructional video and workbook, "Nametwaawin" (Making a Presence): Integrating Indigenous Knowledge, World Indigenous Peoples Conference on Education, Melbourne, Australia. (December, 2008)

Rocke, C. and Richard Audrey (2008) Presentation of instructional video “*Nametwaawin*” (*Making a Presence*) – *Integrating Indigenous Knowledge: An Instructor Video and Workbook* at the Shawane Dagoosiwin - Aboriginal Education Research Forum held in Winnipeg, Manitoba (May, 2008)

Sloane-Seale, A. (2008). Research in Contemporary Continuing Education: A CAUCE Perspective, 54th Annual Conference of the Canadian Association of University Continuing Education, (CAUCE), London, Ontario, May 27-31.*

Wallace, L. (2008). Panel on Copyright Reform (with R. Mutton, and R. Tiessen). Canadian Network for Innovation in Education, April 27-30, 2008.*

Unpublished (final reports or papers documenting research)

McLean, C., Warkentin, E., Frederickson, D., and Jennings, D. (with PRA Associates). (2008). *Survey of Campus Manitoba Students*. Winnipeg, MB: Post Secondary Committee on Learning and Technology.

Research Grants

Rogoza, C., University of Manitoba University Teaching Services (2008) Development of online learning modules for faculty development in teaching online. (\$25,000) Strategic Initiatives Fund, Office of the Provost, University of Manitoba.

Sloane-Seale, A., and Rogoza, C. (Principal investigator). (2008). *Exploring the attitudes of managers in the application of Web 2.0 technologies in personal and workplace learning*. (\$4,895) Extended Education, Research Fund.

Atleo, M., Matheos, K., Young, J., and Wallace, L. (2008). Blended Learning and the Re-design of a Graduate Program. (\$6,100) Strategic Initiatives Fund, Office of the Provost, University of Manitoba.

Other Grants

Matheos, K. (2008). Capacity building on social networking technologies for teaching and learning transformation in West African universities. (\$18,600) Open Society in West Africa (Soros Foundation).

Graduate student supervision

Matheos, K. Advisor, Five M.Ed. students; Doctoral Committee Member. Education, Ph.D. student

Matheos, K. Supervisor, Commonwealth Titular Scholarship Recipient at UM

Sloane-Seale, A. Advisor, UM M.Ed student.

Kops, W.J. Doctoral Committee Member, UM.