



Aurora College Foundational Review

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1.0 EXECUTIVE SUMMARY

Post-secondary education plays a key role in developing people's potential and cultivating the Government of the Northwest Territories' ("GNWT") human infrastructure, both of which are necessary for the successful growth and development in the NWT. The current and future labour market demands require programming designed to respond to the needs of students, employers, industries and local, municipal and Indigenous communities. Aurora College (the "College" or the "Institution") is the principle Post-secondary Education Institution ("PSI") in the Northwest Territories ("NWT"). The College delivers programs and services to NWT communities through a network of three campuses and 22 community learning centres ("CLCs") in a geographic area that spans approximately 1,143,794 square kilometers. In addition, the College offers programs through agreements and partnerships with other technical schools, colleges and universities across Canada.

Matching skills and jobs has become a high priority for the GNWT. The GNWT recently commissioned a 15-year forecast for NWT jobs in demand resulting in the Northwest Territories Labour Market Forecast and Needs Assessment report ("Labour Market Forecast"), that projects that there will be 28,500 to 36,700 job openings in the NWT requiring college, apprenticeship training or university education¹. The GNWT wants to ensure "*NWT residents have the skills, knowledge and attitudes for employment success*"² through the alignment of skills development and post-secondary education with NWT labour market demands.

As the College is, for all intents and purposes, the only substantial PSI in the NWT, the GNWT commissioned a Foundational Review of the College's governance and accountability structure, as well academic programming and supporting operations to ensure programs are managed effectively and efficiently, are meeting the diverse needs of students, and are responsive to changes in the labour market. To determine this, the Foundational Review required an examination of the following five key areas:

- Governance
- Accountability Measures
- Academic Programming
- Operations
- Recruitment and Retention of Students.

MNP LLP ("MNP") was engaged to conduct the Foundational Review and it took place during the period November 2017 to January 2018 with the compilation of key findings and recommendations contained herein during the months of February and March 2018. In support of this assessment, significant community consultation was completed through a combination of interviews, focus groups, Indigenous government and community consultations and surveys supplemented with a review of background information and jurisdictional research.

The Foundational Review was independent and objective in that no member of the review team has been involved, nor linked at any time or in any way with the College or the Department of Education, Culture and Employment ("ECE" or the "Department"). Consideration of the unique challenges pertaining to the NWT including geography, climate, and population dispersion / forecasts ensured that review activities as well as resulting findings and recommendations are suitable to the reality of the NWT.

¹ Skills 4 Success, 10-Year Strategic Framework, page 3

² Vision of the Labour Market Forecast

1.1 SUMMARY OF FINDINGS AND RECOMMENDATIONS

The key premise upon which this Foundational Review and resulting Report was built is that a high performing institution requires strong alignment between the vision, mission, and strategic objectives of the College with the needs of students, employers, industries, as well as local, municipal and Indigenous communities. In turn, the organization's governance and operating structure, key business processes, policies and procedures, as well as supporting accountability measures must be designed and operating effectively and efficiently to deliver on the PSI's mandate as established through its vision, mission, and strategic objectives. This structure is further supported by timely, accurate and transparent reporting and communication of results to internal and external stakeholders.

To summarize Report findings and supporting recommendations succinctly is challenging. What has emerged from the Foundational Review is that it is an opportune time for the GNWT to step back and reconsider the vision for post-secondary education in the NWT. With a strong, compelling and common vision for post-secondary education, the GNWT and the College will be able to reinvent itself in a manner that will meet the (often competing) needs of its various stakeholder groups, while also ensuring programming meets current and future labour market demands. While a review of the GNWT's vision for higher education was not part of the scope of this review, it is core to the successful development of post-secondary education in the NWT.

A Case for Change – the Northern Canada Polytechnic University

There are three key and urgent reasons that support the “Why” in the proposition and change that is recommended within this Foundational Report. Firstly, advances in higher education are doubling, tripling, and quadrupling at a phenomenal rate and, consequently, the College needs to adapt to this shift in power and the implications of exponential growth in anything, let alone higher education.

Secondly, because of this ever-increasing pace of change, the only way to retain a lifelong working capacity is to engage as a total NWT population in lifelong, integrated learning. Hence, NWT social structures need to keep pace with the accelerated rate of change. The need for higher education has to be seen by the GNWT as a primary economic driver and key to developing a knowledge economy and as such, the need for workforce development has never been more acute.

Thirdly, it is a well-researched fact that a critical mass of intellectual human capital attracts substantive investment. As a result, it's imperative that the NWT take action to immediately begin investment in a progressive, 21st Century higher education model, such as a Polytechnic University described within this report. This investment will provide the necessary institutional capacity for the NWT to attract substantive national and multi-national, corporate attention and investment throughout the next three to four decades.

It is therefore an opportune time to reconsider the future of post-secondary education in the NWT. This report presents a vision and pathway for the transformation of **Aurora College into a polytechnic university over the next six to eight years. In this report, this future institution is referred to as the Northern Canada Polytechnic University (“NCPU”).**

It is important for the GNWT to decide and act on a new vision as early as practicable as the post-secondary sector is becoming increasingly global and competitive. The NWT is not only competing with other northern institutions but institutions from across Canada and North America. In addition, other institutions, both in the north (Yukon College and Nunavut Arctic College) as well as across Canada, are pursuing polytechnic university status. If the GNWT decides that the establishment of NCPU is a vision they wish to pursue, the time to act is now.

NCPU is presented to be a single transformative institution, complete with select elements of a Baccalaureate and Applied Studies Institution, a Polytechnic Institution, and a Community College (i.e. Aurora College), developed in association with the secondary school system in the NWT. This new institution will serve the

NWT's longer-term higher education and applied research needs in a far superior, focussed, efficient, effective and accountable manner.

Envisioning what NCPU will be, helps to illustrate what the College is currently not and, how the creation of this polytechnic institution will deliver a world class education and transform the College to a destination university in the north and for the north.

NCPU – the Vision

NCPU is not just a bricks and mortar building or a new campus facility with a new logo and name. NCPU represents a complete overhaul of higher education in NWT. Imagine a future higher education system in the NWT that is:

- an integrated learning environment with personalized learning modalities and learner pathways available as early as *grade 10*
- an inspired learning environment which allows the learner to progress at their own rate barrier-free
- a PSI that has degree content and outcomes set by NCPU reflecting distinctive Indigenous culture and economic/social/environmental trends in the NWT
- stronger connection between program curriculum and industry/community needs
- fully realized with laddering opportunities that promote educational mobility from apprenticeship to professional and arts and science baccalaureates
- opportunities for experiential and applied learning and research in all degree programming to solve real-world problems in the NWT
- known for its innovative curriculum development and delivery by ensuring accessibility, distinct centres of specialization, and structured for responsiveness, accountability, and sustainability.

NCPU's academic program and applied research priorities should be aligned with the GNWT's economic, social, cultural and environmental priorities, as well as the workforce needs of NWT businesses and industries. The transformational plan outlined herein seeks to continue serving NWT higher education needs with the wide-range of programming already offered (e.g. upgrading, apprenticeship, vocational training, certificates, diplomas, undergraduate degree completion), but with the additional opportunity to grant degrees with an applied focus in cases where that may make sense for the NWT's many communities and industries.

The name “university” in NCPU matters. Degrees granted by institutions other than universities continue to face credibility challenges, both in Canada and abroad. The title “university” in the NWT is an indication of the quality of the new institution because quality standards for degrees from universities are set by provincial jurisdictions and their Quality Councils. The establishment of a quality council in the NWT is something to examine at a future date. It is anticipated that partnering with a southern post-secondary institution in the development and implementation of NCPU would provide the necessary mechanisms to assure quality of programs and course delivery initially. The term “university” signals consistent credibility, greater educational prestige, and curriculum autonomy for the NWT's Indigenous culture.

As degree programs continue to focus on real-world, experiential learning, ties to the community and industry will increase. More highly qualified people will be attracted to teach at NCPU and live in the NWT, contributing intellectual capital, skills and leadership. This will in turn reinforce the quality of education that students will obtain which will increase intellectual capital, skills and abilities more broadly in the NWT. These are building blocks for growth and development.

The main campus of NCPU is recommended to be built in Yellowknife. The reason for this move (from Fort Smith) may appear obvious but may also raise a number of questions. First, the move to Yellowknife is necessary to ensure that the President and executive leadership team of NCPU are close to, and able to build crucial relationships with students, current and future employers, industry, public and separate school divisions, as well as decision makers. The vision of NCPU would not be possible without the close collaboration

with these key stakeholder groups as the development of an integrated learning environment as well as the establishment of centres of specialization is critical to the success of NCPU. Second, modern day students and millennials perceive the student experience to be equally as important as the content of the programming. This means not only that students will be looking for practicum places and part-time employment to (financially) support their studies, but in addition, that a social experience outside of study hours is available. All prerequisites for success that are not available in Fort Smith. Establishing the main campus of NCPU in Yellowknife does not mean that there is no role for the Fort Smith and Inuvik campuses as well as regional community centres. Quite the contrary. Serving the communities in the NWT is core to the mandate of the College and will remain a fundamental component of NCPU's vision.

What would be the envisioned role for Fort Smith, Inuvik and the regional communities? The solution to this important question can not be provided without further analysis and discussion of first, the established vision of higher education for the NWT, and second, a full review of all programs currently delivered by the College. This report recommends that all programs and services are subject to a detailed review. Programs that are in high demand and generally working well should be customized/enhanced where required, programs that are necessary to meet current and future labour market needs but do not currently meet industry or quality standards should be re-designed, and programs that are not meeting students and / or industry, employers or labour market demands, should be devolved and eliminated.

One of the ways in which the College has been described, is that it is trying to be “everything to everybody.” With the establishment of NCPU this is being addressed through the establishment of centres for specialization. It is recommended that the GNWT, in conjunction with the College, within its visioning exercise, decide and define what the institution wants to be known for and what programs it will offer, and will do so in a world class manner. These programs will focus around key areas of specialization, which could be for example, culture and language, northern research or natural resources, a combination of the three or another area of interest or expertise. Once defined and developed the selected programs will be customized in line with the culture, customs and realities of the north.

Within this context, and based on student and market needs, options for specialization and program offering could be split by region. For example, Inuvik could be designated the applied research centre of excellence (given the focus and location of ARI), Fort Smith the centre for apprentices and trades, and Yellowknife the centre for the delivery of all degree programming. Whatever the allocation will be, each centre will become a destination in itself as programs will be focussed on NWT needs, be world class, and provide integrated learning pathways through close collaboration with the JK-12 school divisions. Last, but not least, the regional communities will be integrated within the overall academic planning through the development of an NWT-wide needs assessment resulting in a comprehensive centre plan that is aligned to the vision of higher education in the NWT as well as integrated to the learning pathways.

It is concluded within the Foundational Review that, the College does not currently possess the traits of the envisioned NCPU. The College's present-day leadership, programming, and operations are not adequate to meet the current day challenges and advances in higher education that are happening at an ever-increasing pace. The present state necessitates a complete and deliberate higher education system overhaul, keeping only those programs, services, people, systems and processes that meet the future needs of NCPU and support the established centres for specialization. Other (non-performing) parts are recommended to be devolved over time.

The time is now. For the GNWT to truly deliver impactful post-secondary education, significant change must be made to transform the College into a polytechnic university that will meet the diverse educational needs to support current and future students in developing the skills to meet labour market demands. It is envisioned for the College to become a destination institution that offers unique programming for the north, in the north.

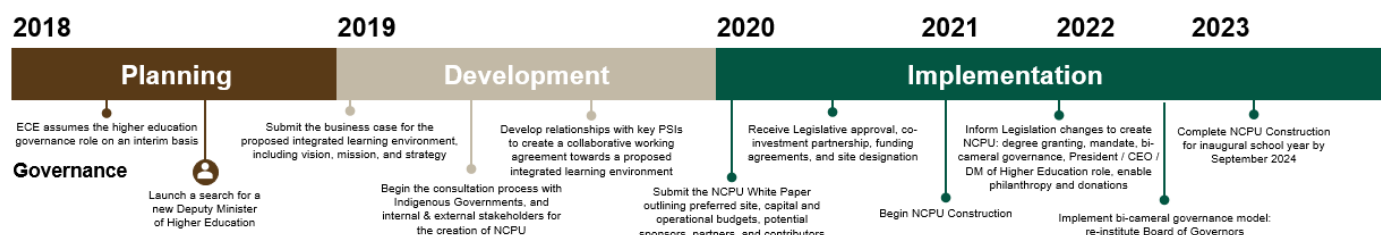
If deliberate action commences in the fall of 2018, NCPU should be operational by the beginning of the academic school year (September) of 2024. In the timeline outlined on page 109 of this report, “operational”

means the ability to begin offering programs. Much like all significant initiatives, it is anticipated that NCPU will have a phased-in approach that begins with initial operations through to full delivery and operational capacity over the course of three to four academic school years. Therefore a ‘grand opening’ of a fully realized NCPU with full operational capacity would likely not occur until either the 2027-2028 or 2028-2029 academic school year even with initial operations commencing in 2024. The proposed timelines outlined in this Report identify the high-level milestones that need to be achieved from starting in the fall of 2018 through to initial NCPU operations in September of 2024. In the event that this process is not initiated until the beginning of 2019 (January / February 2019), the target date for NCPU initial operations should move to September 2025. NCPU initial operations should coincide with the beginning of an academic school year.

The transformational recommendations found in this Report embody a set of breakthrough ideas. The risk, of course, is allowing them to be whittled down. The tendency may be to take a safer route and come up with a plan that just varies slightly from action plans arising from previous operational reviews. Will the outcome of an incremental or safer route lead to the creation of a higher education system in NWT that meets the diverse needs of students, employers, industry and both the Indigenous and non-Indigenous residents of the territory? The assertion of this Foundational Review is that it will not and for the College to continue “as is” and make only incremental improvements, will not result in a sustainable and long term solution for higher education in the NWT for generations to come.

Figure 1 below outlines a proposed strategic timeline for the implementation of this transformational recommendation over the next six years by moving through planning, development and implementation phases.

Figure 1: Strategic Timeline for Implementation of NCPU



The high-level strategic milestones are further described below:

No	Milestone/Action
1.	By late summer or fall of 2018, ECE should assume the higher education governance role and responsibility for the next three years.
2.	By autumn 2018, ECE, in concert with the ECE Deputy Minister, should launch a search for a new Deputy Minister of Higher Education, who will report to the Minister and have full oversight responsibility for the College and its re-engineering towards becoming, in part, the proposed NCPU.
3.	By late spring 2019, submit the business case for the proposed integrated learning environment to the ECE Deputy Minister.
4.	By summer 2019, begin the consultation process with internal and external stakeholders as well as with Indigenous Governments and organizations with regard to the creation of NCPU In 2019, subsequent to and informed by the consultation process, submit the business plan for the proposed integrated learning environment to the ECE Deputy Minister.

No	Milestone/Action
5.	By autumn 2019, in concert with ECE, craft the proposed NCPU business case, including the proposed bicameral governance model, in draft form for Ministerial and Committee review, complete with public policy changes necessary for its creation.
6.	By winter 2019, in concert with the JK-12 Education Authorities, the new Deputy Minister of Higher Education should drive a process to develop a collaborative working agreement towards a proposed integrated learning environment.
7.	By summer 2020, receive legislative approval for: the necessary public policy changes to the Act(s), a multi-year government capital funding commitment, a multi-year operational funding commitment, and the Yellowknife-based site designation for the creation of NCPU.
8.	By late winter 2020, in concert with ECE officials, the College, the City of Yellowknife and JK-12 Education Authorities, submit the NCPU White Paper highlighting the preferred site for NCPU, its proposed capital and operational budget(s), and potential sponsors, partners, and contributors.
9.	By spring 2021, begin construction of NCPU with a completion date set for summer 2024.
10.	Open doors to NCPU for inaugural school year by September 2024. ³

A more complete roadmap with all five core areas (Governance, Accountability, Academic Program Management, Operations, Recruitment and Retention of Students) is presented in section 9.0 of this Report.

An overview of the key findings and recommendations that support the pathway and transformational change proposed are summarized on the following pages according to each of the five key areas examined and in the same order that they are presented in the Report.

GOVERNANCE

Governance is about an organization's decision making and oversight structures and, in the public sector, how governors and decision makers manage and direct the organization for the benefit of funders, stakeholders and the public at large.

The College has experienced a variety of governance challenges with respect to:

- The College not having operated at arm's length as stated in the *Aurora College Act* (the "Act") with the College perceiving that sufficient, direct access to the Minister was not available and informal reporting appearing to flow from ECE (as opposed the Minister)
- An ineffective Board, which was revoked as a result of an Administrator being appointed
- The roles and responsibilities of the Board, President, ECE and Minister not being well defined and understood
- Working relationship with ECE characterized as "challenging."

In pursuit of the establishment of NCPU, it is recommended that in the short to medium term, ECE assumes responsibility for the governance of higher education until the search for and placement of a Deputy Minister of Higher Education has been completed. The Deputy Minister of Higher Education will also assume the role of College President and lead the transformational change required. Even though this structure appears to contradict the finding that the College is not operating at arm's length (as this recommendation will further limit the arm's length concept), it is considered necessary in order to allow focus and commitment by ECE to drive

³ The inaugural school year for NCPU is presented as initial operations and not anticipated to be a full program offering in first year of operations. It is anticipated that the full suite of programs and operations would follow in two to three years accompanied with a 'grand opening' celebration.

decisions, funding and progress to transform the College in the most efficient, effective and expedient manner. The recommendation to establish NCPU should find its foundation in the development of a business case that outlines the proposed integrated learning environment and the pursuit of collaborative working agreements with key PSIs. This would be closely followed by the design and build of a new Yellowknife campus scheduled for opening in 2024.

It is important for the GNWT to decide and act on a new vision as early as practicable as the post-secondary sector is increasingly global and competitive and the NWT is not only competing with other northern institutions but institutions from across Canada and North America. In addition, other institutions, both in the north (Yukon College and Nunavut Arctic College) as well as across Canada, are pursuing polytechnic university status. If the GNWT decides that the establishment of NCPU is a vision they wish to pursue, the time to act is now. A critical assumption underlying the timelines presented in this report, which needs to be taken into consideration when deliberations take place, is that any delay in the execution of the key action steps could result in a full year's delay (e.g. opening in 2025 rather than 2024) as the launch of the new Institution needs to coincide with the academic school year which is September of each year.

To assist the Deputy Minister of Higher Education with his or her mandate to design and implement NCPU, it will require support and expertise. It is recommended that the Institution establish both an Academic Advisory Council as well as an Advisory Board to support the design, build, implementation and operationalization of NCPU. The Academic Advisory Council will consist of individuals with the necessary expertise and qualifications (not purely based on regional representation) to support the Deputy Minister of Higher Education in all decisions relating to academic programming and academic support services of NCPU. The Advisory Board will be established to provide advice and guidance to the Deputy Minister of Higher Education on all operational matters of NCPU including the construction of the new facility, marketing, communication, human resources ("HR"), information technology ("IT") and other operational decision-making. Similarly to the Academic Advisory Council, the Advisory Board is expected to be composed of members with the required background, operational and technical skills.

For NCPU to be accredited as a university, the Institution will need to re-introduce (at a suitable time, e.g. 2021/22) a more appropriate and arm's length governance model. The most common approach used by Canadian universities is the bicameral model which separates decision-making between two distinct governance bodies, one academic (often referred to as the Senate or Academic Council) and the other administrative (the Board of Governors). The key principle underlying bicameralism is the notion of "shared governance⁴." Governance is shared in that the responsibility for academic decisions is made by a Senate composed of faculty, students, academic administrators and other relevant stakeholders (e.g. representatives from industry, local or Indigenous communities), while ultimate authority as well as responsibility for administrative decisions is vested in an independent and knowledgeable Board. The Senate would effectively make recommendations to the Board with the Board having final approval authority (although it is rare for a Board to overturn a Senate recommendation).

With the move to a bicameral governance model, several changes to the Board composition, appointment and operational processes will be required to ensure it addresses the challenges faced in the past. The Board should be composed based on skills and qualifications driven through a skills matrix (as opposed to purely regional representation), should be provided with enhanced orientation and should continue to receive training to ensure members remain current and up-to-date with industry, regional, Canadian and global post-education trends and other changes. In addition, the Board should develop a formal Terms of Reference that outlines roles and responsibilities of Board members, as well as related accountabilities and reporting requirements.

⁴ Jones, G.A, Shanahan T & Goyan P – The Academic Senate and University Governance in Canada

In support of the establishment of NCPU, changes to the *Act* need to be considered to support the establishment of a polytechnic university, set out the structure and clarify the roles, responsibilities and reporting relationships of the Board, President, ECE and the Minister.

Within NCPU, there appears to be a clear and significant role for the Aurora Research Institute (“ARI”), as applied research is a core foundational component of a polytechnic university. However, the GNWT needs to consider whether the issuing of research licenses is the responsibility of NCPU or whether this should be transferred to another department within the GNWT.

ACCOUNTABILITY

Providing for the accountability of the College, and indeed with public PSIs across the country, is not new. For at least the past decade, there have been prior reviews of the College and related programs calling for a strengthening in accountability. More broadly, governments throughout Canada have been advancing accountability in the public PSI system with the College clearly lacking in this respect.

The College, in the past, established accountability through the ten-year Strategic Plan (i.e., 2006 to 2015), a four-year Business Plan (i.e., covering 2009 to 2013), and an inaugural ten-year Strategic Plan for the ARI (i.e., spanning 2016 to 2026). In June of 2016, the GNWT Financial Management Board adopted a *Planning and Accountability Framework* which set the requirement for the College to produce an annual Corporate Plan. Flowing from this, a Corporate Plan was produced by the College with direction from the appointed Administrator, covering fiscal 2017-18 with an appended, interim strategic plan. The plans, in addition to being outdated, also lacked alignment to the broader higher education vision of the NWT and did not sufficiently outline how programs and services were being funded. The plans also did not articulate performance indicators that, in combination with targets, provide a meaningful gauge on realization of said goals. Due to the lack of clear performance measures and accountability processes, the annual report, which is the key accountability document available to the College to report on its achievements, has been limited in its usefulness.

Priority one is that ECE provide leadership in convening a 2018 NWT-wide, higher education *future state* Commission, whose role it is to facilitate the development of the Institution and NWT’s Ends (i.e. Values, Vision, Mission, and Outcomes). Regardless of the appetite for change, the GNWT must clarify the vision for post-secondary education in the NWT and drive changes to align the higher education, operations and programming, with this mandate.

A five-year strategic and capital plan should be developed (2019-2024, supplemented by an annual operating plan) in support of the creation of NCPU. This strategic plan should focus on the opening of NCPU in 2024 and include key milestones, timelines and associated resources required. As discussed above, a delay in a key action steps could result in the launch of the Institution having to be postponed by a full year.

The strategic plan should also include key performance indicators on which it will report on a regular basis (quarterly) to the Minister. A portfolio of core indicators for annual reporting should also be developed in collaboration with the ECE, in a way that addresses such questions as, “what do we need to know about how the Institution is making a difference?”; and “what does success mean for NCPU”. Such indicators could include student, graduate, faculty, employer or partner survey results, as well as student success metrics (e.g. retention rates, graduation rates, time to completion rates, learner pathway progress, etc.). At the end of a fiscal year, a redesigned annual report will serve to inform stakeholders of progress made.

ACADEMIC PROGRAM MANAGEMENT

Academic programming is the foundation and “reason for being” of the Institution. The programming must reflect the needs of the GNWT, the labour market of NWT, regional requirements, current and future students as well as the skills and capabilities of potential students.

The biggest challenge for the College is “proving” the relevance and effectiveness of current programming. The College does not have a robust process to regularly review its programs, although under its current policies, it is required to do so at least once every five years. Given that the College has not reviewed all of its programs, it cannot attest to whether current degrees, diplomas and certificates provide students with sufficient skills to be gainfully employed within the NWT. Additional challenges exist due to declining enrollment and the view in the NWT that the College is trying to be “everything to everybody, everywhere”. This lack of focus is grounded in the absence of a long-term vision and strategic plan as noted earlier. Concern has also been expressed with respect to the relevance and effectiveness of the CLCs being that these community-based operations are not meeting local needs.

Recommendations are proposed to create and implement an Academic Program Development and Review Framework to ensure programming is established in line with Canadian leading practices and all degrees, diplomas, certificates and other courses are subject to a regular review. The Bachelor of Education and Social Work Diploma should be reviewed as a matter of urgency given the recent suspension of these programs by the Minister. An Academic Plan should also be developed that is aligned to the new vision of NCPU. This new vision, and supporting strategic and Academic Plan, should be focussed around the centres of specialization discussed earlier. Once the strategic plan and the content of NCPU (e.g. which baccalaureate, applied studies, polytechnic and other courses it will offer) has been determined, decisions can be made as to which programs should continue, be subject to a (major) revision, or be suspended. The creation of an Academic Advisory Council will also lend some credence to this process by including industry and subject matter experts that, together with the Academic Chair and other representatives, focus on all aspects of program quality. Furthermore, an NWT-wide needs assessment should be undertaken to determine the programming needs for each region and CLC. This needs assessment should result in a Comprehensive Centre Plan which, in the longer term, should be integrated within a Comprehensive Institutional Plan. The Comprehensive Centre Plans should investigate opportunities to partner with local industry and Indigenous communities.

As well, with the transformational change to NCPU, the vision will include the development of an integrated learning environment. An integrated learning environment is one in which students can begin earning post-secondary credits while they are still in the secondary school system (i.e. begin trades training classes in grade 11). This will require close collaboration with the NWT public and separate school divisions to address the skills and enrollment gaps that exist and provide clear learning paths for all NWT high school students.

OPERATIONS

The operational business model of an institution determines how services are being delivered, how many resources are allocated to specific tasks and activities and defines employees' roles, responsibilities, levels of authority and reporting lines. The business model and leadership need to be aligned with the strategic direction of the institution to ensure the effective and efficient delivery of services.

The way by which operations are being conducted within the College finds its roots in the policies and procedures that have been established. Policies and procedures are essential to the effective operation of an institution as they define the manner in which decisions and activities are being transacted, approved and recorded. They also define the various authority levels that exist in conducting operations and making decisions. Upon review of the policies and procedures for the College, it was identified that policies are generally out-of-date, are not subject to regular review and do not reflect current operations of the College. Due to the pervasiveness of this finding, it is recommended that a complete review and update of policies and procedures is required.

A variety of other operational challenges were identified, one of the more significant being the ineffective relationship with the ECE which, according to the College, has resulted in the ECE somewhat “controlling” the College through administrative and bureaucratic processes. As well, there is concern with respect to the effectiveness of the leadership team of the College and whether this team is suitable and appropriately structured to bring the necessary change in support of the future vision and strategic direction of NCPU.

The current organization structure at the leadership level should be reviewed to determine, based on the new strategic direction, whether there is an opportunity to streamline and consolidate the structure. Once recruited, the Deputy Minister of Higher Education should review the current leadership team and appoint/hire a Vice President (“VP”) Academic Affairs, VP Finance and Administration, VP Advancement and VP Applied Research in line with the mandate to establish the NCPU. A robust performance evaluation process should be introduced for all employees (including leaders) that is founded in up-to-date job descriptions and performance metrics.

A variety of contributing factors have been identified which, when combined, have resulted in a steady decline in student enrollment and graduation numbers. One of these factors is the unwillingness of students to go to Fort Smith for their studies due to security concerns, student housing not meeting minimum quality standards, a lack of a student experience, and the fact that students are not able to complement or support their studies with either practicums or part-time employment. Within this Report it is therefore recommended that the main campus of NCPU is established in Yellowknife. In addition to the concerns outlined above, another key reason for this move would be to ensure that the President and executive leadership team of NCPU are close to, and able to build crucial relationships with students, current and future employers, industry, public and separate school divisions, as well as decision makers. The vision of NCPU would not be achievable without close collaboration with these key stakeholder groups as the development of an integrated learning environment as well as the establishment of centres of specialization is critical to the success of NCPU. Establishing the main campus of NCPU in Yellowknife does not mean that there is no role for the Fort Smith and Inuvik campuses as well as regional community centres. Quite the contrary. Serving the communities in the NWT is core to the mandate of the College and will remain a fundamental component of NCPU’s vision. The individual roles for Fort Smith, Inuvik as well as the regional communities will need to be determined based on the centres of specialization that will be created and the programming required to execute this vision.

Additional operational challenges have contributed to the lack of effectiveness of the College. The Student Information (“SIS”) is outdated and not producing accurate information on student enrollment and graduation numbers, both important indicators in support of institutional decision making. Challenges also exist with respect to the lack of bandwidth which limits technology-based delivery of programming. Last, but not least, the College has not dedicated adequate resources to developing a marketing and communications strategy that details the College’s approach to engaging its various stakeholder groups, designing a user-friendly and modern website, establishing and communicating the brand of the College, as well as the use of social media.

Recommendations include the genesis of the requirements for a new SIS as well as a renewed focus and ability to deliver additional technology-based programming all with a view to the vision of the new NCPU. To support the success of NCPU and as the Institution moves through the three phases (planning, development and implementation), it is paramount that a long-term and robust communication and marketing strategy (and brand) is created. This communication strategy needs to be implemented from the moment the new vision of NCPU has been adopted right through to the launch in 2024. Frequent updates on progress, key milestones and other success stories need to be shared with key stakeholders, communities and the public at large both within the NWT as well as throughout Canada.

RECRUITMENT AND RETENTION OF STUDENTS

Supporting the College’s mandate of delivering programs to meet the needs of individuals, employers, communities and the labour market requires a student services function that supports students, adult learners and apprentices with academic, non-academic and technical programming. The quality, accessibility and consistency of services provided to students, adult learners and apprentices play a crucial role in the attraction and recruitment of students, and in enhancing the learning experience.

As discussed earlier, the College is suffering from declining enrollment numbers and appears to have the reputation of being an “institution of last choice”. Research results indicate that NWT students pursue, increasingly so, opportunities to study at PSIs either in Alberta, the Yukon or elsewhere in Canada.

In support of these findings, it was identified that the College does not have a consistent and robust approach towards the attraction and recruitment of students and that student services offered vary between campuses. There also appears to be a lack of important services such as financial and mental health counselling, as well as career path coaching. The creation of a destination institution with a clear brand, focussed and world-class programming and student support services will assist in mitigating the majority of findings identified.

The development of a strategic enrollment management plan will bring together how these various concepts will be created and aligned with the overall vision of NCPU. In line with the recommendation made within Operations, an update of the marketing and communication methods as well as the College's website is required to convey the vision, learning outcomes, benefits and features of NCPU to prospective and current students, as well as key stakeholders. In addition, the College should review the student services that it provides and determine whether additional services are required in support of financial, mental health and career counselling.

COMMUNITY CONSULTATIONS

As noted earlier, significant community consultation was completed to support our assessment through a combination of interviews, focus groups, Indigenous governments, Indigenous organizations and community consultations and surveys. Through the course of the project, we interviewed 84 individuals and conducted five focus groups that engaged an additional 21 people. We also completed a number of surveys to gather insight from a number of stakeholder groups. Insights, thoughts, and perspectives shared by stakeholders have informed every aspect of the review. Specific engagement with several Indigenous Governments and organizations was an important part of the review, given the central role of Indigenous communities and their governments in the NWT.

In the course of this Foundational Review, it was apparent that Indigenous Governments care deeply for the educational opportunities that are available or that they believe should be available to their constituents. Given that most of the student body is Indigenous, the findings and themes gathered and documented in this Report can only serve to enhance how post-secondary education will be delivered to residents of NWT. Engagement with Indigenous Governments and organizations during the Foundational Review was an opportunity to gather thoughts, observations, and insights from these key constituents. It was noted that, as Aboriginal, treaty, and modern agreement rights holders, Indigenous Governments may be owed a duty to consult on any proposed changes to the College or proposed legislation affecting the Institution.

This Report and proposed recommendations would not have been possible without the participation and thoughtful contributions of all involved. MNP wishes to thank all individuals involved from the GNWT, ECE, the College as well as other stakeholder groups that provided valuable input by means of interviews, focus groups, surveys and consultations. Their time, cooperation and patience in answering the myriad of questions and providing supporting documentation and information has been critical in support of the balanced observations and recommendations created within this Report.

STARTING THE RECOMMENDED JOURNEY IS A CHOICE

The next step in this important journey lies with the Minister and GNWT. Planning, designing, developing, implementing and operationalizing NCPU as discussed in this Report requires transformational change with a significant (long term) sustained focus, attention and investment to make it a reality. A choice needs to be made and a vision needs to be defined to set the foundation for this change. A visionary leader and change agent will need to be recruited to design, guide, build and achieve this vision with an official opening of NCPU by no later than September 2024. If the Minister and GNWT adopt this vision and put a proverbial 'stake in the sand', the groundwork will be laid to transform higher education in NWT for generations to come. The establishment of NCPU will lead to better alignment of skills development and post-secondary education with NWT labour market demands and, more importantly, it will ultimately result in NWT residents having the skills, knowledge and attitudes for employment success for generations to come.

2.0 INTRODUCTION

This Foundational Review was requested at the behest of the Minister to provide an objective and independent assessment of a number of key components of the College described below. The results of this Report will inform the Minister of challenges faced by the College, as well as opportunities for improvement to assist in establishing and executing a vision and strategic direction for an NCPU that will be more effective, accountable, transparent and ultimately, will align with the needs of the labour markets and residents of the NWT. The following section outlines the objectives of the Foundational Review along with a summary of our approach and scope of work.

2.1 OBJECTIVES

The Foundational Review focussed on the examination of five themes as outlined in GNWT's Request for Proposal ("RFP"). Each of the streams provided specific answers to questions raised by the GNWT within the RFP, summarized as follows under the corresponding sections:

Governance Structure focussed on a review of the current governance structure of the College to determine if it meets the criteria for good governance, allows for the establishment and pursuit of educational and research priorities, supports efficient and effective operations and clearly defines roles and responsibilities. The scope of the governance review included an assessment of clarity of roles and responsibilities of the ARI.

Accountability Measures considered the link between accountability measures (i.e. accountability for the outcomes the College wants to encourage) and strategic objectives which, in turn, must be clearly aligned to the institution's mission, vision, and values. Highly successful institutions take a shared leadership approach to the development and refinement of their institutional accountability programs which thereby generates trust and respect in the process. The attributes of effective and innovative accountability measures were examined to assist in establishing a framework that leads to desired post-secondary outcomes.

Academic Program Management focussed on how the College monitors and aligns academic programming with current and emerging labour market demands and the needs of learners. This included an examination of decision-making processes and criteria regarding program assessment and improvement, integration of strategic plans with academic programming decisions to maintain labour market relevance, and leveraging strategic partnerships to increase opportunities for the students of the College.

Operations included a review of policies and procedures to examine the levels of clarity, completeness, accessibility, and alignment with leading practices. This stream also included the assessment of the *Act* and its alignment with the operational needs of the College, as well as the assessment of the efficiency and effectiveness of the current delivery model of the College's various campuses and learning centres. The examination considered whether the current model meets the need of NWT residents, and the overall effectiveness of current partnerships between the College and other PSIs.

Recruitment and Retention aimed at determining the major factors impacting student recruitment and retention at the College, with focus on whether the College's current recruitment processes, programs, and services are attracting sufficient numbers and types of students, as well as promoting student well-being and success.

Community Consultations examined the current state of relevance that the College has within the eyes of stakeholders in the broader community. To be effective as a strong PSI in NWT, the College needs to be seen as relevant, effective and responsive to the needs of the broader community. Community engagement activities assessed the degree to which this was achieved.

2.2 PROJECT SCOPE AND APPROACH

MNP applied an integrated approach to collecting information through data and documentation review, as well as stakeholder consultation as outlined below. The review was conducted during the period of November 2017 to January 2018 with the compilation of key findings, recommendations and report drafting taking place in February 2018.

Data and Documentation Review

ECE generously provided MNP with a large amount of information in the form of documents and data related to the Foundational Review areas (i.e. Governance, Accountability, Academic Program Management, Operations, Recruitment and Retention of Students). In addition to reviewing the documentation supplied, MNP researched additional publicly available information on both the College and GNWT relevant sources. It should also be noted that some specific data sets were requested and obtained directly from the College (e.g. enrollment, budget and program review data). Appendix G contains a summary of the documents we reviewed in completing the Foundational Review.

Stakeholder Engagement Approach

MNP prepared interview / focus group guides tailored to stakeholders identified by ECE. These guides were then validated by ECE prior to being used in the engagement process. All stakeholders were advised that their input would be aggregated thematically, and that attribution of any input would be limited to broader groups of stakeholders rather than any specific individual. Through the course of the project, we interviewed 84 individuals and conducted five focus groups that engaged an additional 21 people.

We also completed a number of surveys to gather insight from a number of stakeholder groups. Similarly, survey questions were developed and validated by ECE with the input received being aggregated thematically and not attributed to a specific survey respondent. Stakeholder input and insights are interspersed throughout this Report. Additional details on the stakeholder engagement approach and the people that were engaged can be found in section 8 of this Report, while Appendix A contains a complete list of individuals engaged during this Foundational Review.

Jurisdictional Review

A jurisdictional review of five comparable jurisdictions was conducted to gather additional insights on leading practices from other PSIs related to the scope of this Foundational Review. Some of the leading practices are presented throughout this Report to provide examples of how other PSIs are addressing similar challenges. An overview of the jurisdictional review approach can be found in Appendix C of this Report.

2.3 LIMITATIONS

This Report is intended for the information and use of the GNWT. Any use that a third party makes of the Report, and any reliance or decisions made based on it, are the responsibility of such third party. MNP accepts no liability or responsibility for any loss or damages suffered by any third party as a result of decisions made or actions taken based on this Report or any statements that have been made herein.

In addition, we did not validate the information supplied to us beyond understanding its content for the purposes of this review. Such information was subjected to our interpretation. MNP has not independently verified any of the Information provided to it, and makes no representations as to the veracity or authenticity of the Information.

Our approach did not constitute an audit or examination in accordance with generally accepted accounting standards or attestation standards. As a result, we will not provide an opinion, attestation, or other form of assurance.

MNP reserves the right to review any or all of the information included in or referred to in this Report and that which may become known to us after the date of this Report. Should it be considered necessary, MNP may subsequently revise any or all of this Report.

2.4 REPORT STRUCTURE

This Report is structured around the five themes described in Section 2.1 “Objectives” supported by community consultations. Each chapter is devoted to describing key findings, observations and resulting recommendations as follows:

Chapter 3: Governance

Chapter 4: Accountability Measures

Chapter 5: Academic Program Management

Chapter 6: Operations

Chapter 7: Recruitment and Retention of Students

Chapter 8: Community Consultation

The following table provides a guide and reference for each of the project objectives and a link to the corresponding Report section within which it has been addressed.

Table 1: Overview of RFP Objectives

No.	RFP Objectives	Section Reference	Page Number
Governance			
1	Review of the current governance structure of the College to determine if it meets the criteria for good governance, allows for the establishment and pursuit of educational and research priorities, supports efficient and effective operations and clearly defines roles and responsibilities.	Section 3.1 & 3.2	Page 19
2	Assessment of clarity of roles and responsibilities of the ARI.	Section 3.3	Page 31
Accountability			
3	Review the College's accountability program and measures and identify improvements, enhancements and / or changes.	Section 4.0	Page 34
Academic Programming			

No.	RFP Objectives	Section Reference	Page Number
4	Review and assess decision-making process and criteria for the creation, elimination or continuation/improvement of academic programs and recommend improvements.	Section 5.1	Page 46
5	Review and assess how corporate strategic planning integrates with academic programming decisions and maintaining relevance to future NWT labour market demands and recommend improvements.	Section 5.2	Page 60
6	Review and assess how strategic partnerships with other PSIs can / should be leveraged to increase opportunities for the College students.	Section 5.3	Page 61
7	Community Learning Centres	Section 5.4	Page 63
Operations			
8	A review of policies and procedures to determine if they are clear, complete, accessible and aligned with leading practices.	Section 6.1	Page 67
9	An assessment of the <i>Act</i> and its alignment with the operational needs of the College.	Section 3.2	Page 29
10	As assessment of the efficiency and effectiveness of the current delivery model of the College (various campuses and learning centres) and whether the current model meets the need of NWT residents.	Section 6.2	Page 69
11	The effectiveness of current partnerships between the College and other PSIs.	Section 5.3	Page 61
12	Identification of other operational challenges.	Section 6.3	Page 75
Recruiting and Retaining Students			
13	An assessment as to whether the College's current recruitment processes, programs and student services are attracting sufficient numbers and types of students (i.e. local, national and international).	Section 7.1	Page 82
14	An assessment as to whether student services and programs offered by the College are promoting student well-being and success.	Section 7.2 & Section 7.3	Pages 82-96

3.0 GOVERNANCE

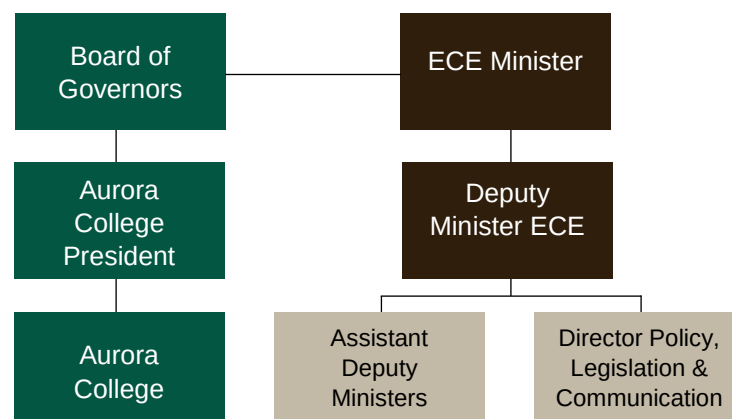
Governance is about an organization's decision making and oversight structures and, in the public sector, how governors and decision makers manage and direct the organization for the benefit of funders, stakeholders and the public at large.

Clear and up-to-date documents setting out an organization's mandate and leaders' roles and accountabilities are prerequisites to good governance. Governors and decision makers must have a common understanding of the organization's purpose, strategic direction, powers and resources. The governance framework must establish an accountability framework that encourages regular and transparent reporting on results and the efficient, effective and proper use of resources. To accommodate changing circumstances and support clear communication, governance documents must be reviewed at least annually to ensure they remain current and up-to-date.

3.1 GOVERNANCE STRUCTURE

Figure 2 depicts the current reporting and accountability structure of the Minister, the Board and the President. In this structure, and as outlined in the *Act*, the Board reports to the Minister and the President reports to the Board. This structure was established to allow the College to operate at arm's length from ECE.

Figure 2: Current Governance Structure



Earlier reviews commissioned by ECE have found pervasive differences in the level of understanding of the roles between the Board, the College administration, the Department and the Minister as they pertain to the governance and operations of the College. The *Act* offers little in the way of insight on these matters, being vague to absent in the descriptions of reporting relationships between the Minister, the Department, the Board and the President of the College. This was substantiated by interviews conducted, which highlighted:

- Changes in leadership within the Department and within the College have furthered a confusion over reporting relationships and responsibilities. In turn, the leadership changes may have contributed to the apparent absence of a single Department point of accountability for the College.
- Decisions being made by the College as they relate to academic programming in the absence of consultations with GNWT departments that have related mandates (e.g. Health and Social Services).
- Vague understandings of how the Minister, Board, the College administration and the Department collectively set priorities and expected outcomes with respect to the operations of the College.

This lack of clarity in roles and responsibilities, as well as recent concerns raised with respect to the College's effectiveness and accountability, have further strained the already unclear relationships.

In June 2017, following budget discussions within Cabinet, the decision was made by the Minister to appoint an Administrator, which resulted (as outlined in Section 31(3) of the *Act*) in the deemed revocation of Board appointments. The Administrator was appointed with an effective date of June 5, 2017 and will continue in this role until a new governing body is put in place. The authority and responsibility provided to the Administrator is set out in a "mandate letter" issued by the Minister on June 22, 2017. The mandate letter specifies that the Administrator is responsible for carrying out the duties of the Board, as outlined in the *Act*, in accordance with the Minister's direction.

One of the biggest challenges for the College is that it is not operating at arm's length (as stated in the *Act*) with the College perceiving there has been insufficient opportunity for engagement directly with the Minister and informal reporting appearing to flow from ECE as opposed to the Minister. The President, as outlined in Section 19(2) of the *Act* is an employee of the public service and therefore reports to the Department; however, is also required to act in accordance with the direction of the Board as stated in Section 20(2) of the *Act*. These two roles may present challenges as they may on occasion result in conflicting direction. Other challenges for the College include, but are not limited to:

- The College is a government department and subject to the administrative and bureaucratic processes included within the *Financial Administration Act* and the *Public Service Act* which has been perceived by the College to inhibit timely and appropriate decision making. For example, the College is required to follow the GNWT's HR policies and practices which provide little flexibility for an institution with specific requirements which may not be effectively met by government policies and practices.
- Reporting to ECE that has a significant portfolio of which the College is only a small part and therefore not receiving sufficient support from people with the necessary understanding of the post-secondary education sector.
- ECE being perceived as "controlling" the College through administrative processes and requiring to "approve" a variety of operational activities such as press releases, marketing plans, etc.

In addition to the above reporting challenges, the following limitations have also contributed to the College not having been able to operate at arm's length:

- The lack of a clear vision and supporting strategic plan outlining the future direction of the College
- The absence of a funding framework developed by ECE in collaboration with the College detailing the various programming and other services that the GNWT is contributing towards through base funding
- The lack of clear accountability measures and targets to support the dialogue between the Minister and the College
- The absence of transparent reporting, including the establishment and measurement of key performance indicators
- Student information that is not timely or accurate due to a SIS that is outdated.

Governance Structure Changes to Support the Establishment of NCPU

As outlined in the previous section, the *Act* intended for the College to operate at arm's length and to report, through an independent Board, to the Minister. However, due to perceived insufficient access to the Minister, the College has in the past informally reported through the ADM and Department. As a result of the challenges described earlier, the disappointing outcomes with respect to declining enrollments and a reputation that is coined as a "College of last resort", the Department, over the past two to three years, has taken an increased interest in the operations of the Institution. This, in part, has resulted in the Department being more "controlling" and being (too) involved in the day-to-day operations of the College, thereby overstepping boundaries of arm's length and limiting the College in operating as a stand-alone entity. In addition, the working relationship between the College and ECE has also not been collaborative and productive. Please refer to Section 6.2 "Business Model" for further details. All these factors combined have resulted in a "lack of trust" between the Department and the College and the Department's involvement has expanded from pure oversight to a combination of oversight and management.

All the challenges and limitations discussed within this Report have resulted in the College not being effective and trying to be "everything to everyone." To continue "as is" and only make incremental improvements is not a sustainable and long term solution for the NWT and is therefore not an option. Change is required and it is necessary to act now. This Report recommends the design and build of a polytechnic institution for the north and the recommendations within this and further sections are made to support this vision and the wholesale changes required to make this a reality.

To support the transformation, in the short to medium term, it is recommended that ECE assume the higher education governance role and responsibilities. This can be established through hiring a Deputy Minister of Higher Education who will also have the role as President of the College. Even though this structure may appear to contradict the finding that the College is not operating at arm's length (as this recommendation will further limit the arm's length concept), it is considered necessary in allowing the focus and commitment of ECE to drive decisions, funding and progress to transform the College in the most efficient, effective and expedient manner.

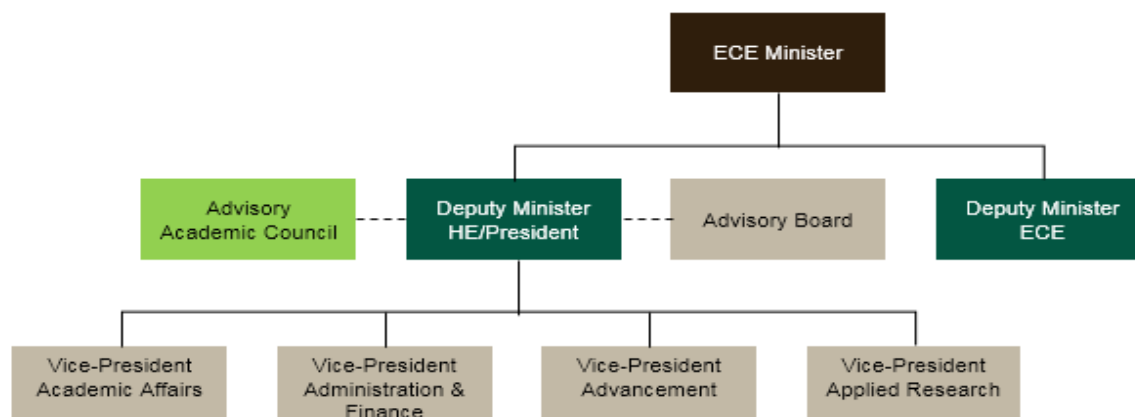
It is important for the GNWT to decide and act on a new vision as early as practicable as the post-secondary sector is increasingly global and competitive and the NWT is not only competing with other northern institutions but institutions from across Canada and North America. In addition, other institutions, both in the north (Yukon College and Nunavut Arctic College) as well as across Canada, are pursuing polytechnic university status. If the GNWT decides that the establishment of NCPU is a vision they wish to pursue, the time to act is now. A critical assumption underlying the timelines presented in this report, which needs to be taken into consideration when deliberations take place, is that any delay in the execution of the key action steps could result in a full year's delay (e.g. opening in 2025 rather than 2024) as the launch of the new Institution needs to coincide with the academic school year which is September of each year.

In the current governance construct per the *Act*, the Board's role will change to an advisory capacity to support the Deputy Minister of Higher Education and provide access to skills and capabilities to drive the transformation to NCPU. This Advisory Board will need to be composed of members with the necessary experience and knowledge relating to the various aspects required to support the design, build, and operation of a polytechnic university (i.e. academic programming, applied research, marketing, finance, legal, construction, IT etc.).

For NCPU to be accredited as a university, the Institution will need to re-introduce (at a suitable time, e.g. 2021/22) a more appropriate and arm's length governance model. This governance structure can consist of three different models (unicameral, bicameral, tricameral) which are typically used for universities. The recommended model, the bicameral approach (the most commonly adopted version in Canada), is discussed in further detail on the following pages.

The updated governance structure for the short to medium term is outlined in Figure 3.

Figure 3: Proposed Governance Structure



The Department, with the consent of the Minister, should launch a search for a new Deputy Minister of Higher Education. This individual should have full executive responsibility for the development of a market-driven, student-centred and industry-based polytechnic university to be built in Yellowknife. In essence, the Deputy Minister of Higher Education would also act as the President of the College to provide oversight during the transformational period.

In the interim (three to six years), the new Deputy Minister of Higher Education should have the full oversight role and responsibility for the College, and its re-engineering into a component of the new polytechnic university.

The Deputy Minister of Higher Education's duties shall include, but not be limited to the following:

- Strategic and operational planning
- Strategic transactions
- Operations including applied research and innovation, marketing, as well as technology
- Human resources and organization
- Financial management including capital planning
- Risk management including enterprise risk management, compliance, internal controls and audit, as well as external relations
- Senior administration effectiveness including performance appraisal, compensation reviews and succession.

Once the Deputy Minister of Higher Education has been hired, he or she needs to review the executive leadership team to ensure the incumbents have the requisite skills in their respective portfolios to effectively support the vision of NCPU. Once the advisory board is in place as discussed above, the Administrator (currently in place instead of a Board of Governors) will no longer be required. At least two of the portfolios will need to be expanded to embrace all that a polytechnic institution will be. The VP Education & Training position should be changed to a VP Academic Affairs, a portfolio that will be responsible for all academic programming and academic support services of the College and added elements such as Baccalaureate and Applied Studies and Polytechnic. As well, the VP Research (currently responsible for ARI) role should be expanded to VP Applied Research and include responsibility for all research related programming and applied research, in addition to responsibilities relating to ARI. Please refer to Section 6.2 for additional information.

Figure 4 outlines the proposed strategic timeline for the implementation of the NPCU that occurs over the next five to six years by moving through planning, development and implementation phases.

Figure 4: Strategic Timeline for Introduction of the NCPU



The Need for a Bicameral Governance Model

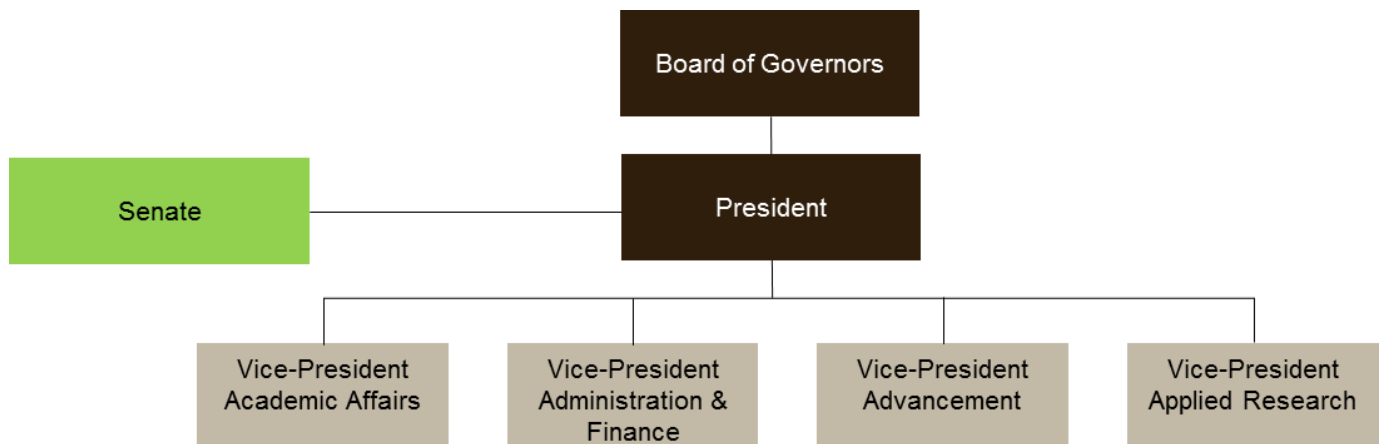
As outlined earlier, three different models (unicameral, bicameral, tricameral) are typically used for universities, with the most common being the bicameral approach. Bicameral governance separates decision-making between two distinct governance bodies, one academic (often referred to as the Senate or Academic Council) and the other administrative (the Board). The key principle underlying bicameralism is the notion of “shared governance⁵.” Governance is shared in that the responsibility for academic decisions is made by a Senate composed of faculty, students, academic administrators and other relevant stakeholders (this could be representatives from industry, local and/or Indigenous communities), while responsibility for administrative decisions is vested in an independent and knowledgeable Board. See below for further details with respect to (re)creating an effective Board. For bicameral decision-making to be effective, clear communication between the academic and administrative decision-making bodies and well defined roles and responsibilities are required.

The need to clearly articulate roles and responsibilities of decision-making bodies is vital, particularly where governance is shared. The enabling legislation (changes to the *Act*) that provides the power to a given institution should describe the overall governance structure and bodies. Please refer to Section 3.2 for additional information with respect to changes required to the *Act*. The legislation would be supported by institutional bylaws and policies that would detail the terms of reference and membership for all governing bodies (i.e. Board and Senate), including subcommittees. Role clarification is critical to ensuring transparency in governance and ultimately the sound operation of NCPU.

For NCPU to be accredited as a university, the Institution will need to re-introduce (at a suitable time, e.g. 2021/22) a more appropriate and arm’s length governance model. A bicameral governance model is recommended consisting of the establishment of a Board and a Senate. The Senate would effectively make recommendations with the Board ultimately having final approval authority. It would however be unusual for a Board not to follow the recommendations made by the Senate, as the Senate has the academic knowledge and expertise with respect to all teaching and research. Please refer to Figure 5 for an example of a bicameral governance structure.

⁵ Jones, G.A, Shanahan T & Goyan P – The Academic Senate and University Governance in Canada

Figure 5 - Bicameral Governance Model Example



The Senate, as mentioned above, would be responsible for the academic affairs of NCPU including, but not limited to setting:

- Criteria for awarding certificates, diplomas and degrees
- Curriculum content for programs
- Qualifications for admission
- Criteria for academic standing, academic standards and the grading system
- Policies and procedures for appeals by students on academic matters.

Additionally, the Senate should be given the mandate to advise the Board on matters including:

- Educational goals, objectives, strategies and priorities of NCPU
- Establishment, revision or termination of courses and programs
- Priorities for implementation of new programs
- Establishment or discontinuance of faculties
- Evaluation of programs and educational services
- Setting the academic schedule
- Qualification for faculty members and instructors.

Kwantlen Polytechnic University (“KPU”) is a recent example of a Canadian polytechnic institution that moved to a bicameral governance model (March 2016). KPU established a task force in 2010 to explore the implementation of the bicameral model. The Task Force developed principles to guide the development of a successful model as follows⁶:

- | | |
|------------------------|--|
| • Education | • Mutual Trust |
| • Respect and Goodwill | • Strategic Advice |
| • Multi-year Planning | • Ongoing Communications |
| • Broad Consultation | • Accountability |
| • Regular Meetings | • Documentation and Policy Development |

⁶ KPU – Board/Senate Task Force on Bicameral Governance - 2016

Based on the findings and recommendations discussed within this Foundational Review, these principles appear to be aligned to the direction of the College (and NCPU) and may provide guidance in the journey ahead. The KPU Task Force principles have been included in Appendix J.

What is clear from KPU's transition to the bicameral model is that this does not happen overnight and needs to be a longer-term objective for NCPU. In the short to medium term, while NCPU is being established, it is recommended that the College establish an Academic Advisory Council, which would be effectively tasked with the same duties and responsibilities as outlined for the Senate above; however, would not require the immediate changes in the *Act*, the creation of bylaws, and a complete split between academic and administrative affairs (which are currently intertwined). As well, given that the Academic Advisory Council would be advisory in nature, other than an agreed upon Terms of Reference, no other policies or approvals would be required.

The Academic Advisory Council, similar to membership of a Senate, should consist of the following:

- Deputy Minister of Higher Education / President
- VP Academic Affairs
- Academic Chairs
- Registrar
- Representatives from schools (one or two each)
- Representatives from students (two to four)
- Representatives from support staff (two)
- Industry, local and Indigenous community representatives.

As depicted in Figure 3, it is also recommended, in the short term, for the Deputy Minister of Higher Education, in conjunction with the Minister, to establish an Advisory Board. As the change from a College to NCPU is all encompassing and impacts all areas of the College, it is important for the Deputy Minister of Higher Education to have access to advisors that assist during the transformational years. It is recommended that this Advisory Board is not constituted of members from each region as currently stipulated by the *Act*, but rather, is made up of experts that can contribute and provide advice on key academic programming, applied research, operational, IT, marketing and HR decisions.

For NCPU to be accredited as a university, the Institution will need to re-introduce (at a suitable time, e.g. 2021/22) a more appropriate and arm's length governance model. A bicameral governance model, in addition to the establishment of a Senate, also requires the re-introduction of a (more) effective, skilled and powerful Board. As this Report identified that the Board was not effective, the following sections highlight improvements that need to be made for the Board to transform in line with the requirements of NCPU.

The Board – Composition and Appointment

A contributing factor to the current governance structure not having been effective is that the College has not had a fully functioning and effective Board. Interviewees confirmed this observation and shared that the Board's effectiveness was challenged by a high vacancy in Board member positions and the requirement for regional representation. More specifically, Section 9(2) of the *Act* requires the Board to be comprised of one member from each region. This requirement is challenging as not every region may have sufficiently qualified members to put forward. The Board in place as at June 30, 2016 (as per the College's Annual Report 2015-2016) had four (out of eight) vacancies. A 50% vacancy rate challenges the Board's effectiveness as well as its ability to make appropriate decisions. Interviewees further advised that the Board was considered a "rubber stamp" and did not critically challenge the President on strategy and accountability.

While the *Act* prescribes the composition of the Board, it does not specify the skills the Board should have. Current Board composition is aimed to comprise of members from each region with limited regard given to the

skills and expertise required. Governance leading practice advocates Board composition to be skills-based to ensure the Board is able to effectively fulfill its responsibilities. Skills / expertise needed include:

- Post-secondary education sector
- Financial management
- Audit / public accounting
- Human resources
- Legal
- Communication and marketing
- Government relations
- Advancement and fundraising
- Information technology
- Key academic program related expertise (i.e. nursing / education / tourism) relative to current or developing future Aurora College academic programs.

It may be possible that most or all of these skills are available in the various regions of the NWT. If the required skills are not available in the NWT, consideration should be given to candidates having the requisite skills from outside of the NWT – with preference given to those understanding northern realities. The Minister should consider enhancing the Board recruitment and appointment process and, in addition to looking for regional representation, also ensure that a Board skills matrix is used to identify members with the requisite background and knowledge.

The *Act* does not currently identify the timelines for appointing members to the Board and based on discussions with various stakeholders, it is apparent that this process is unnecessarily drawn out. The *Act* should be updated to include an appropriate timeline for the appointment of these Board members such as 45 to 60 days from the date that a vacancy arises. This is important to ensure Board continuity and succession.

The Board – Roles and Responsibilities

Past Board members advised that there was a lack of understanding of Board members' roles and responsibilities and the fact that responsibility is owed to the College as opposed to the region they represent. Board members received orientation which consisted of meeting with both the chairperson of the Board and the President as well as receiving a copy of the Governance Manual (dated June 2016). Past Board members indicated, however, that the orientation process could be more robust and articulate further the specific tasks and duties of Board members, outlined in the *Act* as well as those that stem from a duty of care and fiduciary responsibilities. The Board orientation process needs to be reviewed to ensure sufficient time is spent on the duties and responsibilities of Board members while also discussing principles of confidentiality and conflicts of interest.

Roles and responsibilities are most often defined within a Terms of Reference which, other than the "Mandate for the Aurora College Board of Governance" established by the Minister on November 6, 2016, and the summary included in the College's Governance Manual, was not found.

It is recommended that an up-to-date mandate is developed for the Board upon being re-established, which, in sufficient detail, describes the Board's roles, responsibilities, accountabilities and reporting requirements.

The Board also established four standing committees as described in the Governance Manual:

- Executive Committee (required by Section 13 of the *Act*)
- Finance Committee
- Policy and Programs Committee
- Research Advisory Council.

Committee membership is restricted to Board members, with senior staff members assigned to provide support to the committees in terms of reporting and responding to questions. As membership is limited to Board members, the committees in the past suffered the same limitations as the Board, in not having sufficient number of members and skills required to effectively fulfill their mandate.

The standing committees' mandates are outlined in the Governance Manual.

The Board – Education and Training

Faced with today's post-secondary education challenges – globalization, urbanization and regionalization – there is a need for board members to become governance experts as soon as possible. Boards that participate in targeted, ongoing training demonstrate effectiveness, improved competency levels, and higher institutional performance ratings.

It was evident, based on interview responses, that the Board did not systematically and regularly receive education and training opportunities to expand their knowledge and assist them with their understanding of the post-secondary education industry, as well as current and emergent changes in the internal and external environment.

While there was evidence that some training may have been provided at certain times in the history of the Board and that there is an Governance Manual available to Board members, there is no evidence that a concerted and deliberate continuous training regime is in place for members of the Board. It is good practice for boards to include regular training updates as part of each board meeting depending on key decisions that are tabled or key challenges identified.

The Board – Relationship with the President & CEO

It is important for the Board and the President to develop an effective working relationship. It is equally important to ensure there is a clear delineation between oversight and management. The Board should provide guidance and oversight and fulfill the responsibilities as outlined in the *Act*; however, the management of the day-to-day operations of the College falls within the purview of the President.

For the College, one of the key limiting factors that has prevented the College from having a clear vision and strategic direction as a foundation for daily decision making, has been the absence of a long term strategic plan. There is currently a Corporate Plan 2017-2018, developed by the President and approved by the Administrator; however, it does not establish a longer-term, clear vision for the College. Once the visioning exercise, proposed within this Report, has been completed and the future direction of the Institution is clear (see Recommendations A-1 and A-2), the Deputy Minister of Higher Education should develop clear, aligned institutional performance measures. The Deputy Minister of Higher Education, following the development of the strategic plan, should prepare an annual work plan (in alignment with the strategic plan) including targets and actions for which he or she will be held accountable.

In recognition of the importance of the position of the President, the Board should annually assess the President's performance. The Board, at the start of each year, requests the President to develop a work plan in alignment with the strategic plan, which functions to demonstrate progress in achieving institutional performance targets. Progress on the achievement of the objectives as described in the work plan is presented by the President at each Board meeting. At the end of each year, the Executive Committee (as defined in the bylaws), based on direction provided by the Board, conducts a performance evaluation of the President. It is our understanding that a regular, formal and robust performance evaluation of the President has not taken place.

The Board – Evaluation

To assess its effectiveness and continually evolve the Board's efficacy, the Board should conduct an annual review of its performance (of individual members as well as the Board as a whole) and discuss what steps may be necessary or desirable to continuously improve. The performance of the Board and individual members is currently not evaluated. The Board should conduct annual performance evaluations to identify strengths, barriers and opportunities for improvement. Assessments of individual Board members, initiated by the Chair, can consist of a self-assessment supplemented by peer reviews or a process facilitated by an

external party. Areas for specific focus of Board member evaluations could consist of attendance records, preparedness, skills, capabilities and overall contribution. These assessments will assist the Board in identifying opportunities for improvement in their respective roles.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU. In addition, we have provided recommendations to enhance the Board Governance approach when the Board is reinstated.

No	Recommendations
G-1	With consent of the ECE Minister, ECE should assume the higher education governance role and responsibility for the next four to six years, while NCPU is being established, and eliminate the role of the Administrator.
G-2	Hire a Deputy Minister of Higher Education that will develop and drive an implementation plan to pursue this vision with a clear mandate to open NCPU by 2024. This includes formalizing the Deputy Minister's roles, responsibilities, performance metrics and targets and regularly reviewing (e.g. semi-annual) progress in the achievement thereof.
G-3	The Deputy Minister of Higher Education should evaluate the current leadership team and recruit for a VP Academic Affairs, VP Finance and Administration, VP Advancement and VP Applied Research.
G-4	In the short term, establish an Advisory Board made up of independent and knowledgeable members that can support and advise the Deputy Minister of Higher Education during the transformation towards NCPU.
G-5	In the short term, establish an Academic Advisory Council made up of independent and knowledgeable members that can support and advise the Deputy Minister of Higher Education on all academic matters.
G-6	For NCPU to be accredited as a university, the Institution will need to re-introduce (at a suitable time, e.g. 2021/22) a more appropriate and arm's length governance model. A bicameral governance model is recommended that will share decision making authority between a Senate (responsible for academic decisions) and a Board (responsible for administrative decisions). Introduce appropriate standing committees in support of both the Senate and the Board with associated terms of references for the Senate, Board and standing committees. For specific recommendations to improve Board operations, please refer to GB-1 to GB-6.
G-7	Update or develop governance policies and procedures to support the implementation of a bicameral model, including, but not limited to: • Board bylaws • Senate bylaws • Terms of Reference for the Board, Senate and standing committees.
G-8	Execute the Implementation Plan as depicted on page 109 in section 9.0 of this report.
No	<i>Board Governance Model Recommendations (for future consideration)</i>
GB-1	The College, with input from ECE, should develop a skills matrix that outlines the skills the Board should have to effectively fulfill on its mandate.
GB-2	Develop a Board recruitment and appointment process that considers skills in addition to regional representation thereby ensuring that the Board has the prerequisite skills to fulfill its mandate as outlined in the Terms of Reference (see Recommendation GB-4).

No	Recommendations
GB-3	Based upon the developed skills matrix and updated Board recruitment and appointment process, the College with the assistance of ECE, to search for appropriately skilled Board members and to recommend to the Minister the appointment of new Board members.
GB-4	The Board, upon being re-established should develop a detailed Terms of Reference that outlines roles and responsibilities of Board members, as well as accountabilities and reporting requirements.
GB-5	The College should develop a robust orientation process to provide Board members with an overview of: • the Act • the College • Board member roles and responsibilities • Overview of key stakeholder groups and other significant partnerships and relationships • the post-secondary industry and the changes affecting higher education, both in Canada as well as around the globe. Board members should complete formal orientation training and, on an annual basis, undertake “refresher training” to reiterate key concepts or address areas of change. In addition, the Board should receive ongoing education on matters that will improve the skills and abilities of Board members.
GB-6	The Board, under the guidance of the Board Chair, should conduct annual performance evaluations of the Board as well as individual members to identify strengths, challenges and opportunities for improvement. Action plans should be developed to address (either for the Board as a whole or on an individual basis) the opportunities for improvement, including assigning responsibility and timelines for their completion.

3.2 AURORA COLLEGE ACT

The legislation that provides the framework for the establishment of the College and to provide the authority and guidance for the delivery of its mandate, including both the delivery of education and the support for research are the *Act* and the *Scientists Act*. In addition, a further framework for College activities is provided by the *Financial Administration Act* and other GNWT policies.

The purpose of the College as described in Section 3 of the *Act*: “... *is to deliver adult and post-secondary education, including the delivery of university level programs and the granting of prescribed university degrees and applied bachelor degrees.*”

The *Act* was established in 1988 and last amended in 2015. The *Act* describes the purpose of the College, roles and responsibilities of the key parties involved with the College (Minister, Board and the President), the composition of the Board and the establishment of a student association. As described in Section 3.2, the *Act* however, offers little in the way of insight on the roles and responsibilities of, as well as the reporting relationship between the Minister, the Department, the Board, and the President of the College. As well, certain responsibilities should be shifted to better align with the notion of the College operating at arm’s length.

The College is not as independent as peer institutions in other jurisdictions as outlined earlier. This is partly reflected in the following legislative reality of the *Act*:

- The Minister of ECE shall determine the policy respecting the operations, programs, and priorities of the College – this is normally a Board responsibility

- The Minister establish programs and courses for the College – it is not a realistic expectation that the Minister establish programs, rather it would approve those put forward by the President and as ratified by the Board
- The Board shall act in accordance with the direction of the Minister – indicating the Board is not completely at arm's length but rather an extension of the Minister
- The Minister appoints a President for the College – this is normally the responsibility of the Board
- The Minister may appoint an administrator for the College, thereby revoking the Board – which the Minister has done in June 2017
- The administrator may exercise the powers and duties of the Board, in accordance with the direction of the Minister – indicating the Administrator is not at arm's length but rather an extension of the Minister.

Changes to the Act to Support the Establishment of NCPU

The establishment of NCPU will require significant amendments to the *Act*. First and foremost, the Minister, in conjunction with the Deputy Minister of Higher Education, need to decide whether an institution-specific legislation will be developed (such as the current *Aurora College Act*) or whether a wider, NWT legislation is more appropriate (like the *Alberta Post-Secondary Learning Act*). Proposed amendments to the *Act* should include, but not be limited to:

- Establishment of a polytechnic university
- Purpose and strategic objectives
- Structure of the institution
- Governing authority
- Establishment of a Senate
- Establishment of a (improved) Board
- Reference to authority to enact local bylaws (for Senate and for Board)
- Clear description of roles and responsibilities of all governance bodies, standing committees and key parties.

In addition to the above, additional changes are required for the College to operate more in line with other institutions in Canada and to improve overall decision-making:

- Establishment of programs and courses – this should be the responsibility of the College with approval from the Board (in the interim the Deputy Minister of Higher Education)
- Determining policy respecting the operations, programs and priorities – this should be the responsibility of the Board (in the interim the Deputy Minister of Higher Education)

In addition to changes to the *Act*, the *Scientists Act*, which also dates back to 1985, will need to be reviewed and updated based on the establishment of NCPU. Please refer to Section 4.1 and recommendations A-1 and A-2 for additional details.

Changes to the Act to Support the Board Governance Model

Should the College wish to eventually return to a Board Governance Model, proposed amendments to the *Act* should further include, but not be limited to:

- Appointment of the President – this should be the responsibility of the Board
- The Board shall act in accordance with the direction of the Minister – the Board should have overall responsibility to provide oversight of NCPU, not with direction from the Minister.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
G-9	Review and update the <i>Act</i> and make changes required to move towards establishment of a polytechnic university including, but not limited to: • Establishment of polytechnic university • Purpose of Institution (Section 3) • Structure of the Institution • Governing authority • Board of Governors • Senate • Clarify responsibilities and reporting relationships of the Minister, Department, President (Deputy Minister of Higher Education), Board and Senate • Expand the Board's role with respect to developing bylaws to govern College administrative and academic matters (Section 16(k)) • Expand the Board's role (in the interim Deputy Minister of Higher Education) with respect to the establishment of programs and courses with the Minister's role limited to approval of the academic programming plan (Section 7(1)(b))
No	<i>Board Governance Model Recommendations (for future consideration)</i>
GB-7	Review and update the <i>Act</i> and make changes required to move towards reinstatement of the Board: • Expand the role of the Board with respect to appointing and supervising the President (Section 19(1)) • Limit the direction that the Minister imposes on the Board to allow it to provide oversight of the College (Section 8(2))

3.3 AURORA RESEARCH INSTITUTE

ARI is located in Inuvik, is an operational unit of the College and is guided by the *Scientists Act* as well as the *Act*. ARI's mandate is to improve the quality of life of NWT residents by applying scientific, technological and indigenous knowledge to solve northern problems and advance social and economic goals. ARI is responsible for⁷:

- Licensing and coordinating research in accordance with the *NWT Scientist Act*; this covers all disciplines including the physical, social, biological sciences and traditional knowledge
- Promoting communications between researchers and the people of the communities in which they work
- Promoting public awareness of the importance of science, technology and indigenous knowledge
- Fostering a scientific community within the NWT which recognizes and uses the traditional knowledge of northern aboriginal people
- Making scientific and indigenous knowledge available to the people of the NWT

⁷ Compendium of Research of the NWT

- Supporting or conducting research and technological developments which contribute to the social, cultural, and economic prosperity of the people of the NWT.

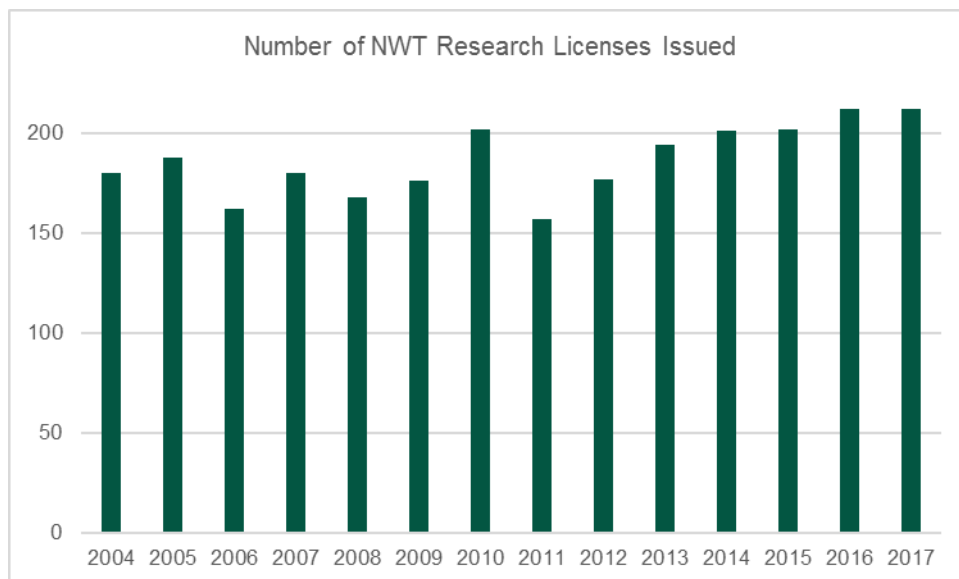
ARI has 18 positions and eleven of these teach at the College in addition to their research responsibilities. Some of the courses that staff are involved with are: Geographic Information Systems (“GIS”) mapping, drone program, nursing and geology, to name a few. There is one full time position that is responsible for issuing the research licenses supported by one Licensing Coordinator.

Over the past few years, ARI has been increasing its collaboration with various universities and agencies involved in research activities. Since the opening of the Research Centre in Inuvik in 2012, a total of 10,670 accommodation days were used by researchers, in excess of 2,800 days of laboratory time has been provided, and more than 1,800 days of community use have been recorded. This includes work done with local schools to provide elementary students with scientific experiences and to promote careers in the sciences.

There is currently confusion on the role of ARI and whether it is a good fit as part of the College. Comments received show support for both a continuing role with the College with other views being expressed that ARI should form part of the GNWT. Views in support of transferring ARI to another department of GNWT believe that ARI does not contribute to the learning mandate of the College and that the main responsibility of ARI is to support research(ers) and issue research licenses. However, as described in the paragraph above, ARI contributes significantly to the research opportunities available in the NWT, as well as provides ongoing support and staff to teach at the College. As part of the transformation to NCPU, offering applied research opportunities to students as part of academic programming and furthering NCPU’s credibility as an applied research institution, is a critical part of the mandate of a polytechnic institution.

ARI, over the past number of years, seems to have made significant strides in furthering the research opportunities within the NWT. This is supported by the total number of research licenses that have been issued in the NWT over the past twelve years as depicted in Figure 6⁸.

Figure 6 - Number of NWT Research Licenses Issued - 2004 - 2017



⁸ Based on information from ARI Compendium of Research in NWT 2014 supplemented by information from ARI

The total number of research licenses issued is published by ARI on an annual basis in the Research Compendium of the NWT. As shown in Figure 7, on average approximately 200 licenses are issued on an annual basis.

Issuing of research licenses (those that do not fall under Wildlife or Archaeologist Legislation), seem to contribute to this discussion on ARI's purpose, as this responsibility appears to be more in line with the overall GNWT mandate and regulatory function as opposed to being a College responsibility.

There appears to be a clear role for ARI within the College. With the establishment of NCPU, the role of ARI will be even more significant, as applied research is a core foundational component of a polytechnic university. However, the GNWT needs to consider whether the issuing of research licenses is the within the mandate of a university or whether this should be transferred to another department within the GNWT.

To support the establishment of NCPU, two very important conditions must also be in place for applied research and innovation to be successful and sustainable. First, the Institution needs to forge a co-investment partnership with a major university, such as Wilfred Laurier (an institution the College is already in partnership with). This relationship needs to be formalized in a joint venture agreement, which delineates the terms and conditions of the multi-year relationship. This relationship is mission critical as it provides an asset to the College as they make applications for national research funds. As well, this relationship provides the opportunity for joint research faculty appointments and an ongoing source of research labour in the form of graduate students.

Secondly, from an accountability and an academic programmatic alignment perspective, the applied research division of the College needs to be inhouse and under the supervision of the VP Applied Research. The current VP Research is responsible for overseeing ARI. This sets the stage for proper budgeting, faculty involvement, and alignment with NCPU's vision, and learning and research outcomes. Please refer to Section 6.2 for further discussions on the role of VP Applied Research.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
G-10	The GNWT to consider transferring the responsibility for issuing of research licensing to another department in the GNWT.
G-11	Forge a co-investment partnership with a major University through the establishment of a joint venture outlining the terms and conditions of the multi-year relationship.
G-12	Further the applied research agenda of NCPU through ARI and continue to integrate applied research in academic programming.

4.0 ACCOUNTABILITY

Providing for the accountability of the College, and indeed with public PSIs across the country, is not new. For at least the past decade, there have been prior reviews of the College and related programs calling for a strengthening in accountability. More broadly, governments throughout Canada have been advancing accountability in the public post-secondary education sector. What tends to be shared across these efforts is the understanding that accountability includes:

- Planning, which in its various forms will set out intentions, be it as goals, objectives, expected outcomes and/or targets, and the programs, services, strategies or actions to achieve the same
- Monitoring of measures (indicators) and carrying out reviews of programs to enable the tracking of performance as well as quality assurance
- Reporting on actual progress coupled with results against stated intentions along with those factors that have influenced the performance of the institution and, in some form, the financial position (e.g., audited financial statements)
- Understanding respective roles and relationships, including between a Minister(s), government department(s) or ministry, and the PSI(s).

What has also emerged with the College is best characterized as an “implementation gap” between what has been recommended and putting into operation the enhanced accountability practices.

4.1 PLANNING

Vision First

Without a solid and compelling vision that speaks to “why” any improvements or transformational initiatives should be undertaken and the Ends to be achieved, it will be near impossible to measure and track progress in any meaningful way without this destination. In this section, the current state strategic and operation planning is discussed, and recommendations are presented on how to improve planning at the College.

Visioning, along with its running mates, missioning, values, and outcomes, forms one of the cornerstones of effective governance and, hence, accountability to the residents and taxpayers of NWT. To understand if the College has a suitable vision / mission / strategy it must be contextualized within the vision for higher education in NWT. The government (the elected MLAs and Cabinet) of the NWT is the steward of the vision for higher education in the GNWT. The stakeholder engagement activities and interviews however, found no evidence that there is a commonly held / shared vision for higher education in NWT. Many stakeholders commented on various aspirations and desires for improved higher education opportunities and delivery in NWT; however, none of the stakeholders engaged could point to a single shared and commonly accepted vision. While reviewing the GNWT vision for higher education was not part of the scope of MNP’s Foundational Review project, it is highlighted here as it is foundational to the success of the development of post-secondary education in NWT.

Developing the GNWT vision for Higher Education

It is recommended that the GNWT invest the time and energy to form a mental picture of the higher education future in the NWT. The question to answer is “What is the higher education future that you aspire to for the people of NWT that has not yet happened? What should it be?” Consideration should be given to the economic, environmental, and social conditions that NWT envisions and then how learning and higher education governance will support the achievement of those goals. A diligent visioning exercise with a suitable level of engagement with residents of NWT and key stakeholders will result in a clear picture of the desired future state of higher education in NWT— the GNWT vision for higher education.

The GNWT vision for Higher Education serves to inform the required visioning and planning that the College must undertake as it transforms to NCPU as further discussed below.

That said, in the present, setting the backdrop for this aspect of accountability is a historical ten-year Strategic Plan (i.e., 2006 to 2015), a four-year Business Plan (i.e., covering 2009 to 2013, and which includes capital project requirements, budgets and financial projections), and an inaugural ten-year Strategic Plan for ARI (i.e., spanning 2016 to 2026). In June of 2016, the GNWT Financial Management Board adopted a *Planning and Accountability Framework* which set the requirement for the College to produce an annual Corporate Plan. Following from this, a Corporate Plan was produced by the College with direction from the appointed Administrator, covering fiscal 2017-18 and with an appended, interim strategic plan. Following a review by ECE, the Corporate Plan was received by the Minister and tabled in the fall of 2017.

These plans, in combination, provide for:

- An overview of the history of the College along with current state descriptions
- The expressed intentions of the College, in the form of mission statements, guiding values or principles, goals, and/or outcomes
- Stated objectives, which are akin to a mix of strategies and actions
- Descriptions of core functions and services offered by the College
- Indicators, although with shortcomings as noted later in this section.

While ARI's Strategic Plan is relatively succinct, being six pages in length, the College's prior Strategic Plan ("Strong Foundations – New Horizons") exceeds 50 pages covering eight goals, more than 40 objectives, and more than 100 strategies or stated activities. Similarly, the Business Plan exceeds 40 pages; and, the current Corporate Plan consists of more than 30 pages (excluding the interim strategic plan), all with substantial narrative. In comparison, the strategic plan for Yukon College (2016-2021) is twelve pages and presents five goals with eighteen supporting strategies as well as a summary report on achievements.

Figure 7: Highlights of Prior Aurora College Plans



From the interviews conducted, the College faces challenges not only in the size, use of narrative, and number of distinct plans in place, but also as it relates to:

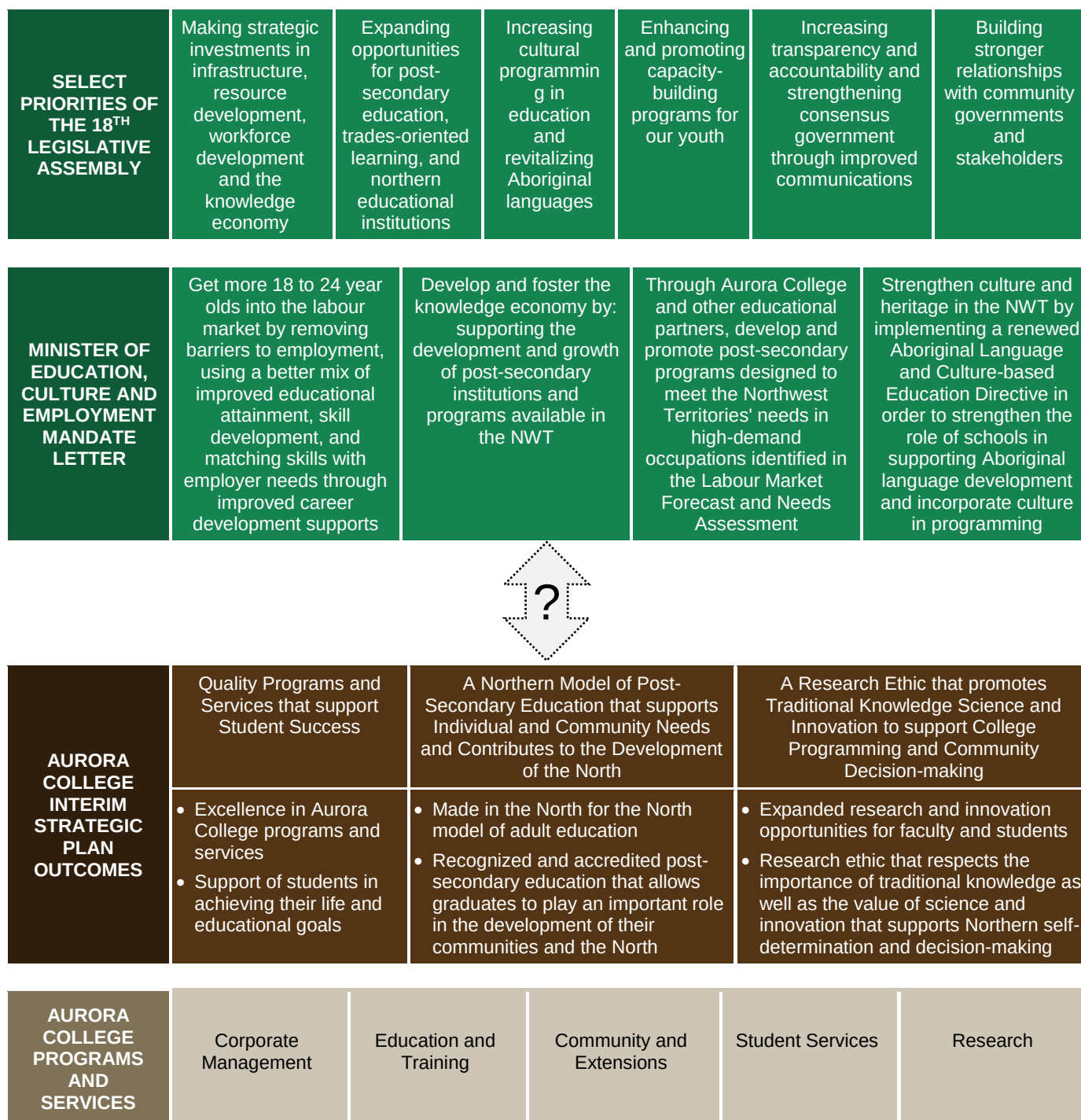
- Aligning the goals (outcomes) for the College to the broader higher education vision, directions and priorities of the NWT and GNWT
- Making it clear how programs and services are being funded along with the infrastructure that has been invested in (e.g., campuses, etc.) will fulfil the goals (outcomes) of the College
- Articulating the performance indicators that in combination with targets (i.e. achieve X by 201Y) provide a meaningful gauge on the realization of these same goals (outcomes).

The most recent College Corporate Plan, 2017-18, as noted earlier, contains an interim two-year strategic plan with three main outcome statements addressing quality of programs and services, support of individual and community needs along with the development of the North, and a research ethic. This provides a foundation for re-establishing a “line of sight” between the intentions of the College and the mandate along with priorities as set out at the Ministerial and Departmental level.

An illustration of how this alignment in intentions, mandate and priorities can be approached is provided on the following page. Another, existing example of a related tool and approach is found in the College’s Strategy and Workplan (2016-17) for the Northern Adult Basic Education (“NABE”) Project, funded by the Canadian Northern Economic Development Agency. In brief, the tool is a “logic model” and, as described in the workplan, “serves as a ‘road map’ showing the chain of results, connecting activities to outputs and then outcomes while identifying what progress looks like along the way.”⁹ In some of the interviews, it was highlighted that this work of the College, in support of the NABE Project, serves as a positive practice that can be expanded upon. Particularly as it pertains to understanding and then communicating the outcomes to be achieved along with the approaches being taken toward realizing these intentions.

⁹ Aurora College, Northern Adult Basic Education Program, Strategy and Workplan 2016-2017, pp. 13 and 14.

Figure 8: Illustrative Mapping of GNWT Priorities and Directions to the College's Corporate Plan



4.2 PROGRAM AND SERVICE EVALUATIONS

The prior ten-year strategic plan (2006 to 2015) for the College was explicit in its commitment to expand the practice of annual program and service evaluations, with reference to all certificate, diploma, degree and developmental studies along with Continuing Education offerings, trades programs, assessment processes, research licensing, and college marketing as well as services. The recent College Corporate Plan, 2017-18, adds to this evaluations for the ENRT program as well as the Post-Graduate Certificate in Remote Nursing Program. These evaluations have been described in policy (G.08) as having to take place over a five-year cycle, to enable student success and graduation, ensure the proper design of programs along with courses, and facilitate the transition of students to appropriately related employment or higher education. The noted process for these evaluations includes research on Northern labour force supply and demand trends coupled with occupational vacancies, and the solicitation of opinions held by employers, students and graduates.

It was acknowledged by the College that such evaluations have been carried out using a combination of staff and external contractors, but only for the Business Administration and the Office Administration programs. The Bachelor of Education, the ENRT, the Social Worker program and the Post-Graduate Certificate in Remote Nursing programs were named by the College as candidates for future evaluation.

The existence along with the use of these program evaluations was not well known outside of the College. This was of concern to the ECE, in that the GNWT provides funding to the College, yet reports from prior evaluations of programs or services were not accessible by those interviewed. Those consulted in ECE were also unaware of any plan setting out the cycle by which the College would periodically evaluate all its programs and services to ensure the meeting of needs and delivering of results. Added to this are the results of surveyed partners, which included GNWT departments, associations and societies, community governments, other institutions and superintendents:

- Over a third (36%) indicated that the College's supports and services for students, adult learners, and apprentices are not periodically reviewed to ensure needs are being met, with another 27% being unable to comment (i.e., neither agree or disagree)
- Just over 50% noted that the College is not effective at measuring the relevance of current programming in meeting industry and regional needs (with another third, 33%, of responding partners rating this as "slightly effective")
- A quarter, 25%, of respondents indicated that the academic programs of the College are only meeting industry and regional needs by a small extent, with another 42% selecting "not at all"
- The College's support and service programs are not seen to be meeting the needs of students, adult learners and apprentices by more than half, 57%, of the responding partners.

Taken together, the Departmental interviews and partner survey results provide a stark indication of the limited awareness of, infrequency in conduct with, and imperative for, evaluations of the College's programs and services. Please refer to Section 5.1 for additional details.



The jurisdictional research found that Otago Polytechnic, the University College of the North, and Yukon College all engage in scheduled program evaluations that follow a cyclical process. In the case of Yukon College, these program reviews are a relatively new practice, and involve a combination of self-assessments as well as external reviews.

4.3 MONITORING AND REPORTING

The GNWT put forward an “Accountability Framework for the Education and Training of Adults in the Northwest Territories” a few years ago with the aim of providing for greater consistency in the collection of baseline and comparison data on the adult and post-secondary education system, enabling future planning, arranging for assessments of programs and services, and streamlining of reporting.¹⁰ In support of this framework, standardized, electronic templates for data collection were created (i.e., a reporting collection template and a performance metric qualitative data template). The framework also set out a process for ECE to establish targets in collaboration with the College, for consultations across the GNWT on adult and post-secondary programming, for consolidated reporting, and for periodic program evaluations along with auditing of select performance measures. However, the framework was not fully adopted in practice, reportedly due to the administrative burden and as such, fell out of use.

There has been reporting over the years from the College on aspects of its performance, with related indicators being:

- Total and percentage change in full-time equivalent student enrollment by campus and school (division)
- Percentage student completion rates, based on the number of students in their final year and those that graduate by full and part-time program
- Percentage of students employed six months after graduation in related and unrelated fields¹¹
- Proportion of graduated students reporting satisfaction with the quality of College programs¹²
- Proportion of graduated students reporting satisfaction with the quality of College student services¹³
- College employee demographics by priority status and employment type
- Expenditures relative to budgets.

As found in earlier reviews, however, the College has not provided consistent, numerical data on these types of indicators (i.e., there has been substantial variation in the detail) and related reporting has been described as onerous for staff as well as educators. Other challenges with the use of indicators by the College include:

- Disconnects between planned targets and measured results. The 2006-2015 strategic plan for the College sets an overall target of 75% student completion and then what is presented in the annual report (i.e. the 2015-2016 version) does not provide a clear comparison of the average rate of student completion to the 75% target for the College. The 2015-16 annual report contains numerous statements such as:
 - “completion rates for LES courses are higher ...”,
 - “...completion rates for these deliveries were high.”,
 - “All LES courses had high completion rates ...”,

¹⁰ Accountability Framework for the Education and Training of Adults in the Northwest Territories, Department of Education, Culture and Employment, December 2014.

¹¹ The breakout detail for this indicator is full time, part time, self-employed, unemployed, and enrolled in further education or training.

¹² The breakout detail for this indicator is practicums or experiences, quality of instruction, program and course content, instructor qualifications, guest lectures, general knowledge acquired, technical skills acquired, understanding of career options, and technology or equipment used.

¹³ The breakout detail for this indicator is the success centre, finance and registration, sports and recreation facilities, computer labs, library services, child care services, housing and residence services, counselling.

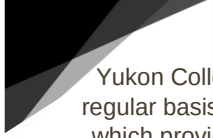
- “...275 adult learners participated in the new courses, and completion rates ranged from 71-81%, compared to average completion rates of 49% in ALBE courses.”); The use of terms like enrollment and completion rates that do not appear to be clearly defined or well understood, which extends more broadly to what constitutes an indicator of performance (i.e. in the 2006 to 2015 strategic plan for the College, indicators were described as “model of excellence”, “daycare services”, “information technology” and “College plans”).
- An inability to show comparable trends across the different College plans and reports (i.e. related data covers a mix of 2004, 2006, 2007, 2008, 2013 to 2016, etc.).¹⁴

Added to this are gaps in terms of reporting on:

- Withdrawal of students by program and enrollment (full-time, part-time)
- Percentage of employers satisfied with graduate performance
- Success of students completing a portion of their education at the College who have since gone on to finish their program at Southern post-secondary institutions
- The views of Indigenous students relative to the entire student population.

An exception to this can be found in the reporting of the College as it relates to NABE. In the latest, fiscal 2016-17 report, trends along with fiscal year data is provided on indicators like enrollments, dropouts, completions, and satisfaction levels of adult educators, aligned in turn with specified program outcomes and/or outputs. Further, this Report provides indicator data that makes the distinction between “Pre-NABE” and “With NABE”, allowing for the consideration of incremental impacts of the program. This represents another positive practice that could be expanded on more broadly by the College.

Building on these findings and in support of NCPU, a portfolio of core indicators for annual reporting should be developed in collaboration with the ECE, in a way that addresses such questions as, “what do we need to know about how the Institution is making a difference?”; and, “what does success mean for NCPU?”. Further, by tracking and reporting publicly on indicators that include surveyed student perspectives, the Institution would not only bolster accountability but also facilitate student recruitment efforts, foster efforts to create an atmosphere that is welcoming, safe and rewarding for students, and, reinforce relationships along with trust with Northern communities.



Yukon College conducts on a regular basis a student survey, which provide for reporting on several aspects of satisfaction with the quality of the learning environment, instruction, course content, and support services. In addition, the survey explores the success of the College in fostering an environment of cultural sensitivity as well as knowledge and understanding of Yukon First Nations, with results being reported for the overall student population and for self-identified Indigenous students.

¹⁴ The associated indicators are:

- Total and percentage change in full-time equivalent student enrollment (2013-14 to 2015-16 data);
- Percentage student completion rates (2007-08 and 2006-07 academic years);
- Percentage of students employed six months after graduation in related and unrelated fields (2006 and 2004 data);
- Proportion of graduated students reporting satisfaction with the quality of College programs (2006 and 2004 data);
- Proportion of graduated students reporting satisfaction (2006 and 2004 data);
- College employee demographics by priority status and employment type (2016 data).

This portfolio of core indicators might include:

- Surveyed students' ratings and descriptions of the quality of programs and support services as well as the state of the learning environment (e.g. personal safety, cultural competence of College staff and faculty, etc.)
- Surveyed graduates' ratings and descriptions of their achievements
- Surveyed faculty along with staff ratings and descriptions of the state of leadership, working conditions and professional development, which can also influence the conditions of student learning
- Surveyed employer ratings and descriptions of the success seen with graduated students
- Surveyed partner ratings and descriptions of the success of the Institution in its engagement efforts as well as in the meeting of needs through delivered programs and services
- Measured student success metrics such as retention rates, graduation rates, time to completion rates, learner pathway progress will also be informative to measuring student success. Gathering and analyzing this type of data will require a reliable information management system.

The SIS has been an acknowledged constraint in prior reviews as well as among those more recently consulted, with related references being made to the lack of formal data structures, the tendency to rely on Excel spreadsheets, and manual data aggregation. This legacy system is currently being replaced with a Commercial-Off-The-Shelf ("COTS") solution, with the general expectations being that full implementation will occur over the next two years. Some of the anticipated functionality once the new solution is in place is the ability of instructors to directly enter student information such as grades, which previously were entered by staff.

When describing the challenges though, with the SIS, those interviewed also spoke to matters of control and process. This included data entry that introduces errors and differences in how data is being extracted along with interpreted based on the person engaged in this activity. It was further raised that data governance at the College is weak, in that data is not consistently classified, is held on an individual basis rather than being seen to be institutional, and is managed in the general absence of documented procedures (e.g. verification).

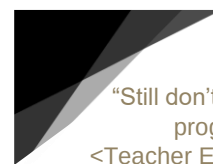
In keeping with the provisions of the Act, the College has been publishing annual reports which provide for an understanding of activities and programs combined with audited financial statements. Typically, the Manager for Communications and Community Relations oversees the compilation of needed information and then work with the President on draft content before this is submitted to the auditors (i.e. for comment and to include the financial statements). Apparently, the Department has also taken on a reviewer role in the past, although reportedly not in the last year. Following the approval of the Board (now the Administrator), the annual report is submitted to ECE and acknowledged as well as tabled by the Minister.

The most recent, publicly available version of this Report, covering fiscal 2015-16, is over 60 pages in length and highly narrative in its content (i.e., roughly four pages contain statistics, excluding the financial statements and related figures). As a comparison, the 2016-2017 annual report for Yukon College is 14 pages and contains a series of summary tables with data on:

- Applications
- Acceptance and yield rates
- Full and part-time student headcounts along with student population demographics and enrollments (full time, part time) by program clusters
- Awarded credentials (certificates, diplomas, degrees) by type of program.

In addition, summary figures are provided on employment outcomes for students, College employee demographics, student satisfaction rates, and funded faculty research projects.

Beyond the mechanics of length and balance in content of reporting, it is necessary to also consider how the format of reports foster meaningful dialogue on results. A positive illustration of how such dialogues can be enabled is found in the reporting of the College for the previously mentioned NABE Project. In its 2016-17 Analysis of Adult Literacy and Basic Education (“ALBE”) and Access and Targeted Initiative for Older Workers (“TIOW”) SIS Data, the College provides an initial summary table of indicators (e.g., enrollments, number of students who go to job training, completions, etc.). This summary, like a dashboard, indicates the trends in associated data over a four fiscal-year period. More detailed analyses and interpretations of the data are then provided in the main body of these reports.



“Still don’t know the status of programs such as TEP <Teacher Education Program> and social work following media reports”.

“In the past couple of years, the communication appeared to take place after the fact and with little room for consultation with potential stakeholders or supporters.”

“Usually discover post-implementation”.

“I have never been told of course cancellations”.

- *Surveyed Partners*

4.4 ACCOUNTABILITY AND COMMUNICATION

The GNWT “Accountability Framework for the Education and Training of Adults in the Northwest Territories” as referenced earlier provides an overview of roles and responsibilities for public universities and colleges, private educational institutions, ECE, other departments, Indigenous governments, and non-government organizations in the areas of planning, monitoring and evaluation, and reporting. The 2012-2016 Strategy and Workplan submitted by the College for the NABE Project is another positive example of how roles, both formal and informal, can be articulated, in this case for adult literacy and basic education along with essential skills and embedded literacy programming. Specifically, this document includes tables that describe these roles by organization including the College, ECE, other GNWT departments, and associations among others.

Earlier reviews have found pervasive differences in the level of understanding of roles between the Board, College administration, ECE, and the Minister as it pertains to the governance and operations of the College. The *Act* offers little in the way of insight on these matters, being vague to absent in the descriptions of reporting relationships between the Minister, ECE, the Board, and the President of the College. This was substantiated by the interviews, which highlighted:

- Changes in leadership within ECE and with the College that have furthered a confusion over reporting relationships and responsibilities which may have contributed toward, in turn, the apparent absence of a single point of accountability in the Department for PSIs.
- Decisions being made by the College as related to academic programs in the absence of consultations with GNWT departments that have allied mandates including Health and Social Services.
- Vague understandings of how the Minister, Board, College administration, and ECE collectively set priorities, expected results and targets.

Similar critiques were found in the survey of partners, with:

- The majority, 80%, indicating that the College has only been slightly to not effective in its communications regarding changes, additions or removal of academic programs
- Comments being made like, “the College has not had proper accountability for decades”, there has been a lack of communication regarding changes to the programs, and “zero sense of accountability”.

Looking to the future, the accountability relationships need to be framed as strategic versus operational. Strategic accountability considers the role of the Minister and the Board in approving vision and strategic plans; ECE executive in advising on plans; and the College administration in preparing plans (e.g., priorities, goals, indicators, financial and capital requirements, etc.) followed by reporting on results. Operational decisions

were described, in turn, as needing to be made by those with the greatest insight on educational programs and institutional capabilities.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
A-1	Priority #1: ECE, in concert with College senior officials, provide leadership in convening during 2018 a jurisdiction-wide, higher education <i>future state</i> commission, whose role it is to facilitate the development of the jurisdiction's Ends (i.e. Values, Vision, Mission, and Outcomes).
A-2	Sustain a planning framework for the College that is comprised of: • A five-year strategic plan, with three-year detailed milestones, covering both the College and the ARI • An annual operational plan which includes capital and ongoing financial requirements. Taken together, these two plans should provide for the alignment of goals (outcomes) to those of the Department business plan as well as the priorities as set out in the Minister mandate letter. In addition, the combination of these two plans should serve to describe, in a succinct format (e.g., fewer than 20 pages each), the operating environment including relevant trends for the College, the opportunities and risks that are faced, the educational and research programs to be maintained, the student and administrative services that will be delivered, and any time-bound initiatives to address specific, more foundational needs (e.g., technology, staffing, etc.). Finally, the performance indicators should be specified under the appropriate goals (outcomes) with supporting detail on related targets and explanations of what is being measured (i.e., "what do the indicators mean?").
A-3	Engage now, and then on a five-year cycle, in a comprehensive results-based budgeting evaluation of portfolios of programs and services aligned to the goals (outcomes) of the College. This encompassing evaluation should first assess relevance in terms of meeting current along with anticipated needs of students, the institution, communities and the GNWT. For those portfolios of programs and services that are found to be relevant, the evaluation can advance to the consideration of questions on efficiency in use of College resources and effectiveness in delivering results. For those programs and services that are found to be no longer relevant, a sunseting strategy should be adopted.
A-4	Revise the annual reporting process of the College to provide for: • A report that is submitted to the Minister through the Department for accountability purposes, and which contains an approved dashboard setting out the core performance indicators, associated targets, and current along with past fiscal year results • A summary report that is succinct and visual in its presentation, all oriented to demonstrating results to a public audience and which is made openly available. In concert with this, expand the core set of performance indicators for the College as described to also include: • The views and ratings of surveyed employers of College graduates, with a related target on the level of satisfaction with graduate student performance

No	Recommendations
	• The views and ratings of surveyed students, Indigenous and overall, on gained, non-academic skills (e.g. communication, problem-solving, etc.) and confidence during their time with the College (based on a combination of an online survey link promoted by, and supporting “mail in” versions of the survey made available through, Student Success Centre staff) • The views and ratings of existing (e.g. Indigenous governments) as well as new (e.g., Industry Advisory Boards) partners on such matters as the success of College programs and services in meeting needs along with the frequency and meaningfulness of engagement and communications by the College. • Student success metrics, such as retention rates, graduation rates, time to completion rates, learner pathway progress, etc.
A-5	In parallel with the College’s SIS upgrade, put in place trained staff, processes and tools to sustain data quality and reporting, including a data dictionary and classification framework.

5.0 ACADEMIC PROGRAM MANAGEMENT

Academic programming of the College is the foundation and “reason for being” of the Institution. The programming needs to reflect the needs of the GNWT, the labour market of NWT, regional requirements, current and future students, while aligning with the skills and capabilities of potential students. This section explores how the College monitors and aligns its academic programming with current and emerging labour market demands along with the needs and skills of learners. This assessment included a review of:

- Decision-making processes and criteria for the creation, elimination or continuation / improvement of academic programs
- Integration of strategic planning with academic programming decisions and maintaining relevance to future NWT labour market demands
- Strategic partnerships with other PSIs and how they have/could be leveraged to increase opportunities for College students.

To set the backdrop for the review of academic programming for the College, the total number of students by campus is summarized in Table 2. Table 2 shows that most full-time students attend the Yellowknife campus (174) closely followed by the Fort Smith campus (164). As for part-time students, the trend is reversed with the majority of students attending the Fort Smith campus (765) followed by Yellowknife (488). One of the reasons for this trend is that all trades and apprenticeships programs are offered in Fort Smith. Another reason for part-time student numbers being high for both Fort Smith as well as Inuvik is that enrolling in any course will ensure continued financial assistance from ECE. As a result, students may move from course to course and continue receiving financial assistance for many years.

Table 2: Head Count by Campus - 2012 - 2017

Head Count by Campus	12-13 Full Time	12-13 Part Time	13-14 Full Time	13-14 Part Time	14-15 Full Time	14-15 Part Time	15-16 Full Time	15-16 Part Time	16-17 Full Time	16-17 Part Time
Aurora (Inuvik)	133	654	131	528	124	912	99	683	105	483
Thebacha (Fort Smith)	250	527	257	812	190	948	190	988	164	765
North Slave (Yellowknife)	218	694	221	710	185	731	174	781	174	488
Total	601	1,875	609	2,050	499	2,591	463	2,452	443	1,736

In addition to Continuing Education, the College provides academic programming through six academic schools as illustrated in Table 3 on the following page. As conveyed by the analysis, the number of students has steadily declined over the past five years to 443 full-time and 1,736 part-time students in 2016-2017. The largest number of full-time students are enrolled in the School of Developmental Studies and the largest number of part-time students are enrolled in the Continuing Education programs.

Table 3: Head Count by Program Division - 2012-2017

Head Count by Program Division	12-13 Full Time	12-13 Part Time	13-14 Full Time	13-14 Full Time	14-15 Full Time	14-15 Part Time	15-16 Full Time	15-16 Part Time	16-17 Full Time	16-17 Part Time
Continuing Education	0	884	0	948	0	1,525	0	1474	0	899
Developmental Studies	232	473	253	544	223	659	210	576	207	494
Arts & Science	23	57	34	25	28	23	22	19	36	24
Business & Leadership	87	101	83	82	43	72	41	27	60	20
Education	34	115	25	134	32	147	39	123	28	96
Health & Human Services	131	90	99	97	110	65	103	80	91	78
Trades, Apprenticeship & Industrial Training	94	155	115	220	63	100	48	153	21	125
Total	601	1,875	609	2,050	499	2,591	463	2,452	443	1,736

5.1 ACADEMIC PROGRAMMING DECISION MAKING

Criteria for the Creation, Elimination and Improvement of Academic Programming

Academic Program Development Process

Academic programming comprises the core, required and elective courses that lead to a degree, diploma or certificate. Therefore, whether a student is enrolled in a two-year diploma (e.g. Social Work) or a four-year degree (e.g. Bachelor of Education), all students will be involved in an academic program. Individual courses that make up a program are either required or elective and are described in the College's annual calendar.

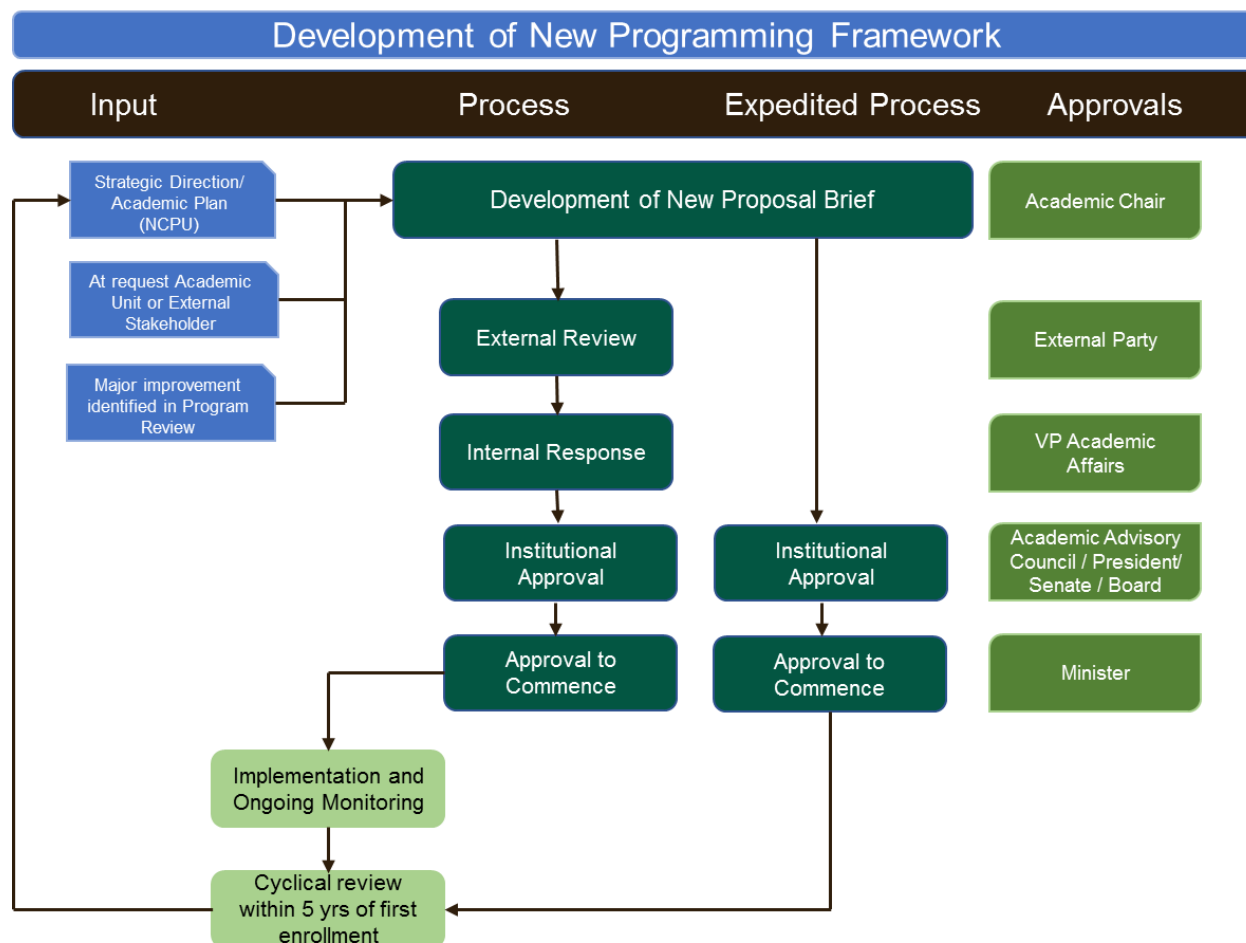
Academic programming consists of three distinct phases:

- Development of new programming
- Review of programming
- Suspension / elimination of programming.

The creation, review and elimination of academic programming of the College finds its foundation in two policies. Policy B.13 titled *Establishment of New Programs* specifies the approach for the establishment of new programs and Policy G.08 titled *External Evaluation* describes the external evaluation of programs and services. A specific policy guiding the suspension and elimination of programming does not exist.

Even though these two policies (i.e. B.13 and G.08) exist, the College does not have a Development of New Programming Framework or an Academic Programming Review Framework that, at a high level, outlines the approach and process to academic programming. Please refer to Figure 9 below for an example of a Development of New Programming Framework. The Academic Programming Review Framework will be discussed later in this section.

Figure 9: Academic Programming Development Framework



Policy B.13 “*Establishment of New Programs*” (last updated in June 2002) outlines that programs can be developed as needed, describe what should be included in the new program proposal, and the levels of review required for approval.

With the change in business model from a “campus delivery model” to the creation of “academic schools” in 2013, the position of “Academic Chair” was created with the Academic Chairs being responsible for the creation of all new, updates to existing, as well as review of existing programming. Policy B.13 needs to be updated to reflect these changes to the approval levels in line with the new business model.

Policy B.13 lacks details to support the development of a robust New Proposal Brief, as depicted in Figure 9 above, which is critical to ensuring the new program proposal is aligned to the 15-year forecast for NWT jobs in demand described in the Northwest Territories Labour Market Forecast and Needs Assessment (“Labour Market Forecast”) report prepared by the GNWT in conjunction with the Conference Board of Canada. The Proposal Brief should also include critical information with respect to the new program including:

- Alignment to the strategic priorities of NCPU
- Value to communities
- Academic value to students (does the program have content currency and relevance and are there ladder opportunities?)
- Financial impact and funding (will the program contribute a positive net income? how will it be funded? etc.)
- Sustainability (what is the life expectancy of the program? is there a sufficient pool of instructors? is there an agreement with an external partner? is there sufficient space? etc.)
- Resource requirements (both start-up as well as maintenance)
- Demands on program unit resources
- Ongoing program measures.

The inclusion of critical information in the Proposal Brief will allow the College to make an appropriate “go, no-go” decision and ensure program alignment with the strategic priorities of the College. Please refer to Appendix H for an example of a Proposal Brief (also referred to as Program Proposal Viability Index).

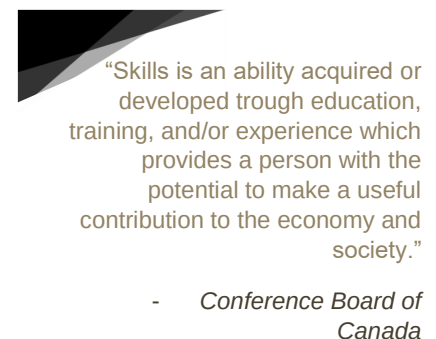
Alignment of Programming with Stakeholder Needs and Labour Market Demand

Currently the College offers:

- Two degrees
- Five diplomas
- Nine certificates
- Six trades and apprenticeships programs
- Eight other programs.

It is unclear, however, whether the College has a sufficient understanding whether current programming meets the needs of both current as well as future students, employers, communities and labour market demands. One way of gaining clarity around this is to undertake regular, scheduled program reviews to ensure programming continues to meet College and stakeholder needs.

It is critical, when reviewing current and considering new programming, to focus on the future needs of the NWT with respect to labour market demands. The GNWT, in conjunction with the Conference Board of Canada, developed a 15-year forecast of the NWT jobs in demand. The premise of the Labour Market Forecast was that *“individual skill level is one of the most important aspects of employment success. In other words, the more skills a person has, the more likely they are to have many job opportunities to choose from”*¹⁵.



The Labour Market Forecast report estimates that over the next 15 years there will be 28,500 to 36,700 job openings in the NWT (consisting of both expansion and replacement demand). It is also forecasted that approximately 78% of these job openings will require college, apprenticeships or university education and/or extensive work experience and seniority. The Conference Board, in their Labour Market Forecast report included a forecast of the jobs expected to be in demand over the next 15 years, by type and level of education and experience. Table 4 includes the top five of these jobs. Please see Appendix F for an extract of the Conference Board of Canada “Top 20 Jobs in Demand”.

¹⁵ Labour Market Forecast “NWT Jobs in Demand – 15-year forecast” – GNWT

Table 4: Top Five Jobs in Demand by Level of Experience/Education

Management Level	University Degree	College Diploma	Skilled Trades	High School	Less than High School
Retail Trade Managers	K-12 Teachers	Administrative Officers	Carpenters	Heavy Equipment Operators	Janitors, Caretakers
Construction Managers	Registered Nurses	Administrative Assistants	Electricians	Retail Salespersons	Light Duty Cleaners
Financial Managers	Secondary School Teachers	Social and Community Workers	Automotive Service Technicians	Transport Truck Drivers	Cashiers
Senior Government Managers	College and Vocational Instructors	Early Childhood Educators	Heavy-duty Equipment Mechanics	Receptionists	Labourers
Accommodation Managers	Financial Auditors and Accountants	Accounting Technicians and Bookkeepers	Plumbers	General Office Support Workers	Food Counter Assistants

If we compare current course offerings to the jobs in demand described in Table 4, the majority of jobs in demand have a corresponding course available at the College with the exception of the following (i.e. those shaded in tan above):

- Management level skills
- Secondary school teachers
- College and vocational instructors
- Financial auditors and accountants
- Automotive service technicians.



“Over the next 15 years, the highest demand for job openings will be to replace retirees and workers leaving the NWT”

- Conference Board of Canada

With the transformation to NCPU, it will become critical for the Institution to understand which programming is effective and meets the needs of key stakeholders. Within its visioning exercise, the GNWT, in conjunction with the Deputy Minister of Higher Education should develop a vision for the Institution and the centres of specialization that it will focus on. E.g. what would set a Northern University apart from the rest of Canada and what has the NWT to offer that it is or can be extremely good at. This could take the shape of a focus on Indigenous language and culture, research opportunities in the north or a deep understanding and expertise in the natural resources sector, a combination of the three or another area of expertise. Once this vision has been established, a distinct brand and communication and marketing strategy can be developed followed by an outline of the curriculum that will be offered within NCPU. The key to establishing a destination university is the offering of world class curriculum, customized to the northern realities and culture supported by a distinct student experience that incorporates the hospitality and customs of the NWT.

The Deputy Minister of Higher Education in conjunction with the VP Academic Affairs should undertake a comprehensive review of all programming and based on the centres of specialization, identify:

- Programs currently offered that are “best in class”, are effective and meet various stakeholder and labour market needs (include analysis available through the Labour Market Forecast report)
- Programs that meet a number, but not all, stakeholder and labour market needs and could be improved to make them more relevant and effective
- Programs that are no longer meeting stakeholder and labour market supply needs and therefore should be subject to suspension or termination.

Of particular note is the concern that has been expressed with respect to the Bachelor of Education and the Social Worker Diploma (rated number one and three on the forecasted jobs listing). It appears both programs, although addressing labour market needs as supported by the Labour Market Forecast report, have not resulted in a large number of graduates and as a result, both programs are currently suspended. There is also the additional perception that graduates from the Bachelor of Education program only have the skills to teach at the K-6 (elementary) level whereas schools in the NWT are predominantly JK-12 schools. Similarly, graduates from the Social Worker Diploma are not working as registered social workers due to this position requiring a degree as opposed to a diploma.

Alignment of Programming with the College's Strategic Direction

Programming of any PSI needs to be approached in a comprehensive manner and needs to find its roots in the vision and strategic direction of an institution, as this defines the identity of the institution and informs prospective students of the type of education they can expect to receive. One of the comments made by a large number of survey and interview respondents is that the College has been trying to be “everything, to everybody, everywhere.” This speaks to a lack of identity of the College and a lack of vision as to who their core target group is and what future employers, communities and labour markets can expect from its graduates. Within NCPU this is being addressed through the creation of centres of specialization as discussed above.

As described in previous chapters, the Institution needs to create a vision for the establishment of NCPU. Imagine a future higher education system in the NWT that is:

- an integrated learning environment with personalized learning modalities and learner pathways available as early as *grade 10*
- an inspired learning environment which allows the learner to progress at their own rate barrier-free
- a PSI that has degree content and outcomes set by NCPU reflecting distinctive indigenous culture and economic/social/environmental trends in the NWT
- stronger connection between program curriculum and industry/community needs
- fully realized with laddering opportunities that promote educational mobility from apprenticeship to professional and arts and science baccalaureates
- opportunities for experiential and applied learning and research in all degree programming to solve real-world problems in the NWT
- known for its innovative curriculum development and delivery by ensuring accessibility, distinct centres of specialization, and structured for responsiveness, accountability and sustainability.

Therefore, the College, once it has established this vision, should review its current academic programming and ensure it aligns. The approach and process for program reviews is discussed in more detail in the next section.

As discussed in Section 3.1, the College currently does not have an Academic Advisory Council. The Academic Advisory Council would serve a dual purpose – first, it can provide insight into the labour market needs that will ultimately translate into program needs, be it the creation, improvement or elimination of programs. Secondly, it can provide deeper insights into the outcomes needed from programs developed so that the skills of the students align with industry needs upon program completion.

The Academic Advisory Council should include representation from the College (both Academic Chair and Campus Director), ECE, Indigenous groups and representatives from industry. Participation of the Academic Chair and the Campus director in the Academic Advisory Council will ensure that regional needs are taken into consideration, which was been a challenge since the transition from “campus delivery” to “academic schools” in 2013. For more details on the delivery model of the College as well as the role of Campus Director, please refer to Section 6.2.

The purpose of the Academic Advisory Council would be to provide ongoing relevant assessments of the following factors that influence decision making related to programming:

- Alignment with strategic priorities
- Labour market demands
- Value to communities
- Academic value to students, future employers, and partnership institutions
- Financial costs of the program and reliance on based or external funding
- Sustainability of the program with respect to life expectancy and required future revisions
- Resource requirements
- Entrance requirements and how high school graduates meet those minimum standards.
- Ongoing program measures to determine how regular program reviews should take place, student satisfaction etc.

Ongoing Program Reviews

Once a program review process is implemented, the program should, at a high-level, be evaluated on an annual basis to ensure the demand for the program continues to exist and remains relevant. This should be supported by the measurement of performance metrics such as:

- Number of students enrolling
- Number of students graduating
- Number of students finding full time employment.

A Program Proposal Viability Index included in Appendix H can assist with this evaluation. If the overall rating is achieving a certain score on the Viability Index it would trigger an evaluation, earlier than the stated policy of three to five years. Where the program is successful and remains relevant, the scheduled five-year evaluation cycle would be adhered to. This high-level evaluation should be completed by the Academic Chair for review with the Academic Advisory Council deciding on the appropriate action to take.

If the program does not meet previously set objectives, the Academic Advisory Council should make the decision to conduct a formal program review. If the program review results do not support a decision to continue with the program, the Academic Advisory Council should determine if the program should be suspended or eliminated. See below for further details of what the suspension/elimination process would entail.

Policy G.08 titled *External Evaluation* (last updated in February 1997) describes that all programs/services are to be evaluated at least once every five years. Based on discussions with College representatives, there is no overarching framework or program development schedule that details which programs are due for review in any given year (based on a five-year rotational review program). The VP Education & Training provided details of the programs that have been subject to review in the past number of years and which programs are scheduled for review this year as shown in Table 5.

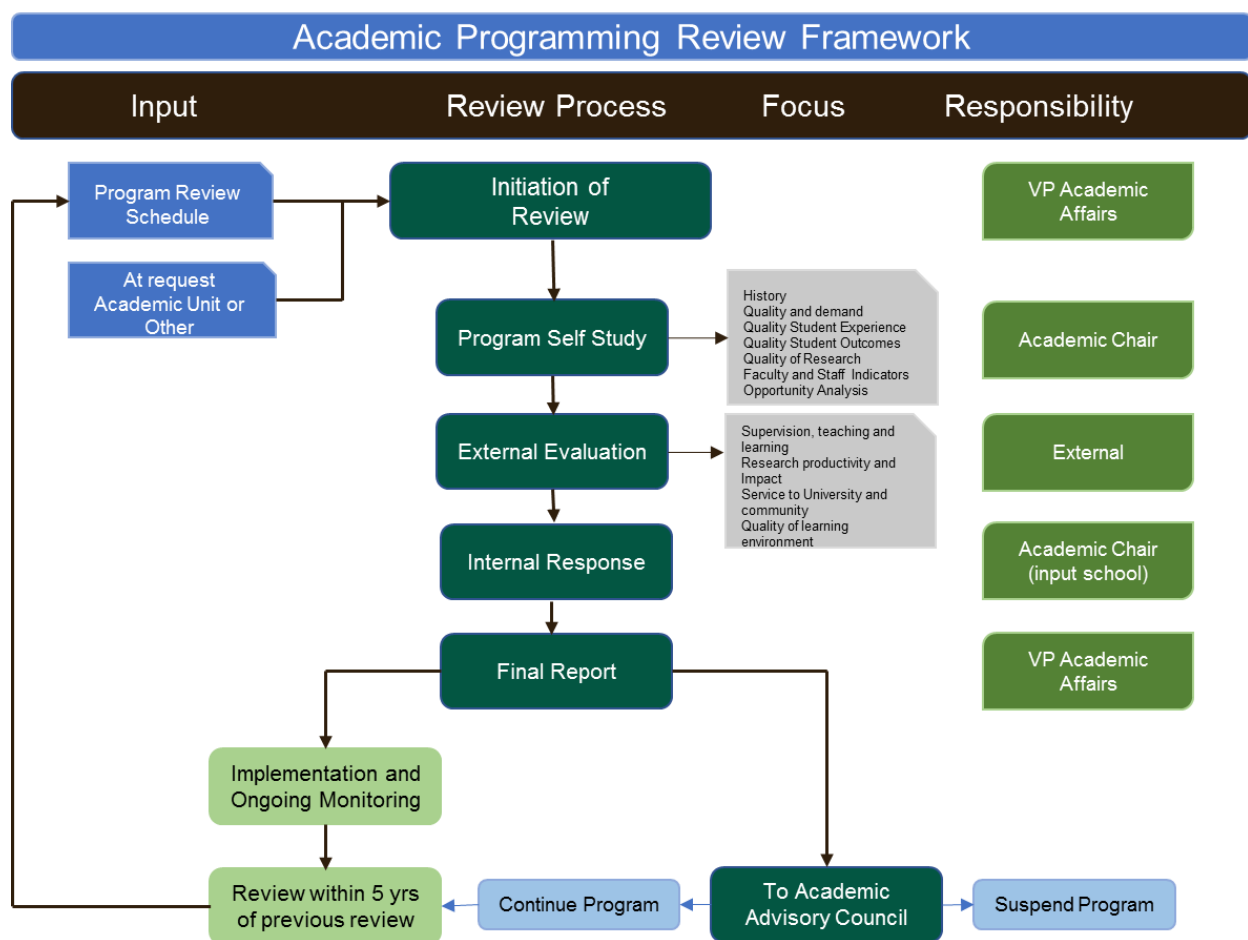
Table 5: Program Reviews 2014-2017

No	Program	Date Reviewed	Reviewer
1	Business Administration	June 24, 2014	External party
2	Office Administration	April 22, 2015	External party
3	Environment & Natural Resources Technology	Scheduled for 2018	
4	Social Work	Scheduled for 2018	
5	Certificate in Adult Education	Redesign scheduled for 2018	

No	Program	Date Reviewed	Reviewer
6	Bachelor of Education	Not subject to review – curriculum provided by University of Saskatchewan	
7	Nursing	Not subject to review – curriculum provided by University of Victoria	
8	Trades and Apprenticeships	Reviewed in 2006 and accreditation once every five years (plumbing and heavy equipment technician September 2017 and electrical and carpentry September 2016)	External party
9	All other programs	Not reviewed yet	

It is clear from Table 5 that program reviews are not being conducted every five years in line with Policy G.08. The College should develop an Academic Programming Review Framework (see Figure 10) and within this Framework, include a five-year rotational review schedule.

Figure 10: Academic Programming Review Framework



Policy G.08 “*External Evaluation*” is (too) brief and does not provide sufficient background and guidance of what is required to be included in this external evaluation (program review). The Policy should be expanded and include:

- Initiating a program review
- Administrative support
- Components of the process
 - Consultation with the VP Education & Training, Academic Chair, and Campus Director
 - Self-study
 - Academic Program Content Review (quality of the program, student experience, research, resources, future direction and alignment to strategic plan and labour market needs)
 - Academic Unit’s response to report
 - Completion and Distribution.

The self-study component is completed by the Academic Chair and is an important component of a program review and is the primary document on which the program review is based. This self-study is currently not a requirement for the College; however, allows the academic school to:

- Examine its history
- Indicate how the program meets both school and College objectives
- Conduct a balanced appraisal of academic program strengths and areas for improvement
- Review the quality of academic program inputs and outputs
- Evaluate its own performance
- Consider the future direction of the program (including new programs, research directions, anticipated or desired growth in enrollments, enhancements to quality, student engagement and success and instructor development).

As discussed earlier, the College is required by Policy to review all programs at least once every five years. As we can see from Table 5, only two programs have been reviewed over the past three years with other programs not having been reviewed at all. In Table 6, the number of graduates by program have been summarized for the period 2011 to 2017. It is clear that the total number of graduates (a key performance indicator that should be considered as part of a program review) is extremely low for certain programs (including Bachelor of Education and Social Work Diploma), again supporting the need for program reviews.

Table 6: Degrees, Diplomas and Certificates 2011-2017

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Program						
Master of Nursing	4	3	0	3	-	9
Bachelor of Education	3	6	6	8	6	2
Bachelor of Science in Nursing	13	26	12	16	11	11
AB Language & Culture Instructor	26	0	0	0	2	9
Business Administration	25	21	18	7	9	12
Environment and Natural Resources Technology	12	5	9	14	6	3
Office Administration	8	-	11	-	-	-
Social Work	7	4	2	6	4	3
Teacher Education	0	1	4	-	-	-
Adult Education	4	1	2	0	2	0
Business Administration	16	19	9	9	19	18
Community Health Rep	1	0	4	3	2	1

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Early Childhood Development	1	5	1	4	11	13
Office Administration	11	20	4	13	4	18
Personal Support Worker	9	30	9	14	26	12
Traditional Arts	-	-	-	-	3	-
Total Graduates	140	141	91	97	105	111

Two programs were recently suspended by the Minister: the Social Work Diploma and the Bachelor of Education (delivered by the University of Saskatchewan). Both programs, one a degree and one a diploma, show low graduation numbers with an average of five for the Bachelor of Education and an average of four for the Social Work program over the past five years. The College is scheduling a review of the Social Work Diploma this year. The Bachelor of Education program is, however, not scheduled for a review, as it is the College's practice to not review programs that are delivered by external institutions. Given the low enrollment numbers, the cost per program, highlighted in Table 7 below, as well as the concerns raised with respect to the limited employability of graduates from the Bachelor of Education program, the College should, as a matter of priority, initiate a program review.

Table 7: Cost per Graduate by Program for 2015-2016 and 2016-2017

Program Spending/Year	2015 - 2016					2016 - 2017				
Base Spending	Base	Project	Total	# Graduates	Cost/ Graduate	Base	Project	Total	# Graduates	Cost /Graduate
Bachelor of Education	-	1,130,751	1,130,751	10	113,075	-	1,000,419	1,000,419	11	90,947
Bachelor of Nursing	1,621,105		1,621,105	11	147,373	1,685,017		1,685,017	11	153,183
Master of Nursing (RNURSE)		448,502	448,502	-			426,803	426,803	9	47,423
Early Childhood Education		19,219	19,219	11	1,747		15,488	15,488	13	1,191
Personal Support Worker	290,785	395,803	686,588	26	26,407	264,315	15,172	279,487	12	23,291
Social Work	618,765	203,554	822,319	4	205,580	594,306		594,306	3	198,102
Environment & Natural Resource Tech	403,283		403,283	6	67,214	403,283	139,433	542,716	3	180,905
Business	589,393		589,393	28	21,050	589,393		589,393	30	19,646
Office Administration	336,701		336,701	4	84,175	277,160		277,160	18	15,398
Heavy Equipment Operation	820,550	140,828	961,378	14	68,670	820,550	265,758	1,086,308	7	155,187
Carpentry Apprenticeship	321,719		321,719	32	10,054	321,719		321,719	29	11,094
Developmental Studies	5,419,729	2,088,140	7,507,869			4,386,193	2,313,384	6,699,577		
Underground Miner - YK		257,499	257,499	12	21,458		-	-	-	-
Building Trades Helper - Inuvik		90,912	90,912	17	5,348		45,636	45,636	10	4,564
Intro Underground Mining		167,349	167,349	17	9,844		163,703	163,703	-	-
Older Worker Program (TIOW)			-	-	-		404,144	404,144	27	14,968
Total Project Spending	10,422,030	4,942,557	15,364,587			9,341,936	4,789,941	14,131,877		

As shown in Table 7, the cost per graduate¹⁶ for the Bachelor of Education, Bachelor of Nursing, Social Work Diploma, ENRT and Heavy Equipment Operation are high, varying between \$90,000 and \$200,000. It should be noted that the average cost calculated, includes expenses incurred for students that do not complete the program. However, the cost per graduate is an important indicator to assess when conducting program reviews. Compared to PSIs in other jurisdictions in Canada, the cost per graduate is extremely high even when considering the northern reality. Other PSIs in Canada are aiming for a cost per graduate of approximately \$25,000 to \$30,000 for a high cost degree such as Nursing and between \$7,000 to \$10,000 for a diploma, numbers the College is only achieving for programs such as Early Childhood Educator, the apprenticeships and trades and following closely, Office and Business Administration.

Two programs were reviewed in the past three years – Business Administration and Office Administration. The Business Administration Program was reviewed in 2014 and several key observations were made, which echo comments by survey and interview respondents with respect to courses offered by the College:



"The College is trying to be everything, to everybody, everywhere."

- Survey and interview respondents

- Entrance requirements are set however are not necessarily adhered to. This is due to the fact that NWT secondary school education levels may not be consistent from region to region and may result in students not having the right skills and ability to handle the curriculum
- Insufficient connection to industry partners and employers to ensure the program not only teaches technical skills, but, equally as important, practical skills
- The program is attempting to be everything to everyone. This results in programs comprised of many courses to provide baseline exposure; however, students lack insufficient depth in skills to satisfy future employers' needs
- The program does not have an identity (being supportive of the larger strategic direction and brand) and clear direction and following that, lacks a strong brand
- The program should establish additional partnerships with other PSIs to ensure students have a choice to further their education.

Results from a program review, as outlined in the Academic Programming Review Framework should be reviewed by the Academic Advisory Council and a decision should be made to:

- Continue the program – after which it continues in the five-year rotational inspection
- Suspend the program – see below
- Improve the program – follow the "Establish New Programs" methodology.

Trades, Apprenticeships and Industrial Training

In addition to the degrees, diplomas and certificates the College offers, six apprenticeships and trades courses are available as depicted in Table 8. All trades and apprenticeships programming are delivered from the Thebacha campus in Fort Smith. Recently, a further \$10 million was invested (with \$4 million contributed by the federal government) to build additional infrastructure in support of the Heavy Equipment Operator program.

As we can see from the numbers in Table 8, the number of apprentices has declined by 57% since 2012/2013 from 107 students in 2012-2013 to a mere 46 students in 2017-2018.

¹⁶ Cost per graduate calculated as total program cost of given year divided by number of students graduating or completing their program in the same given year.

Table 8: Apprentices and Trades Enrollment Numbers 2012-2018

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	TOTAL
Carpentry Year 1	7	16	5	11	6	6	51
Carpentry Year 2	10	8	9	8	11		46
Carpentry Year 3	10	6	5	9	8	6	44
Carpentry Year 4	10	8	6	4	4	8	40
Electrical Year 1	8	13	11	16		5	53
Electrical Year 2	11	7	9	10	16		53
Electrical Year 3	12	18	6	6	9	11	62
Heavy Equipment Technician 1	11	4	4	9	3	2	33
Heavy Equipment Technician 2	4	14	5	5	4		32
Housing Maintainer 1	6			3	4	6	19
Housing Maintainer 2		7				2	9
Housing Maintainer 3		8					8
Oil Burner Mechanic (TQ)	8	4	4	3	3		22
Plumber/Gasfitter Year 1	6						6
Plumber/Gasfitter Year 2	4	7					11
Plumber/Gasfitter Year 3							
TOTAL	107	120	64	84	68	46	489

The reasons provided by students (and past students) for this decline are varied, but include:

- Students do not want to go to Fort Smith for their apprenticeship due to security concerns, lack of suitable housing (see Section 6.3), not being able/not wanting to be away from (support of) family
- Employers are generally located in Yellowknife
- There is a limited student experience in Fort Smith with no real recreation and after-hours entertainment available – this results in students drinking at the residence (in spite there being a “zero tolerance” policy for alcohol) potentially resulting in nuisance and potentially aggressive behavior and violence
- Programs are not offered during times that are suitable for students but often when apprentices are busy and cannot get away
- Programs are often cancelled if there are less than five students registered (even though the costs incurred by the College are effectively “sunk” costs and would have been incurred regardless of whether the program was cancelled)
- Students are able to receive funding from ECE to take the course at a southern PSI if they are not able to attend the College’s program, which is considered “of a higher quality standard.”

It appears, from the reasons outlined above, that the main reason for the decline in enrollment is due to the lack of a “student experience.” When apprentices do go to Fort Smith, and when a course is not cancelled, there are limited student experience opportunities, and as a result, students may engage in non-constructive activities such as drinking and partying, resulting potentially in security related incidents (including violence).

To address these concerns and to attract and engage potential students, the College has three options available (either one or a combination of):

1. Enhancing the student experience by creating recreational opportunities for students in Fort Smith and creating a positive space where students can socialize and interact after campus hours – the College could investigate the opportunity to collaborate with the local municipality and industry on this initiative
2. Moving the apprentices and trades programming to Yellowknife resulting in the majority of challenges described above being addressed
3. Introducing additional learning modes through the establishment of mobile learning that could travel to the various communities within the NWT. This type of course offerings could be developed in conjunction with the CLCs. See Section 5.4 for additional details.

With the establishment of NCPU, the Deputy Minister of Higher Education, as part of the development of the strategic plan, should include a comprehensive review of the trades and apprenticeships programming and decide where these courses will be offered. If, aligned with the strategic plan, and the centres of specialization created, it is decided that these apprenticeships and trades courses remain in Fort Smith, then it is recommended that the findings from the review are analyzed in detail and necessary actions are taken to increase the student experience in order to increase the number of student enrollments. An additional option, to reach a larger group of potential students, would be to determine if it is viable to offer these programs through mobile delivery methods whereby the course “travels” across the NWT and is brought to the regions where there is sufficient demand.

The College should also develop an annual course calendar at the start of each year (which is preferably consistent from year to year) outlining which courses are offered at which time of the year. The timing of the courses should be determined based on discussions with employers and trade associations to ensure courses are offered at times that apprentices are able to attend. Once agreed upon, the course calendar should be posted on the College’s website and should not be subject to change or cancellation, even if there is low enrollment. Changing or cancelling courses will further affect the credibility of the course as well as the credibility and reputation of the College resulting in students going elsewhere to obtain required or desired skills.

Suspension/Termination of Programs

The College does not have a dedicated policy or process as to when and how to deem a program ineffective or requiring suspension or termination. The program review methodology should include a component, based on the results of the review, that triggers a decision that a program should be suspended. The Program Proposal Viability Index, included in Appendix H, provides a methodology that could be used for this purpose. Based on the overall rating resulting from the external review, the Academic Chair should make a recommendation to the Academic Advisory Council. The Academic Advisory Council should review the results from the program review and, if appropriate, propose a program for suspension. This should be discussed and agreed upon by the President and tabled for approval by the Minister. With the establishment of NCPU and the introduction of the bicameral model, all changes (and suspensions) to academic programming will be reviewed by the Senate, and ultimately approved by the Board.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU. Titles as recommended in the proposed new structure (section 6.2) have been used to identify responsible role.

No	Recommendations
APM-1	The VP Education & Training to develop and implement Academic Program Development and Review Frameworks that outline the approach taken to program development, reviews and suspension/termination. This should include a five-year rotational review of all programs.
APM-2	The VP Education & Training to enhance or develop the following policies: • Policy B.13 titled “<i>Establishment of New Programs</i>” to create a new program development process which includes sufficient detail to effectively support decision making with respect to new programming. • Develop a Suspension/Termination Policy to support decision making when programs no longer meet the needs of the College and students
APM-3	The VP Education & Training to enhance Policy G.08 to include additional details with respect to the process and content required of a program review.
APM-4	The VP Education & Training to conduct a program review for both the Social Worker Diploma as well as the Bachelor of Education as a matter of priority to determine whether the programming: is of sufficient quality to continue, continue with major improvements required, or needs to be suspended/eliminated.
APM-5	The VP Education & Training to continue to review all programs to determine their relevancy and overall quality in support of the establishment of NCPU and the labour market needs of the NWT. Priority should be given to the two programs currently suspended by the Minister (noted in the previous recommendation) followed by the Bachelor and Master of Nursing.
APM-6	The Deputy Minister of Higher Education, in conjunction with the Chair of the School of Trades, Apprenticeship & Industrial Training to develop a plan to enhance the student experience for trades and apprenticeship courses to increase the attraction and recruitment of future students. This plan should be aligned to the centres of specialization that have been created. This plan could consist of one or a combination of the following: 1. Enhancing the student experience by creating recreational opportunities for students in Fort Smith and creating a positive space where students can socialize and interact after campus hours – the College could investigate the opportunity to collaborate with the local municipality and industry on this initiative 2. Address housing and safety concerns that will increase potential students’ appetite to enroll 3. Introduce additional learning modes through the establishment of mobile learning that could travel to the various communities within the NWT. This type of course offerings could be developed in conjunction with the CLCs. See Section 5.4 for additional details.
APM-7	The Chair of the School of Trades, Apprenticeships & Industrial Training to develop an annual course calendar which outlines the timing of all courses offered during the year and post this on the College’s website. The timing of courses should be discussed and agreed-upon with employers and trade associations to ensure the timing is appropriate and apprentices have the time to attend.

No	Recommendations
APM-8	The new VP Academic Affairs for NCPU, in conjunction with the Advisory Academic Council, to establish programs that align to the overall vision, strategic direction, centres of specialization, and distinct brand of NCPU. Ensure that all components of program delivery include sufficient details and addresses the following in a consistent manner: • Curriculum • Streams offered • Entrance and adherence to entrance requirements • Standards students need to achieve in order to graduate • Laddering opportunities.

5.2 INTEGRATION OF ACADEMIC PROGRAMMING WITH STRATEGIC PLANNING

The approach to strategic planning by the College has in the past resulted in a ten-year Strategic Plan (i.e., 2006 to 2015), a four-year Business Plan (i.e., covering 2009 to 2013), and an inaugural ten-year Strategic Plan for the ARI (i.e., spanning 2016 to 2026). In June of 2016, the GNWT Financial Management Board adopted a *Planning and Accountability Framework* which set the requirement for the College to produce an annual Corporate Plan. Following from this, a Corporate Plan was produced by the College with direction from the appointed Administrator, covering fiscal 2017-18 and with an appended, interim strategic plan.

The College however did not develop an Academic Plan, rather, the academic programs were included in the Business Plan outlining general descriptions and related financial investments required. Within the Corporate Plan 2017-2018, the following specific objectives have been set (with respect to academic programming) for the Education and Training portfolio¹⁷:

- Undertake administrative and academic planning to ensure that the Social Work Diploma and Bachelor of Education programs are preparing for potential closure
- Develop and manage the face-to-face delivery of a Diploma year of the Early Childhood Development program in Inuvik
- Complete program reviews for Social Work Diploma and ENRTP programs
- Develop a proposal for a Social Work Degree program
- Create a plan for revisions to the Certificate in Adult Education program
- Prepare an evaluation report on the Post Graduate Certificate in Remote Nursing
- Continue the work of the Aurora College Policy Committee in revising existing policies and procedures.

The Education and Training objectives noted above make little mention of the contribution of the listed objectives with the overall College vision and strategic direction. While individually relevant, the lack of “line of sight” to the College vision and purpose does not allow the College to focus its activities in a value-added and focussed manner. As such, it is critical that the Deputy Minister of Higher Education develop an Academic Plan as soon as the future vision of NCPU has been established and approved and the centres of specialization have been determined. The Academic Plan should drive the content of the academic programming for NCPU and ensure there is clear alignment between the strategic plan and the Academic Plan. The Academic Plan should contain:

- Overview of Mission (who we are), Vision (what we aspire to be) and Values (what drives us)
- Introduction
- Summary of the Plan’s key objectives; examples of key objectives may include:
 - Promote program quality and innovation
 - Expand (applied) research strength
 - Build support for student success
 - Increase practical learning and community engagement
 - Improve academic leadership and administrative support
 - Enhance accountability and reporting based on outcomes
- Centres of specialization that will be created and the brand for NCPU that is being established
- Build on key objectives with actionable priorities and supporting performance measures.

As well, the Academic Plan, once developed, should align and make reference to both the New Programming Framework as well as the Programming Review Framework to ensure that all programs continue to align to the strategic direction of NCPU.

¹⁷ Aurora College Corporate Plan 2017-2018

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
APM-9	Develop an Academic Plan that is aligned to the establishment of NCPU and is created around the centres of specialization.

5.3 STRATEGIC PARTNERSHIPS

Universities and colleges establish partnerships with other institutions for a variety of reasons, such as providing programming that they currently are not accredited to provide (e.g. degrees), to improve their reputation by being associated with a credible counterpart, or for students to continue their studies at other PSIs.

Partnerships are important to the College and should be leveraged to:

- Improve the College's reputation
- Enhance program diversity for students
- Offset funding needed from the government by leveraging programs developed by other recognized PSIs
- Improve the student experience and by involving potential employers as well as professional and trade associations, creating awareness of the career opportunities available in the North
- Create credibility with employers in the north.

The College has established partnership agreements with a variety of organizations and institutions over the past number of years. Two of these partnerships are research based; the University of the Arctic and the National Research and Education Network ("NREN"). Two other partnerships are industry based and include the Mine Training Society which is a non-profit society of Indigenous, industry and government representatives established to promote, coordinate and facilitate the delivery of training programs to meet the needs of the NWT mining labour force. The second is the NWT Institute of Supply Chain Management Association in conjunction with which the College delivers the Diploma in Supply Management Training Program.

The College also established a partnership with the University of Victoria to deliver the Bachelor of Science in Nursing, a four-year degree program, which is considered one of the most successful programs of the College and is well recognized. All graduates from this program pass the accreditation program by the Nursing Institute, which is further recognition of the robustness of this program.

The College delivers the Bachelor of Education program in partnership with the University of Saskatchewan. The Bachelor program is a three-year diploma or four-year degree; however, this program is currently suspended by the Minister.

The College delivers a Social Worker Diploma program in partnership with the University of Regina. The diploma program is a two-year program; however this program is currently suspended by the Minister and is not offering year-1 of the program in the 2018-2019 school year (no new intake at present).

As indicated in Section 5.1, the College does not conduct program reviews for programs that are delivered by other reputable institutions as they rely on that institution to review the quality of the program. As a result, a program review has not been undertaken for the Bachelor of Nursing or the Bachelor of Education. Even though the overall quality of the program may be satisfactory, it is still important for the College to review the program and ensure it meets the needs of both the labour market and NWT in general and ensuring programs are sufficiently updated to the culture and reality of the North. As such, even though the partnership is with a

recognized institution that has a good reputation, the College should still actively manage this partnership and ensure the partnership continues to meet the needs of the College.

Partnerships are currently not actively managed and regularly reviewed, which should be done on a go-forward basis. This will be especially important in pursuit of the establishment of NCPU. The College should maintain a central database within which every strategic partnership is recorded as well as the type and date of the agreement that is in place. Responsibility for the management of this process should be allocated to the VP Academic Affairs for academic relationships and the VP Applied Research for any research focussed partnerships.

Key questions to ask when pursuing or establishing new partnerships are:

- What are the strategic goals that are being met by pursuing this partnership?
- What are the key focus areas for this partnership and how are they selected to ensure alignment with strategic objectives?
- Who are the current key partnerships with and by what criteria have they been chosen?
- What collaboration format matches the focus areas and strategic goals (e.g. master agreement, joint-venture etc.)
- What people, processes and organizational structure support this partnership?
- What key performance indicators are most useful for evaluating the partnership?

As with any contract or agreement, regular reviews (annually and in advance of agreements becoming due) should be undertaken and should address the following:

- Is the partnership contributing to our strategic objectives?
- Is the partnership sufficiently formalized in either a collaboration, master, or joint venture agreement?
- Are the performance indicators established being met and what are the challenges, shortcomings or other improvements we would like to see to make the relationship more effective?
- When is the agreement due and what changes need to be made to the partnership (agreement) to address concerns and challenges highlighted?

During the transformational years to design and build NCPU, additional partnerships will need to be pursued. The first partnership will be with a reputable and well recognized institution in Alberta, British Columbia or Saskatchewan (based on proximity), which will become the key partner in the journey towards the establishment of NCPU. This partner needs to be critically chosen as this relationship will enhance the credibility of NCPU as well as provide important guidance and support during the six-year transformational period.

Further, as discussed in Section 3, the College needs to forge a co-investment partnership with a major university (e.g. Wilfred Laurier, with which it already has a research partnership) in support of the research mandate of NCPU. This relationship needs to be formalized in a joint venture agreement, which delineates the terms and conditions of the multi-year relationship. This relationship is mission critical as it provides an asset to the College as they make application for national research funds. As well, this relationship provides the opportunity for joint research faculty appointments and an ongoing source of research labour in the form of graduate students.

To develop a truly integrated learning environment with the JK-12 NWT school system, a collaborative relationship needs to be established with the NWT public and separate school divisions to integrate programming as early as grade 10 to support the upgrading of high school students and allow for students to receive dual credits. Only by creating this integrated learning environment will NCPU create the results to be truly successful and overcome the shortcomings currently identified with respect to low enrollment and high dropout rates.

Lastly, as NCPU's plans get under way and depending on the programming decisions that will be made, further partnerships with other institutions, organizations and associations may be required in pursuit of establishing relationships that will contribute to creating opportunities and achieving this vision.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
APM-10	Regularly review strategic partnerships and relationships to ensure their ongoing relevance and effectiveness. Delegate the responsibility of academic partnerships to the VP Academic Affairs and allocate the research relationships to the VP Applied Research.
APM-11	Critically select and pursue a partnership with a credible institution in Alberta, British Columbia or Saskatchewan (based on proximity) to assist with the establishment of NCPU during and following the transition period to a polytechnic university.
APM-12	Pursue a co-investment partnership with a major university in support of the research mandate of NCPU.
APM-13	Develop a collaborative relationship with the NWT public and separate school divisions to create an integrated learning environment.
APM-14	Pursue other strategic partnerships and relationships required to establish NCPU.

5.4 COMMUNITY LEARNING CENTRES

The College operates 22 CLCs across the NWT within each of the five regions (Beaufort Delta, Sahtu, Dehcho, North Slave, and South Slave). The CLCs are managed within the Community & Extensions Division of the College, which is led by the VP Community & Extensions. Each of the five regions is managed by a regional Program Head and is supported by a community adult educator. The Community and Extensions Division is separate from the academic schools.

Total operating budget for Community & Extensions is approximately \$6.7 million with \$4.3 million received in base funding (the remainder is project funding).

Community & Extensions provides a variety of programming, including:

- **Access Programs** (eligible for Student Financial Assistance from ECE) – These are college preparatory programs designed to prepare students academically for entrance into selected certificate, diploma, degree and apprenticeship programs. Two Access Programs are offered: the University and College Access Program (“UCAP”) and the Occupations and College Access Program (“OCAP”). These courses help students develop the skills and knowledge necessary to succeed in College post-secondary programs and in the workplace.
- **Adult Literacy and Basic Education (“ALBE”)** – the ALBE curriculum includes six levels of study, ranging from basic literacy to coursework at the grade 12 level and cover subjects such as math, english, science, social studies, IT, career/college preparation and financial literacy. Courses in this program enable participants to learn or re-learn skills needed to meet employment, personal or educational goals.
- **Targeted Initiative for Older Workers (“TIOW”)** – is a federally funded initiative aimed at assisting older workers (ages 55-64) to access employment.

Based on the information received during this review, there are divergent views as to the effectiveness of the CLCs. Comments were received that CLCs are not used sufficiently and that programs offered vary from region to region. This is partly based on the skills of the community adult educator, as well as requests from local industry or Indigenous communities. An additional challenge is that the leadership of the CLCs, the VP Community & Extensions, is located in Yellowknife which results in a centralized model with program and course decisions being made “away” from the regions. Community consultations indicated that CLCs are not meeting regional needs and that there is not sufficient input provided by local and Indigenous communities. If the College wishes to fulfill its responsibilities related to community-based programming, the community adult educators as well as program heads located in each of the CLCs will need to play an increased role in liaising with local community, industry and Indigenous representatives to identify regional training needs, as well as providing program coordination and support.

Information contained in the ALBE Access and TIOW Accountability Report shows that the number of students accessing the various programs in 2016-2017 was as follows¹⁸:

Table 9: Students Accessing ALBE, Access and TIOW Programs 2016/17

	Enrolled	Dropped Out	Ongoing	Did Not Complete		Completed	
	No.	No.	No.	No.	%	No.	%
ALBE	517	43	54	165	39%	255	61%
Access	129	17	-	35	31%	77	69%
TIOW	25	-	-	5	20%	20	80%
Total	671	60	54	205	37%	352	63%

Table 9 outlines how many ALBE students in 2016-2017 (total of 517 enrolled) included in the analysis above used a CLC to complete their program as opposed to studying at one of the three campuses:

Table 10: ALBE Students Studying at CLSs versus Campuses

	Enrolled	Dropped Out	Ongoing	Did Not Complete		Completed	
	No.	No.	No.	No.	%	No.	%
CLCs	388 (75%)	28	49	99	32%	212	68%
Campus	129 (25%)	15	5	66	61%	43	39%
Total	517	43	54	165	39%	255	61%

As we can see from Tables 9 and 10, 75% of students undertake the ALBE courses at CLCs compared to 25% that attend one of the three campuses. There clearly appears to be a need for the CLCs to provide courses that will assist preparing students for post-secondary studies, provide mature students with additional numeracy and literacy skills, as well as enhance general life skills.

¹⁸ 2016-2017 ALBE Access TIOW Accountability Report

The key question is whether every CLC should be offering the same courses which may prove challenging given the skills and experience required of the local community adult educator. A highly trained and experienced community adult educator might certainly be able to teach more than one course but may be challenged in supporting multiple and varied programming. From the information included in Appendix I, with respect to ALBE students, some CLCs show a high enrollment of 40 students (Behchoko) versus other CLCs having a very low enrollment of three students (Jean Marie River) or four students (Paulatuk, Fort Resolution and Nahanni Butte).

To address the question as to which programs should be delivered at which CLC and whether every CLC is sufficiently utilized to justify its existence, the College should develop an annualized NWT-wide local needs assessment to feed into an annual Comprehensive Centre Plan ("CCP"). The needs assessment would critically examine program demand for each CLC over a three-year basis and assess options for economically and effectively delivering on these needs (e.g. community adult educator, delivering remotely through technology using distance learning, virtual classrooms, etc.). This NWT-wide needs assessment and annual operating plan should include the program heads for each of the regions as well as the Campus Directors and the VP Community & Extensions.

The CCP should outline which courses are offered at every location and ensure that curriculum is available and consistently used. The CCP should also address whether there are opportunities to deliver courses through technology-based learning such as videoconferencing, distance learning etc. A limiting factor may be the lack of bandwidth which will be discussed in further detail in Section 6.3. Another option to pursue is the creation of mobile labs and how this could benefit the various regions. The College may pilot this concept with, for example, one of the trades/apprenticeships courses.

The CCP should also address the opportunity for students to access self-directed learning with a focus on grades 10-12 and outline pathways of further studies they can undertake, once students are sufficiently upgraded. Discussions and relationships with the NWT public and separate school divisions should take place to determine the focus of the courses offered (e.g. English, math, science etc.) and which entity will provide this training. Please refer to Section 5.3 for more information on developing relationships with the JK-12 school system. The aim for this relationship is to create an integrated learning environment whereby both the JK-12 school system as well as NCPU work together in collaboration and establish clear access paths for all students in the GNWT.

An additional opportunity exists through the local program heads and Campus Directors to reach out to regional municipalities, Indigenous communities and employers to co-partner the CLCs. The aim would be to collaborate on jointly providing the resources for leasing appropriate space and the development and delivery of courses. Municipalities need to accept – in part – the responsibility for an educated citizenry, as intellectual capital and knowledge are key elements of economic development and growth. Growth and development are just as much a local interest as they are NWT and national interests, thus investment by government and industry in key growth factors is typically warranted and accessible. This approach was successfully introduced in South-Central Alberta in communities such as Standard, Sundre, Cremona and Bowden. The provision of enhanced learning opportunity's warrants municipal investment in the form of land, buildings, leaseholder improvements, sharing of rent-paying etc.



"Learning opportunities are every bit as important as keeping the streets clean – likely, more so in today's fast-paced world."

- Dr. Tom Thompson, Past President, Olds College

All the CCPs combined are rolled up in an overall CCP, in alignment to the overall vision and strategic plan. This CCP should be informed by the NWT-wide local needs assessment mentioned above. Once a senior administrator has been given the responsibility for CLC growth and development; from an accountability perspective, it is mission critical for this leader to gather, analyze, and synthesize all CLC data (including needs assessments) and create a three-year, ever greening CLC Comprehensive Institutional Plan ("CIP") report

annually, which would move forward into the College's overall CIP for Board approval. This Report would be inclusive and comprehensive including the alignment with strategic directions and tactics, budgetary, IT, human resources, and other operational considerations.

In addition, consideration should be given to developing mobile learning, especially for the trades and apprenticeships programming to expand the geographical reach in the NWT.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
APM-15	The VP Community & Extensions to undertake a NWT-wide local needs assessment to determine the needs for each region and CLC.
APM-16	The regional Program Heads, in collaboration with the VP Community & Extensions to develop a CCP which, combined, results in a three-year CLC-CIP that is based on the NWT-wide local needs assessments. This CLC-CIP should be integrated in the overall institutional CIP. Include an evaluation of viability of other modes of teaching such as technology-based learning, self-directed learning and mobile course offerings and determine its feasibility.
APM-17	The VP Community & Extensions, in collaboration with the regional Program Heads and Campus Directors, to review the feasibility of entering into co-partnership agreements for the delivery of relevant regional courses at the CLCs. Co-partnership could consist of sharing resources (land, buildings, leases etc.) and jointly deciding on the courses that are regionally relevant.

6.0 OPERATIONS

The operations of the College are spread over three campuses and 22 CLCs in a geographic area that spans approximately 1,143,794 square kilometers. The operational review aimed to provide answers to the following key areas of focus:

- Institutional policies and procedures and whether these are clear, complete, accessible and aligned with leading practices.
- An assessment of the *Act* and its alignment with the operational needs of the College (this is addressed in Section 3.2).
- Efficiency and effectiveness of the current delivery model of the College and whether the current model meets the need of NWT residents.
- The effectiveness of current partnerships between the College and other PSIs (this is addressed in Section 5.3).

In addition to these focus areas, this section will also address other operational challenges that were identified during the review relating to information technology, the SIS, physical infrastructure and marketing and communications.

6.1 POLICIES AND PROCEDURES

The College has posted its Policy and Procedures Manual (the “Manual”) on the home page of its website. According to policy *B.01 Purpose and Structure of the Policy and Procedures Manual*, the Manual is the central source of all College policies and procedures. To determine if the College’s current policies are clear, complete, accessible and aligned with leading practices, in the course of the Foundational Review a high-level review was conducted of the Manual to assess its “user-friendliness”. More specifically, the Manual’s structure, tone and the linkages to supporting information such as applications, related policies, legislation, and regulations was reviewed. A more detailed assessment of a sample of in-scope policies was undertaken to determine how well these policies aligned with leading practices in terms of format, clarity and completeness. A complete list of the in-scope policies can be found in Appendix B.

Based on the results of the review, the following findings were identified:

- The Manual appears to have been uploaded to the College website in pdf form with little to no links to supporting information. Application forms associated with specific policies are included in the Manual but not all can be completed online (e.g. editable forms).
- Student Bylaws are structured and written similar to legislation and are likely difficult for students to understand.
- Policies have not been reviewed or revised for several years resulting in policies that are outdated. For example, the Traditional Knowledge policy was last revised in August 1995, Electronic Information in 1998 and Research in 2011. As a result, it is unlikely that current policies reflect the operating environment of the College and/or provide sufficient guidance to staff and students.
- It is difficult to identify all rules and procedures relative to a specific policy area (e.g. academic planning) as policy requirements are included in more than one policy. For example, policies relating to the establishment and review of programs and services can be found in five different policies (i.e. *B.10 Acquisition of Programs, Course and Services*, *B.13 Establishment of New Programs*, *B.15 Establishment of New Courses*, *C.43 Programs and Course Changes* and *G.08 External Evaluation*).
- Policies are not aligned with leading practices in terms of content. College policies do not contain a clear statement of policy intent, background information, policy objectives, policy scope, definitions, exceptions to the policy, contact information for inquiries and revision history. Rather, the policies are

comprised of an overarching policy statement, principles and procedures. The overarching policy statements and principles are not distinct from related procedures in some cases.

- The Manual does not contain all policies applicable to College operations. We were advised that the College follows GNWT policies in relation to strategic planning, fraud and irregularities, finance and administration, emergency response and business resumption, human resources, information management and information technology; however, there are no references to the GNWT policies in the Manual or on the College website.

The College currently has a policy development framework established in *B.02 Policy Development* that establishes a Policy Working Committee, roles and responsibilities of committee members and a detailed process for policy development and/or revision. However, the policy development framework does not include details on when or how often policies should be reviewed.

In summary, policies and procedures of the College require significant revisions. Determining the nature and extent of these revisions will require the College to:

- Establish its policy requirements through a detailed review of its key processes and applicable legislation / regulation, GNWT policy requirements and policy inventories of similar organizations (i.e. other PSIs)
- Identify leading practice considerations for each of the identified policy requirements or areas
- Review the current policies and assess their adequacy by determining alignment with leading practices and current College processes
- Draft and/or revise new policies as required.

After implementation, it will be necessary for the College to monitor compliance with new or revised policies and note any deficiencies that have resulted. This is usually the responsibility of the department administering the new or revised policy, but can be completed by others, including a dedicated internal resource, an internal audit function and/or the external auditor. Ideally, the College should conduct a review of the policy within the first year of implementation to assess:

- Any issues or concerns that have arisen as a result of the new or revised policy requirements
- The level of compliance with the policy and evidence that it is having the intended effect
- The level of compliance with new or changing external regulations and statutes or directives
- The effectiveness of any communication or training activities associated with the new or revised policy.

The new or revised policy should be included in a regular policy review cycle carried out by the Policy Working Committee. A regular policy review cycle ensures policies remain relevant, accurate and reflective of current expectations. The review cycle for each policy may vary depending on the policy type and scope but three to five years is typical. The purpose of policy review is to determine if the existing policy:

- Remains consistent with leading practices, the strategic direction and changes in government policies and legislation
- Meets stakeholder needs
- Complies with related policies and / or procedures.

Only substantive policy changes should be administered by the Policy Working Committee through their formal review and approval process. Departments should be permitted to make minor editorial updates that do not affect the substance (e.g. the purpose, scope or policy statement) of the policy.

The Policy Working Committee should establish a policy review schedule with review dates for each policy allowing adequate time for the revision and approvals process. The Committee should also establish a maximum amount of time a policy can be in effect without being formally reviewed, for example, three to five years. The roles and responsibilities of the Policy Working Committee should be formally outlined in a terms

of reference including its authority to recommend changes to policy for Board or Ministerial approval (depending on the adopted governance structure).

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
O-1	Enhance Policy Development Framework to include details on when and how often policies are subject to a review and develop a terms of reference for the Policy Working Committee.
O-2	Conduct a comprehensive policy review to determine the gaps that currently exist based on a comparison against legislation, GNWT policies and leading practices. Develop or update policies to address gaps identified.
O-3	The Policy Working Committee to develop and implement a regular policy review schedule and process to ensure all policies are subject to review at least once every three to five years.

6.2 BUSINESS MODEL

Organization Structure

The organization structure and leadership of an organization is the foundation for the operation of an institution. It determines how services are being delivered, how many resources are allocated to specific tasks and activities and it also defines employees' roles, responsibilities, level of authority and reporting lines. The organization structure and leadership need to be aligned with the Institution's vision and strategic direction to ensure the effective and efficient delivery of services.

The College is subject to Part IX of the *Financial Administration Act* and is a corporate entity listed as a "territorial corporation" in Appendix 1 of the *Financial Administration Act* operating at "arm's length" of the GNWT. Operating at arm's length means that effectively the College is "stand alone" and makes its decisions independently; however, with oversight from the GNWT and supporting accountability measures that flow up to the Minister. Other Colleges, both in Alberta and across Canada, have experienced challenges similar to those encountered by the College, in not operating fully at arm's length. These Colleges were able to overcome this by altering the accountability structure so that the Colleges are directly responsible to a Minister rather than through a department. The College, although by legislation reporting through the Board, to the Minister, has the perception that there has been insufficient opportunity for engagement directly with the Minister and informal reporting appearing to flow from ECE (as opposed from the Minister), thereby not operating fully at arm's length.

In perspective, up until the late nineties, in Alberta, the following four publicly-funded Colleges reported directly to the Ministry of Advanced Education: Alberta Vocational College (AVC) Edmonton, AVC Calgary, AVC Slave Lake, and AVC Lac La Biche. Although Saskatchewan Polytechnic is considered today to be board-governed, the Ministry of Advanced Education continues to retain important accountability controls, such as holding a seat on the search and selection committee in the seeking of a new president and, in that same vein, final say in who is hired.

The working/reporting relationship between ECE and the College has been described as challenging. Representatives from the College have indicated they view ECE as attempting to "control" the College through administrative processes and by constantly having to obtain "approval" from ECE on a variety of matters. Operational tasks require the approval from ECE with respect to press releases, marketing plans, etc. which

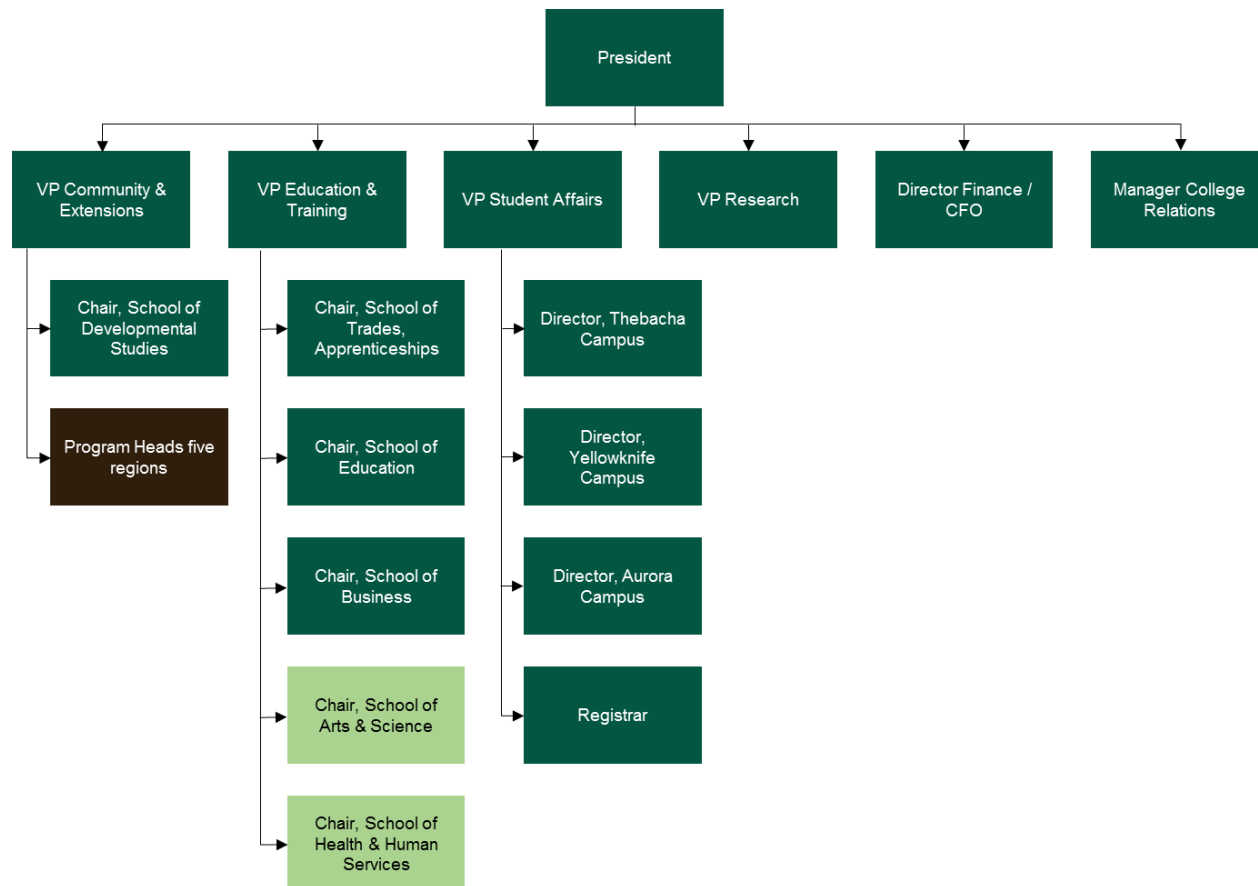
is causing frustration and a general feeling by the College of being “tied” with respect to day-to-day operations. This in part is due to ECE not having sufficient resources to dedicate to the College, given the Department’s large portfolio. As well, as outlined in Section 4.1, the Minister appointed an Administrator in June 2017, which deemed the Board to be revoked – a critical decision that significantly impacted the College. The challenges described above illustrate the College’s inability to fully operate at arm’s length from the GNWT.

Another contributing factor to the ineffective relationship between the College and the ECE is that there is a general lack of trust in the effectiveness of the leadership of the College. Over the past number of years, overall enrollment numbers of the College have declined with increasing student numbers choosing to pursue a post-secondary education primarily in either Alberta or in the Yukon. Please refer to section 7.2 for detailed statistics by program. The College has also been faced with continuing challenges to its credibility as a PSI (e.g. low graduates for Bachelor of Education and Social Work Diploma and graduates not all finding employment they have been trained for within the NWT) and the perception that the College “isn’t really a College”. Instead, the Institution is trying to be “everything to everybody” and is not offering a comprehensive number of degrees and diplomas (only two degrees and five diploma programs).

Furthermore, the lack of strategic direction and associated accountability has prevented the ECE and the College from building a collaborative relationship. Add to this declining enrollment and the question needs to be raised as to the effectiveness of current leadership. With the transformation towards NCPU, it is recommended the Minister appoint a Deputy Minister of Higher Education (see Recommendation G-2 that is a visionary and change agent with knowledge not only of (polytechnic) post-secondary education, but also of “operating in the north.” It is important that the search for this type of leader be national in focus to ensure the GNWT attracts the right person to lead this change.

At the foundation of this change will be the establishment of a strategic plan that will establish the vision of NCPU and the steps required in the next 5-10 years (see Recommendation A-2). In support of this new vision and strategic direction, the leader of the College will also need to ensure it is surrounded by executives that can support this transformational vision and that are strong leaders in their own right. The general opinion of interview respondents is that the leadership team at the College is currently not effective.

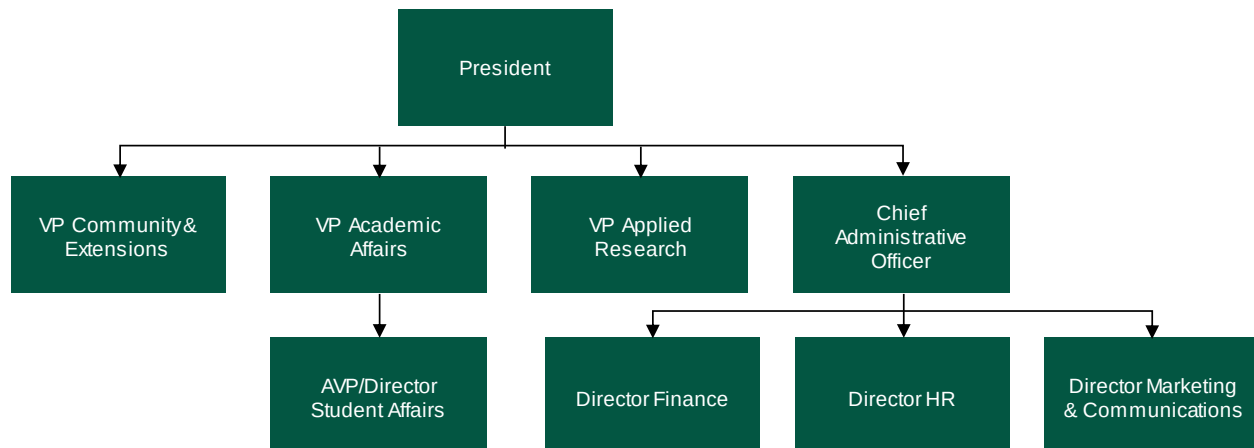
Figure 11: College Senior Leadership Team



Based on a review of the current leadership structure in place at the College and depicted in Figure 11, the President is currently supported by four VPs, the CFO and a Manager of College Relations. Based on a comparison against PSIs of a similar size, this number may be excessive and could be more streamlined. One way of achieving this is to include Student Affairs within the VP Education & Training portfolio and effectively making this either an AVP or Director position (whereas currently Student Affairs is a separate VP Position). In addition, given the Director Finance is the current acting CFO, it may be an opportune time to search for an experienced hire to fill the role of a Chief Administrative Officer or VP Finance & Administration who could oversee portfolios other than Finance, including HR, as well as Marketing & Communications. In Section 3.1, the need for a VP Academic Affairs and VP Research has been discussed and the additional responsibilities that these portfolios will include as part of NCPU.

An alternative to this, and as adopted by other PSIs, is to limit the number of VPs to three: VP Academic Affairs & Research (includes student services), VP Corporate Services (includes finance, administration, HR, facilities, IT etc.) and VP Community and External Relations (includes marketing, strategic enrollment management, philanthropy). Currently, HR is not a separate position as most HR functions are provided by the GNWT, while marketing is the responsibility of the Manager College Relations. Please refer to the organization chart in Figure 12 that outlines an alternative structure.

Figure 12: Alternative to College Senior Leadership Team



As recommended in Section 3.1, in pursuit of the NCPU, the Minister should launch the search for a new Deputy Minister of Higher Education (and President) as a first priority.

The creation of a new polytechnic institution requires a visionary and strategic change agent, and someone able to collaborate with all levels of government, the community and industry. As well, this position will need to be able to:

- Create and implement the vision of NCPU
- Exercise oversight over the operational and fiscal management during the establishment, transition and operation of NCPU
- Create an atmosphere of academic excellence
- Encourage, lead and nurture the development of areas of (applied) research and pursue strategic research partnerships and collaborations
- Support and collaborate to build excellence in teaching, research and service
- Build a senior executive team committed to NCPU and working with the larger community in fulfilling the vision, mission and strategic goals
- Model, as NCPU's chief representative and spokesperson, the spirit, values and integrity of the institution
- Maintain a strong relationship with the Senate, Board and Minister.

As well, the VP Academic Affairs (currently VP Education & Training) becomes increasingly important as new programs need to be developed and for programs that remain, ongoing program reviews to take place; something that has not occurred systematically to date. The VP Academic Affairs will provide the leadership in attaining academic excellence across all schools. This position will need to exhibit the following skills:

- Experience in a polytechnic institution
- Experienced leader with a clear, focused commitment to teaching, learning and academic excellence to promote student success
- Creative visionary leader who will inspire staff, students and the community
- Innovative thinker with the ability to develop creative solutions
- Outstanding interpersonal, written and oral communication skills
- Highly ethical, trustworthy, credible, loyal and respectful of diverse views and opinions
- Flexible, collegial and approachable
- Able to delegate responsibility and authority while maintaining accountability
- Committed to the effective use of technology within academic and administrative environments.

The President and other members of the executive leadership team should be encouraged to apply for the new positions, but the competition should be national in focus to attract the people with the right skills and capabilities. Additionally, job descriptions for each leadership role should be carefully reviewed and updated to ensure they include agreed-upon roles and responsibilities, as well as performance metrics that are aligned to the strategic plan. Once developed and / or updated, the NCPU should develop a formal and regular (e.g. semi-annual) performance evaluation process based on job descriptions and associated metrics. The Board would review/evaluate the President's performance; the President would review/evaluate the performance of the all of the VPs – and so forth through the chain of direct reporting relationships.

Delivery Model

In 2013, the business model of the College was changed from a regional campus model to the creation of six "academic schools" as follows:

- School of Trades, Apprenticeships & Industrial Training – Fort Smith
- School of Education – Fort Smith
- School of Business & Leadership – Inuvik – *Chair position vacant since July 2017*
- School of Arts & Science – no location currently – *Chair position vacant since inception*
- School of Health & Human Services – Yellowknife
- School of Developmental Studies – Fort Smith.

The establishment of these "academic schools" served the purpose of:

- Increasing academic credibility
- Consistency of program delivery across the three campuses
- Achieving higher academic standards.

The consensus internally at the College is that these objectives are being met; however external stakeholders have expressed a contradictory opinion. Concerns have been raised that with the establishment of the schools, even though there is more consistency in program delivery, this has not resulted in increasing academic credibility nor higher academic standards. As well, due to the Academic Chairs being responsible for program delivery, with limited to no involvement from regional Campus Directors, there is also the view that programming does not always meet regional needs. Indigenous Governments echo the same concern.

This change in structure means that all instructional staff, regardless of their location, report through the Academic Chair of the school responsible for the program. The Academic Chairs of the schools (two being vacant as per above) are located at various campuses and all report to a VP. The first five schools listed above report to the VP Education & Training based in Fort Smith, with the last school (Developmental Studies) reporting to the VP Community & Extensions located in Yellowknife. Within this structure, it may take a significant amount of time for reporting and approvals to occur across schools (e.g. instructors in Fort Smith, may be reporting to an Academic Chair in Inuvik, who reports to a VP in Fort Smith) and ultimately, to the VPs. This reporting structure is complex and may result in the College not being responsive to emerging learning needs at a regional level. As such it is recommended that the College establish an Academic Advisory Council (please refer to the section Academic Programming Decision Making and Recommendation G-5) that includes the Academic Chairs, Campus Directors, as well as regional, employer and Indigenous representatives. An additional area of focus for the College will be to fill the vacancies in the two Academic Chair positions.

Within the campus based model, the Campus Directors at each of the three campuses oversaw all campus operations. In the new model, instructors report to the Academic Chairs (which are most often in different locations) and registration staff report to the Registrar (located in Fort Smith). This has resulted in remote supervision and a delay in administrative support as most decisions are made at the Fort Smith campus, far removed from the respective region. As the campus directors are "local", it is recommended that they oversee

all campus operations (including registration and instructors) and continue to report to the VP (Student Affairs) for campus operations and in addition, be a member of the Academic Advisory Council.

The creation of NCPU will enable the enhancement of the current delivery model through the creation of an integrated learning environment that consists of close collaboration with the NWT public and separate school divisions. This collaboration should focus on a review of high drop-out rates, low completion rates and poor transition rates between the high schools and the College (see Section 7.2 for supporting statistics). Based on this, the College and JK-12 system combined should develop solutions to address these gaps. As well, agreement needs to be reached as to the institution / school that is best suited to deliver upgrading courses that provide high school students (or adult learners that did not complete high school) with the appropriate tools to bridge this gap and become more successful when entering into the post-secondary system.

Currently, the President's office as well as the College's main campus is in Fort Smith. This distance from the "decision makers" located in Yellowknife is not conducive to establishing close and collaborative working relationships. With the creation of NCPU, the main campus as well as President (Deputy Minister of Higher Education) and executive leadership team are recommended to be located in Yellowknife.

The reasons for this recommended move (from Fort Smith) are varied. First, the move to Yellowknife is necessary to ensure that the President and executive leadership team of NCPU are close to, and able to build crucial relationships with students, current and future employers, industry, public and separate school divisions, as well as decision makers. The vision of NCPU would not be possible without the close collaboration with these key stakeholder groups as the development of an integrated learning environment as well as the establishment of centres of specialization is critical to the success of NCPU. Second, modern day students and millennials perceive the student experience to be equally as important as the content of the programming. This means not only that students will be looking for practicum places and part-time employment to (financially) support their studies, but in addition, that a social experience outside of study hours is available. Third, growth within the NWT is expected to occur in Yellowknife as opposed to Fort Smith or Inuvik with the majority of current and future employers and industry partners located in Yellowknife and surrounding areas. All prerequisites for success that are not available in Fort Smith.

Establishing the main campus of NCPU in Yellowknife does not mean that there is no role for the Fort Smith and Inuvik campuses as well as regional community centres. Quite the contrary. Serving the communities in the NWT is core to the mandate of the College and will remain a fundamental component of NCPU's vision.

What would be the envisioned role for Fort Smith, Inuvik and the regional communities? The solution to this important question can not be provided without further analysis and discussion of first, the established vision of higher education for the NWT, and second, a full review of all programs currently delivered by the College. This report recommends the creation of centres of specialization and that all programs and services are subject to a detailed review, as described in Section 5.1.

Within this context, and based on student and market needs, options for specialization and program offering could be split by region. For example, Inuvik could be designated the applied research centre of excellence (given the focus and location of ARI), Fort Smith the centre for apprentices and trades, and Yellowknife the centre for the delivery of all degree programming. Whatever the allocation will be, each centre will become a destination in itself as programs will be focussed on NWT needs, be world class, and provide integrated learning pathways through close collaboration with the JK-12 school divisions. Last but not least, the regional communities will be integrated within the overall academic planning through the development of an NWT-wide needs assessment resulting in a comprehensive centre plan that is aligned to the vision of higher education in the NWT as well as integrated to the learning pathways. For more details on the CLC's, please refer to Section 5.4.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
O-4	The College to review the current organization structure at the leadership level and determine, based on the new strategic direction, whether there is an opportunity to streamline and consolidate the structure. In line with recommendation G-3, hire a VP Academic Affairs, VP Applied Research, VP Finance & Administration and VP Advancement and update job descriptions based on new portfolios.
O-5	The Deputy Minister of Higher Education, in collaboration with the VP Education & Training (VP Academic Affairs) to fill the two Academic Chair vacancies: Academic Chair School of Arts & Science and Chair School of Health & Human Services.
O-6	The Institution, with the assistance of GNWT's HR specialists, to introduce a robust performance evaluation process for all employees that is founded in the job descriptions and performance metrics. This includes establishing annual performance goals and conducting at least semi-annual performance assessments.
O-7	The Institution to consider providing additional responsibilities to the Campus Directors in that they provide direct supervision and oversight of all campus staff including instructors and registration personnel and include the campus directors in the creation and membership of the Academic Advisory Council (see Recommendation G-5). This proposed change would effectively result in a matrix structure whereby instructors and registration personnel have a dual reporting role, to their local campus director for local needs and operational purposes and to the academic chairs and Registrar for decisions and actions of a strategic nature.
O-8	The Institution, in conjunction with ECE and the NWT public and separate school divisions to create an integrated learning environment that consists of close collaboration between the JK-12 school system and the College. This collaboration should focus on a review of high drop-out rates, low completion rates and poor transition rates between the high schools and the College (see Section 7.2 for supporting statistics). Based on this, the College and JK-12 system combined should develop solutions to address these gaps.
O-9	The President (Deputy Minister of Higher Education) and executive leadership team and the NCPU main campus to be located in Yellowknife. Based on the centres of specialization created, determine the programming that will be offered in Fort Smith and Inuvik and the regional community centres.

6.3 OTHER OPERATIONAL CHALLENGES

Information Technology Limitations

IT Infrastructure has been a major challenge for the College. The College is experiencing a lack of bandwidth and is not able to expand its delivery of programming through video conferencing and distance learning. Currently ECE has funded additional bandwidth for the JK-12 system to allow for increased distance learning opportunities. The College should commence discussions with ECE to pursue opportunities for increased bandwidth in support of its programming needs. As discussed in Section 5.1, the College (or NCPU) should investigate further opportunities in providing programming through distance learning, videoconferencing and other means to increase its geographical reach and improve access to learning in remote areas.

The College is offering some of the business administration courses by video conferencing in Fort Smith. However, by offering this course through videoconferencing the College is at capacity of what they can deliver using these means. As the Yellowknife campus is being developed, the strategic and academic plan combined

should result in a comprehensive capital plan that details all requirements with respect to the design of physical as well as technology resources. This will include a detailed assessment of the necessary hardware and/or software for appropriate distance learning and videoconferencing course delivery methods. Upon the development of the strategic plan for the College, sufficient focus, objectives and budget should be requested from ECE to cater to the future IT infrastructure needs of NCPU.

Concerns were also expressed by interview and survey respondents that internet access is challenging both at the campuses and the residences. For students to not have sufficient access to the internet significantly impacts both their studies in general but also reduces their overall student experience. Please refer to Section 7.3 for additional details.

Student Information System

The SIS has been an acknowledged constraint in prior reviews as well as among survey and interview respondents more recently consulted. The SIS is a system for tracking information related to student registrations. It includes:

- Invoice submissions
- Tracking of course marks and program completions
- Absence reporting
- Residence management
- Tracking of program and course definitions.

Constraints have been identified relating to the lack of formal data structures, the tendency to rely on Excel spreadsheets, and manual data aggregation. The current SIS is a DOS-based system which was launched in August 1989 (over 28 years ago) and has not been updated since. Additionally, access to the system is limited to 28 users across the College meaning that it is cumbersome and time-consuming to obtain answers to relatively simple requests.

When describing the challenges of the SIS, those interviewed also spoke to matters of control and process. This included data entry that introduces errors, as well as differences in how data is being extracted and interpreted based on the person engaged in this activity. It was further raised that data governance at the College is weak, in that data is not consistently classified, is held on an individual basis rather than being seen to be institutional, and is managed in the general absence of documented procedures (e.g., verification).

This legacy system is currently being replaced with a Commercial-Off-The-Shelf (“COTS”) solution, with the general expectations being that full implementation will occur over the next two years. Some of the anticipated functionality, once the new solution is in place, is the ability of instructors to directly enter student information (e.g. grades), which previously was entered by staff.

Physical Infrastructure

The College has three physical campuses as follows:

- Thebacha Campus in Fort Smith
- Aurora Campus in Inuvik
- Yellowknife North Slave Campus in Yellowknife.

In addition to these three campuses, the College operates two residences, one in Fort Smith and one in Inuvik. The College also has single and family housing at all three campuses. The number and types of units are outlined in Table 11.

Table 11: Family Housing College - all Campuses

Campus Location	Type of Units	Total Number of Units
Aurora Campus	Single	30 Units
	Family	24 Units
Thebacha Campus	Single	62 Units
	Family	66 Units
Yellowknife North Slave Campus	Single	16 Units
	Family	48 Units

Thebacha Campus – Fort Smith

The College campus and housing in Fort Smith is old and has had limited monies spent on upgrading and maintenance as it has been unclear whether the College is responsible or whether this forms part of the mandate of the Department of Infrastructure. As a result, the main residence in Fort Smith (Breynat Hall) is outdated and does not conform to generally accepted student housing standards. The facility consists of two separate buildings that are connected by an enclosed walkway. As well, under the terms of the Indian Resident School Settlement Agreement, Breynat Hall has been labelled a residential school. This historical fact contributes to the general opinion that students do not want to attend the Fort Smith campus for their studies.

An additional concern that was brought forward is with respect to safety. A number of significant (violent) incidents have occurred in the residence as well as a break-in and vandalism at the campus building. Comments by interviewees and survey respondents indicated that part of the challenge is the location where students originate from with a historical clash of “northerners versus southerners.” There are no security cameras in Fort Smith at either the campus or the residences. In Fort Smith, funding is available for two security personnel; however, this is insufficient given the number of buildings and residences they monitor. To address some of the safety concerns and entice potential students to Fort Smith, additional security is required, either through additional security personnel or installation and monitoring of security cameras.

As well, a recent study conducted by the Department of Infrastructure (dated February 2018) indicated that it would take approximately \$10 million to renovate Breynat Hall (main residence) and the College will have to decide whether, from a cost-benefit point of view, this makes sense. This is especially important in light of the recommended establishment of NCPU and its main campus being located in Yellowknife. The Taylor Architecture Group in 2017 reviewed ten buildings (campus, main residence and other housing) in Fort Smith and put forward their recommendations and cost estimates based on both renovating the structures or rebuilding them. The Report showed that in these ten cases, renovation of the buildings is more cost effective than rebuilding. Based on the results of the Taylor Architecture report, and the challenges that the College is experiencing in maintaining the residences, ECE should consider transferring the responsibility for the maintenance and upkeep of the residences to another department within the GNWT (e.g. Housing Corporation). This should assist in ensuring that appropriate renovations and maintenance occurs to keep the buildings in a livable state.

With the establishment of NCPU, the Thebacha campus will become a remote campus where delivery of (to be determined) courses will continue based on the centres of specialization that will be created. Based on the programming that will be provided in Fort Smith, an analysis will be required to determine if the physical and technological infrastructure will be sufficient.

Aurora Campus in Inuvik

The Aurora Campus in Inuvik is the newest campus which is interesting given that it has the lowest enrollment numbers. The Aurora campus also has a student residence which is new and modern. The Campus Director indicated that the residence; however, is not at capacity and generally only occupied approximately at 50%. One reason is that overall enrollment is down year over year (from 131 in 2013-2014 to 124 in 2014-2015 to 89 in 2015-2016 – a 32% decrease in three years) with respect to full-time students, who access the residence most often. The other reason is that it is current policy of the College to only allow students from outside of Inuvik to stay in the residence. This means that students from Inuvik (that may not have appropriate housing) are not able to access this residence. Interview respondents provided examples of local students having to stay in a homeless shelter to complete their studies as access to the College residence was denied. The Campus Director has escalated this concern to the VP Student Affairs, but due to the distance from leadership (located in Fort Smith) and the change in business model (whereby the Campus Director has limited authority over local operations), this change in policy has taken a long time to be addressed.

The College should ensure that current policies are aligned to the strategic and academic plans and contribute to the overall student experience and success. Changes with respect to policy that impact individual regions should be considered in this context and updated as a matter of priority.

With the establishment of NCPU, the Aurora campus will remain a remote campus where delivery of (to be determined) courses will continue based on the centres of specialization that will be created. Based on the programming that will be provided in Inuvik, an analysis will be required to determine if the physical and technological infrastructure will be sufficient.

Yellowknife Campus in Yellowknife

The College does not have an actual campus in Yellowknife, but is leasing two floors in the United Church building – a building that has not been designed as a College and does not meet the needs of current-day students. For example, it does not have adequate space for students to come together to study and socialize, classrooms are limited in size and number, and instructor offices are sparse.

As discussed earlier in this Report, the Nursing program has a good reputation and delivers graduates that meet industry and employer needs. The labs (practicum rooms) of this program are located within this building; however, the “classrooms” are not suitable for the type of program. The space is cramped with hospital beds set up on the outsides of the room and the centre containing a cluster of desks at which students do their theoretical studies. The space is not large enough and not set up to adequately teach the practical components of a technical program like Nursing.

The various program offerings in Yellowknife are also limited in the number of graduates it can accept due to the lack of space and technology available to the College. The College should, in the short term, ensure that appropriate and sufficient space is available to ensure it is delivering its programs to the standards required.

The College, in support of creating the new NCPU campus in Yellowknife, should develop a capital plan that is aligned to the strategic plan and within the capital plan outline all capital requirements based on planned programming. The capital plan should also align to the requirements of the academic plan as well as projected growth both in Yellowknife and other regions. The new Yellowknife campus will be the main campus of NCPU with both the Thebacha and Aurora campuses functioning as remote campuses. The Yellowknife campus should be designed in such a way as to become a destination institution and set up for growth for years to come. It will need to meet the physical and technological specifications described within the strategic and academic plans as well as meet, and if possible, exceed (future) students’ expectations in support of creating a superior northern student learning experience.

Marketing and Communications

Marketing, communications and College relations are the responsibility of the Manager with the same title who reports directly to the President and is part of the leadership team. As described in other sections within this Report, the College has seen declining enrollment and challenges with respect to its reputation. Based on interviews with College leadership, one of the factors they perceive to contribute to this is that all press releases and other marketing initiatives require the approval of ECE. This approval process is deemed to be taking too long which results in “the story” being outdated by the time the approval is obtained. Leadership of the College feels this limits their opportunity to adequately market the College and share success stories.

Upon review of the website of the College, it was noted that the website is outdated and not user-friendly. Comments provided by the leadership of the College is that they are aware of this issue and that an update of their website is on their “wish list”; however, lack of funding has not yet allowed this to take place. Leadership also indicated that in conjunction with the changes to their website, they would also like to update their branding to modernize it and thereby appeal to a wider audience.

With the strategic changes recommended within this Report, it is an opportune time for the College to develop a comprehensive marketing and communication strategy that is aligned to the strategic plan and in support of the NCPU. This marketing and communication plan should be sufficiently long term to incorporate the launch of NCPU in 2024. The plan needs to stipulate what is required to support the brand (and updated logo) that is being created as a destination polytechnic institution. The brand (and logo) to be developed should “tell the story” of what the institution is trying to achieve and what types of students it is trying to attract. Within this marketing and communication strategy sufficient attention should be focussed on re-developing the NCPU website to make it user-friendly, easy to navigate, modern, state of the art, and up-to-date on all aspects of student programming and services available.

The marketing and communication plan should address how the College interacts with key stakeholders, such as other PSIs, industry, ECE and other community organizations, including future and current students, as well as graduates and alumni. The marketing plan should consider using modern communication methods such as social media (e.g. Twitter, Facebook etc.), texting, website, and other marketing campaigns (such as advertising, attendance at job fairs, presentations at high schools, etc.).

Lastly, NCPU should leverage success stories and positive changes impacting the Institution in its communications, thereby using them to communicate with stakeholders, remain top of mind and elevate its public profile. This can be achieved through press releases, announcements on the website and use of social media. This approach will allow these stories to reach far and wide and contribute to enhancing the destination image the Institution is trying to create.

Early, frequent and ongoing communication from inception of the vision through to the launch of NCPU in 2024 is going to be key. Regular updates on progress, key milestones and other success stories need to be shared with key stakeholders, communities and the public at large both within the NWT as well as throughout Canada.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
O-10	The Institution should pursue opportunities with ECE to fund increased access to bandwidth in support of its programming needs and to address concerns raised with respect to the lack of internet access at both campuses and residences.

No	Recommendations
O-11	The Institution should implement a new SIS to ensure it has accurate information on which to base critical decisions and support overall funding applications, programming decisions, accountability reporting etc. In addition, staff should be trained appropriately in the use of the new system in line with Recommendation A-5.
O-12	The Institution should enter into discussions with ECE with respect to the responsibility for student housing and determine if this responsibility could be transferred to another department of GNWT (e.g. Housing Corporation), thereby allowing student housing to be maintained in a more structural manner, ensure housing is safe and meets minimum quality standards.
O-13	The College should address security concerns identified in Fort Smith either through employing additional security personnel or through the installation and monitoring of security cameras at the campus as well as student residences.
O-14	The College should develop a ten-year capital plan aligned to the new strategic and academic plan which details the design and build of the new NCPU campus in Yellowknife that will be state of the art and become a destination institution for generations to come.
O-15	The College should ensure that requested changes to policy to allow local students access to housing in the Inuvik residence are addressed and the policy is updated in a timely manner.
O-16	The College should develop a communication and marketing strategy aligned to the new vision and strategic plan. This plan should include, but not be limited to: • Creating a new brand and logo • Designing a new and modern website • Developing a communication strategy that spans the period from the inception of the vision through to the launch of NCPU in 2024. The communication strategy and plan should outline frequent and regular communications and media releases that is aimed at key stakeholders, communities and the public at large both within the NWT as well as throughout Canada to support the planning, development and implementation of NCPU and the key milestones that will be achieved. • Marketing strategy that outlines how success stories are shared with the larger community and how the design and build of the NCPU is launched.

7.0 RECRUITMENT AND RETENTION OF STUDENTS

The recruitment and retention of students is critical to the ongoing success of the College and the future of NCPU. The policies, programs, services and associated resources available to students have an impact on the Institution's ability to attract students and support their educational success. The most successful student recruitment and retention programs and services are designed to provide academic and non-academic support to students as an enabler to the achievement of their academic or technical training, and ultimately, their employment goals.

The review of student recruitment and retention assessed the following:

- Effectiveness of the College in attracting and recruiting local, national and international students
- Degree to which student services are effective in meeting student needs and expectations to support their overall success
- Effectiveness of the College at supporting student physical and mental well-being, in consideration of human rights, the needs of persons with disabilities, culture and gender
- Degree to which the College critically evaluates its student services and uses this information to make improvements to the student service programs.

Prior reviews of the College relating to student services and housing identified ongoing challenges with respect to a lack of strategic approach and performance standards to support student services, a lack of support to prepare students for learning, and issues with student housing and lack of daycare. The issues continue to this day and have a negative impact on the College's ability to attract students and support their success.

Within the Student Services department, there appears to be issues with employee morale, inter-campus collaboration and communication. There is continued resistance and resentment as a result of the last reorganization to the school-based model in 2013. That re-organization resulted in the existing Student Services organizational structure and attempted to centralize the student services function. From the perspective of a number of student services staff, the new structure was implemented without their consultation, and the initiative created challenges relating to role clarity and communication. As a result, there continues to be confusion relating to the department's organizational structure as it is not clear who is accountable for student recruitment and support services. Despite individual employees' efforts to provide effective services and be responsive to their students' needs, the confusion contributes to inconsistent practices among campuses, a lack of accountability, and inadequate overall student support.

The College lacks student data and processes to identify trends relating to student drop-out rates, reasons for success or failure, information about the student experience, student services and counsellor workloads, etc. As a result, the College cannot identify which students are (or are not) successful or why, or if student services are adequately resourced. The lack of quantifiable and meaningful data contributes to the College's inability to identify trends relating to the evolving needs of students, and develop initiatives to address those trends in a strategic and proactive manner.

With the implementation of the new SIS (see Section 6.3 and Recommendation O-12) the student enrollment process will be automated and will address many of the challenges and shortcomings relating to student program and enrollment statistics. Automating student information will support the collection of valuable data, however, there are other organizational barriers relating to a lack of vision, goals, accountability, leadership, consistency of service and communication that also need to be addressed to improve student recruitment, student services, and retention.

7.1 STRATEGIC ENROLLMENT MANAGEMENT

As the competition for students amongst PSIs is expected to continue to increase, adopting a Strategic Enrollment Management (“SEM”) Plan and identified tactics is a valuable tool for colleges to enable effective attraction and recruitment of students. The SEM Plan provides the connection between the Institution’s vision and outcomes to student attraction, enrollment, retention and success. It identifies the primary and secondary targets for the number and type of students the College seeks to attract. Once the SEM Plan is established, the College will be able to establish its student recruitment goals. This will enable a comprehensive approach to enhancing student recruitment, the student experience and evaluating those approaches and services.

The lack of a SEM Plan to guide student recruitment has contributed to the College’s inability to assess, evaluate, track or analyze statistics and outcomes to gauge the effectiveness of the College’s services. This results in dysfunction and inconsistent practices in a number of ways:

- There are differing views between the ECE, senior administration, student services staff and instructors relating to who the College serves and if the College should welcome national and international students in addition to NWT residents. This adds to confusion and inconsistency of student attraction methods and associated student support programs.
- Campuses appear to operate independently with respect to student attraction and support services. There is a lack of coordination, direction and leadership with respect to the promotion of student well-being and success.
- Student support services and programs are not regularly reviewed with limited focus on proactively identifying solutions to improve student services. The lack of student attraction and student service program review methods is having a negative impact on the student experience.
- The College seems to continuously operate in crisis mode and has historically tried to be “everything to everyone.” This is ineffective and not sustainable.
- The College seems to be driven by its bureaucracy rather than its strategic direction and goals. For example, senior administration was not able to provide suggested solutions to address challenges with student attraction and retention. The solutions identified were limited to implementing the new SIS and receiving additional budget / funding from ECE.

7.2 STUDENT ATTRACTION

Vision and Identified Outcomes

The lack of a vision, outcomes, and a strategic plan for the College noted in Section 4.1 contributes to challenges with student attraction and recruitment. There is no SEM Plan, no student recruitment strategy, and there does not appear to be any planned approach towards student attraction and recruitment activities. There appears to be a lack of College stewardship and leadership; and absence of an accountability model flowing from the Board, through to the President, Vice-President(s), Academic Chairs, Directors, etc. It is not clear who is responsible for student recruitment as accountability appears to be with a number of individuals including the Communications Manager, instructors and administrators without specific focus or goals.

The lack of a vision and identified outcomes for the College has contributed to inconsistencies and differing views amongst both administration and instructors that are further contributing to the lack of focus, accountability, and weaknesses within student attraction activities. For example, there are differing views as to the College’s target student group(s), how students should be recruited and from where. Some individuals believe that the College should promote its programs outside the NWT in an effort to attract international students and students from other regions in Canada. Other individuals believe strongly that the College should focus exclusively on being a northern and Indigenous college.

Inconsistencies About the Need to Enhance Recruitment Efforts

There are inconsistencies amongst administrators, support staff and instructors regarding the College's need to enhance student attraction and recruitment efforts. Some program representatives indicate they are meeting their quota and are over-subscribed; therefore, they do not need to focus on student recruitment (e.g. Nursing and Business Office Administration) since the current methods are meeting the College's needs. Others note that some programs, such as trades, are under-subscribed and courses are cancelled by the College due to lack of enrollment. The confusion around the necessity and effectiveness of student attraction and recruitment initiatives further contributes to the lack of focus and ineffectiveness overall relating to student recruitment activities.

Lack of Strategic Approach

The importance of a strategic approach to student attraction and recruitment, and the resulting planned and consistent recruitment efforts will continue to play a critical role in the NCPU's ability to attract students. There are many students from communities within the NWT and northern Canada who want to stay and study within an Indigenous higher education setting. While this should present an advantage for the Institution, trends relating to student application rates at the College indicate that students are making the choice to apply to other colleges. Challenges exist with respect to the College's poor reputation, and other factors (as described throughout this Report) that are having a negative impact on the College's reputation within the NWT and the ability to attract students.

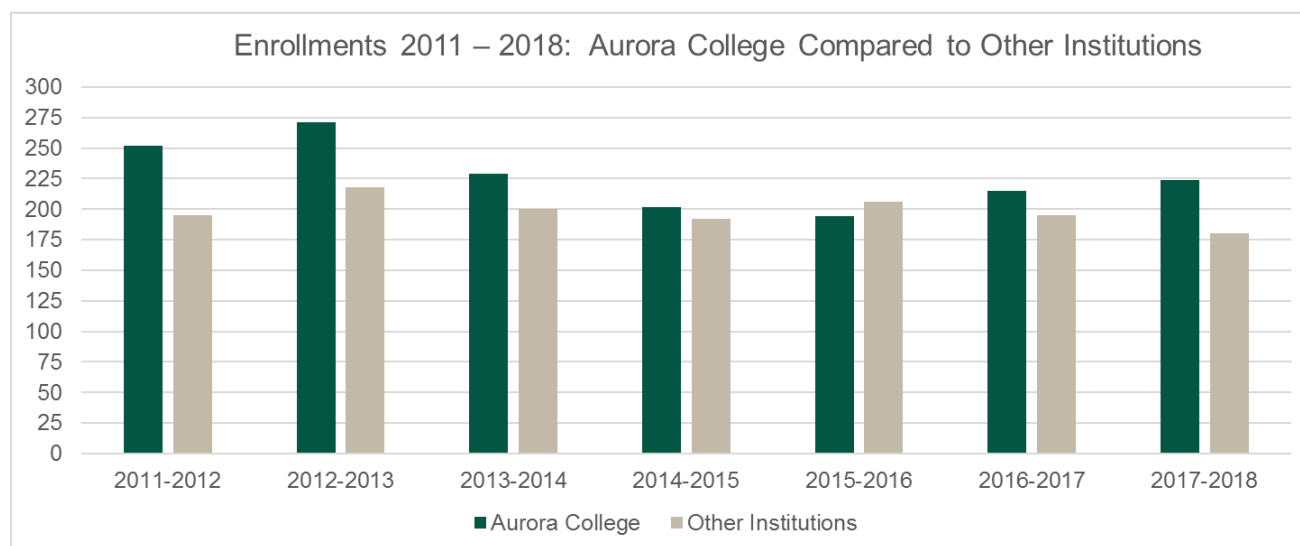
Student Application Rates 2011 - 2018

Application rates over the past five years indicate that the number of students making the choice to apply to the College is fluctuating overall, with a number of programs seeing a decrease in applicants compared to other colleges. Many universities and colleges from across Canada are enhancing their student recruitment and marketing initiatives for classroom and web-based programs. More importantly, this is a trend which will continue for some time, as tax-payer fiscal resources for post-secondary education become scarcer – driving many institutions into the market seeking off-setting fiscal resources through tuition and fees. This trend poses a threat that will continue to contribute to the College's challenges with attracting students. The lack of a strategic and planned approach to student attraction, and a lack of focus on student support services will continue to pose challenges to the College's ability to attract the limited number of potential students within NWT especially in light of competition from other PSIs.

Students Choosing to Apply to the College

The charts below indicate the overall number of NWT residents who have enrolled in the College, compared to those who have enrolled in other institutions from 2011 to 2018:¹⁹

When reviewing the applicants by program area, the data indicates that the number of students choosing to apply to the College over other colleges during 2011 to 2018, has fluctuated between 49% and 56%.

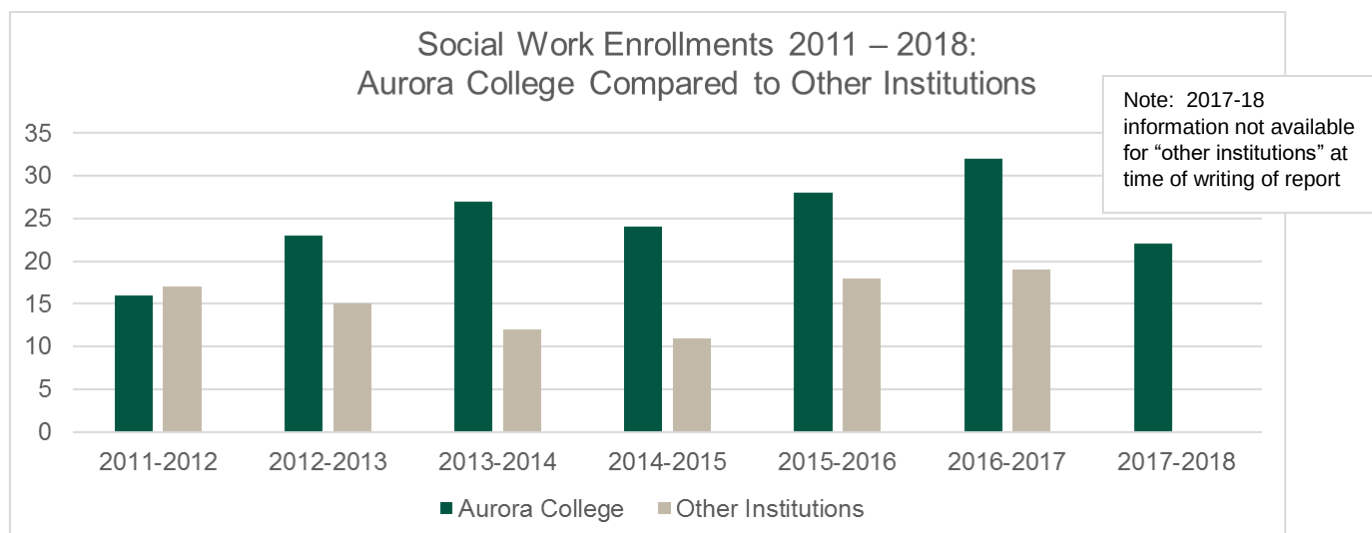
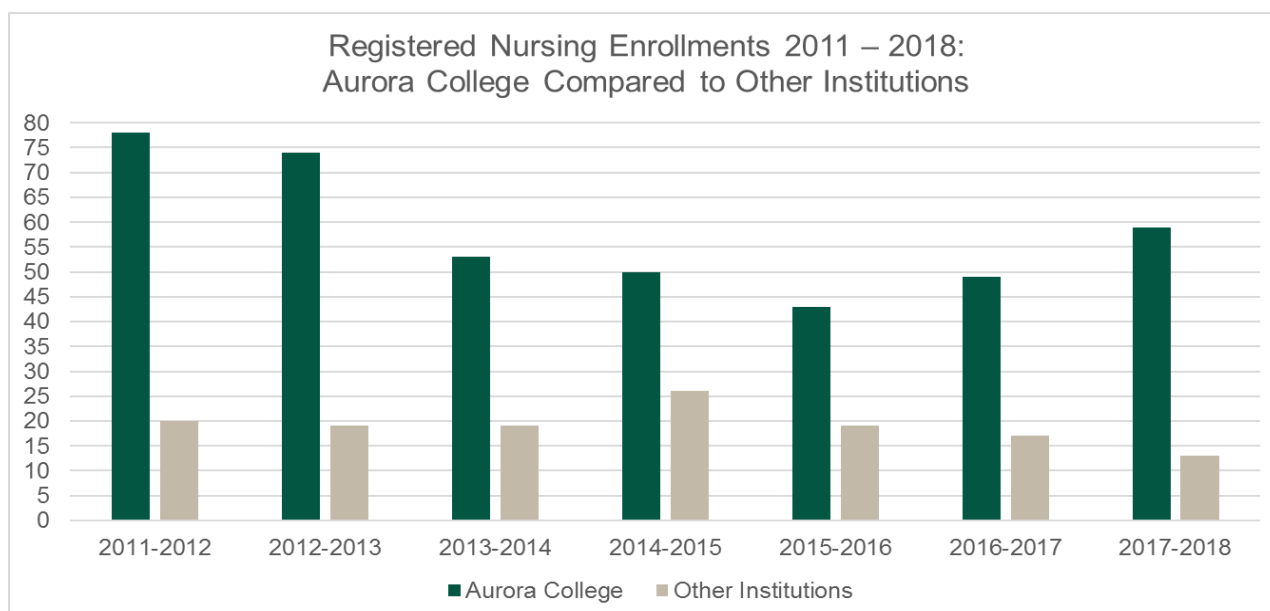
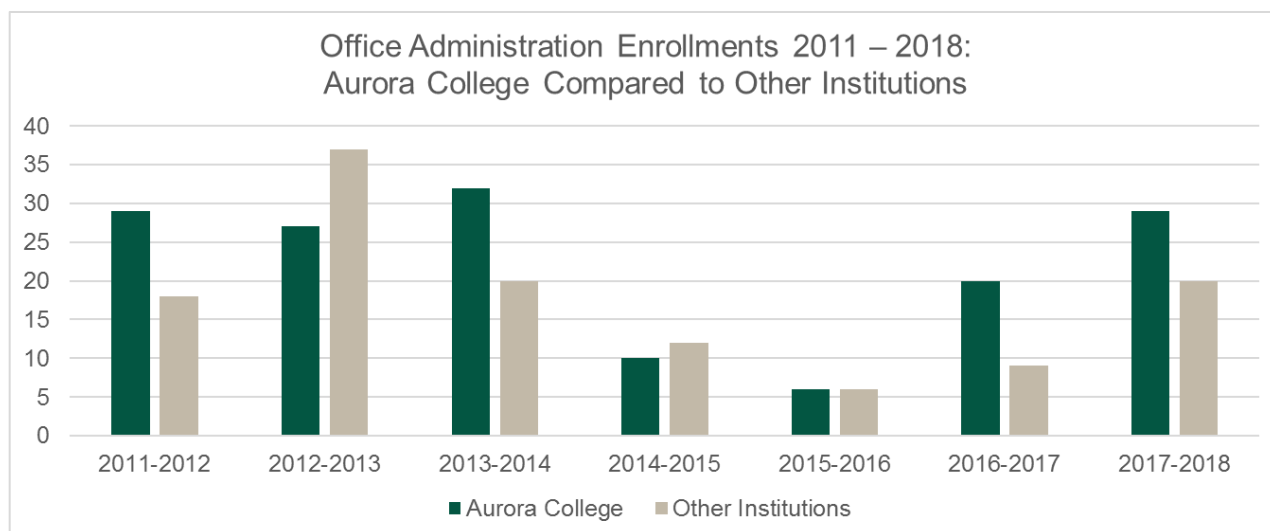


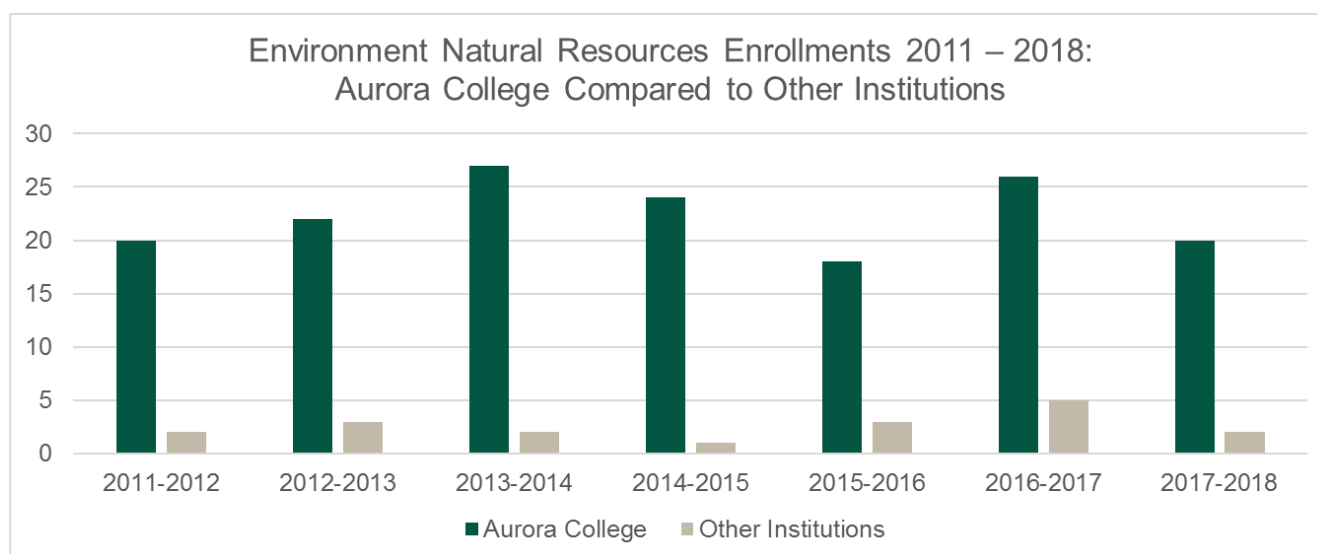
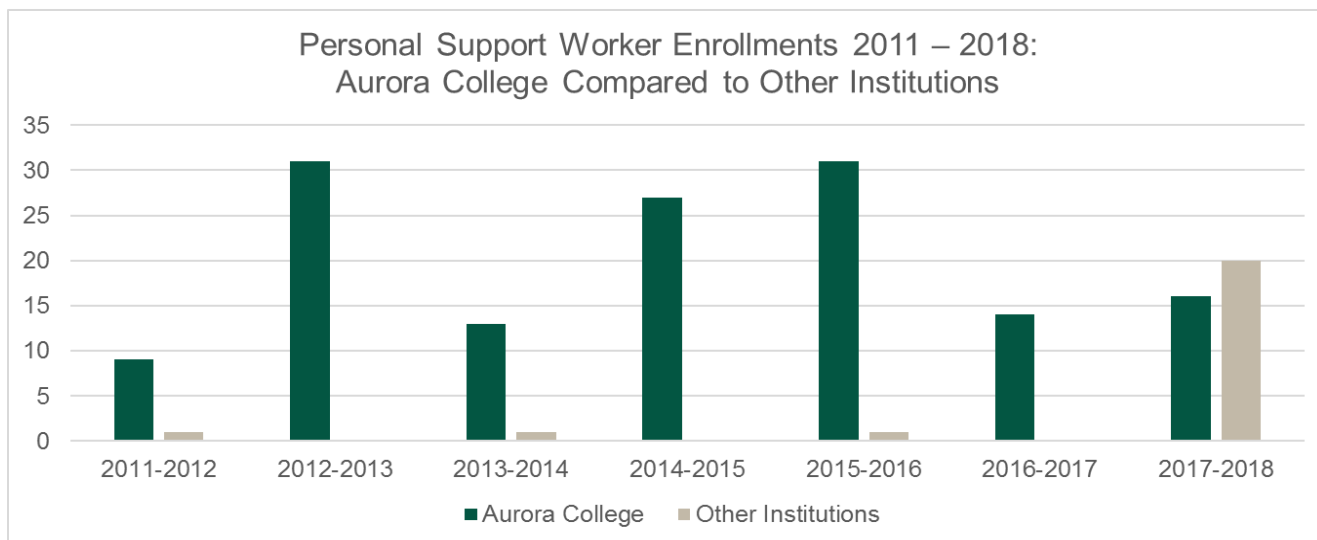
Students Choosing to Apply to the College - By Program

There are several programs where students overwhelmingly choose to apply to the College over other colleges between the 2011–2012 and 2017–2018 academic years. The majority of students choosing to apply to the College between this timeframe ranged from 56% to 98%. The average over the years included:

- Office Administration – 56%
- Social Work – 60%
- Nursing – 75%
- Environment Natural Resources – 90%
- Personal Support Worker – 98%

¹⁹ Statistics provided by GNWT Student Financial Assistance (“SFA”). Detail on institutions are included within the “other” category are not available. The assumption is that it is most likely southern institutions, Yukon College or Arctic College. It should also be noted that this data is only representative of students receiving GNWT SFA. The trends identified in the graphs are assumed to be similar for all student choices for enrollment as a majority of students obtain and receive some level of GNWT SFA.



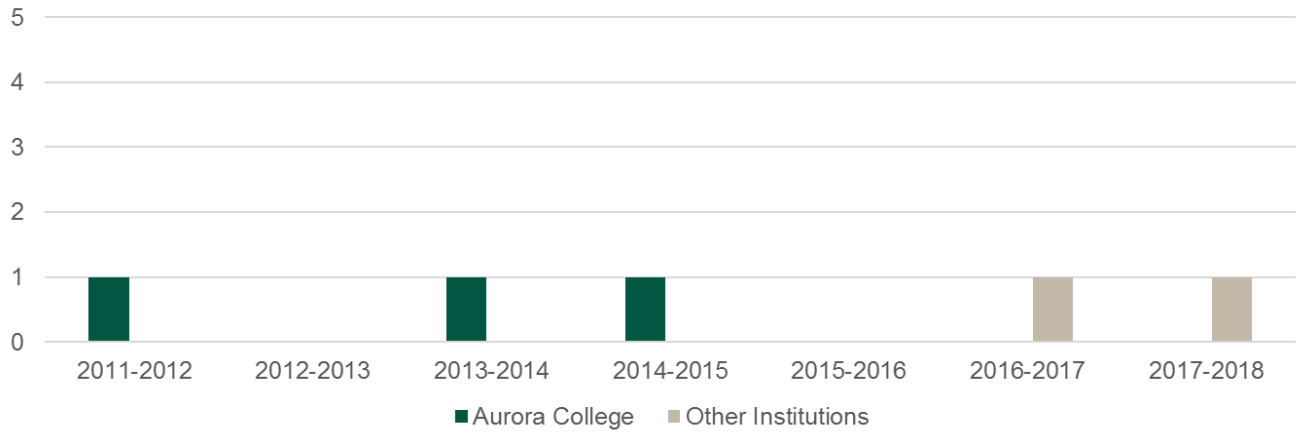


Students Choosing to Apply to other Colleges - By Program

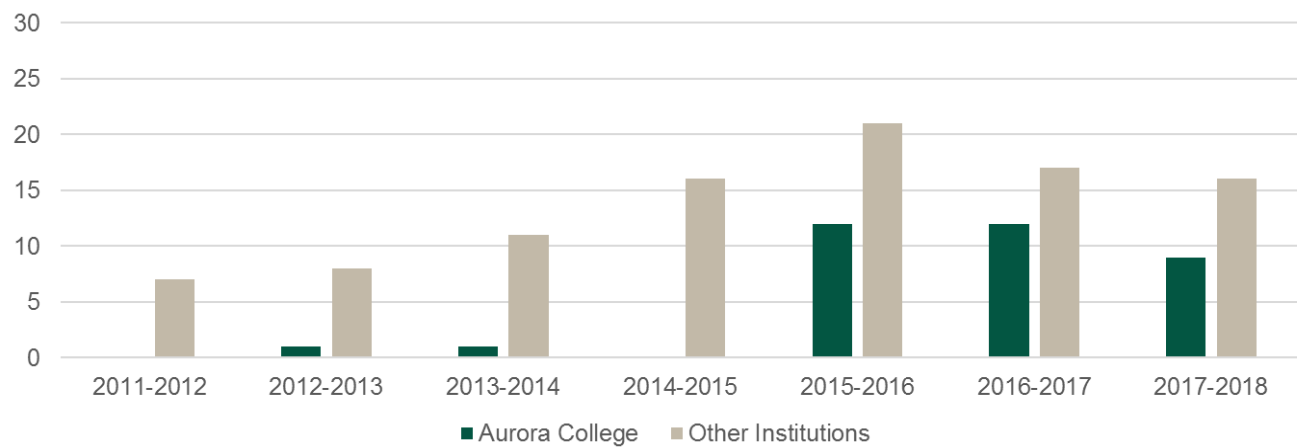
On the contrary, there are a variety of programs where students have overwhelmingly chosen to apply to other colleges between the 2011-2012 and 2017-2018 academic years. The average over the years included:

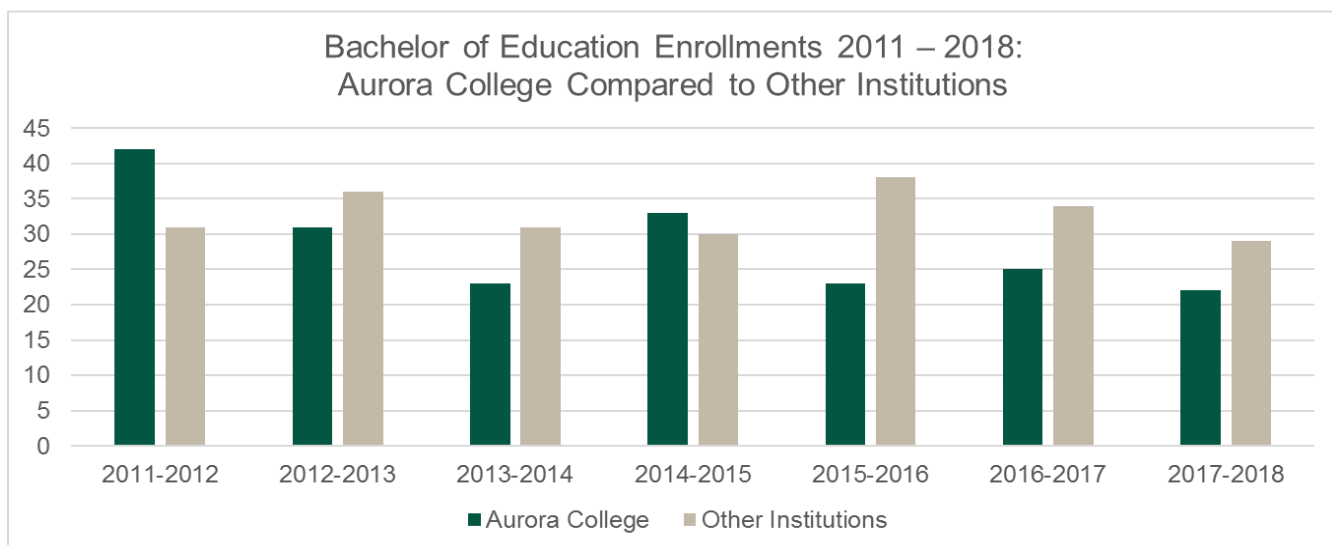
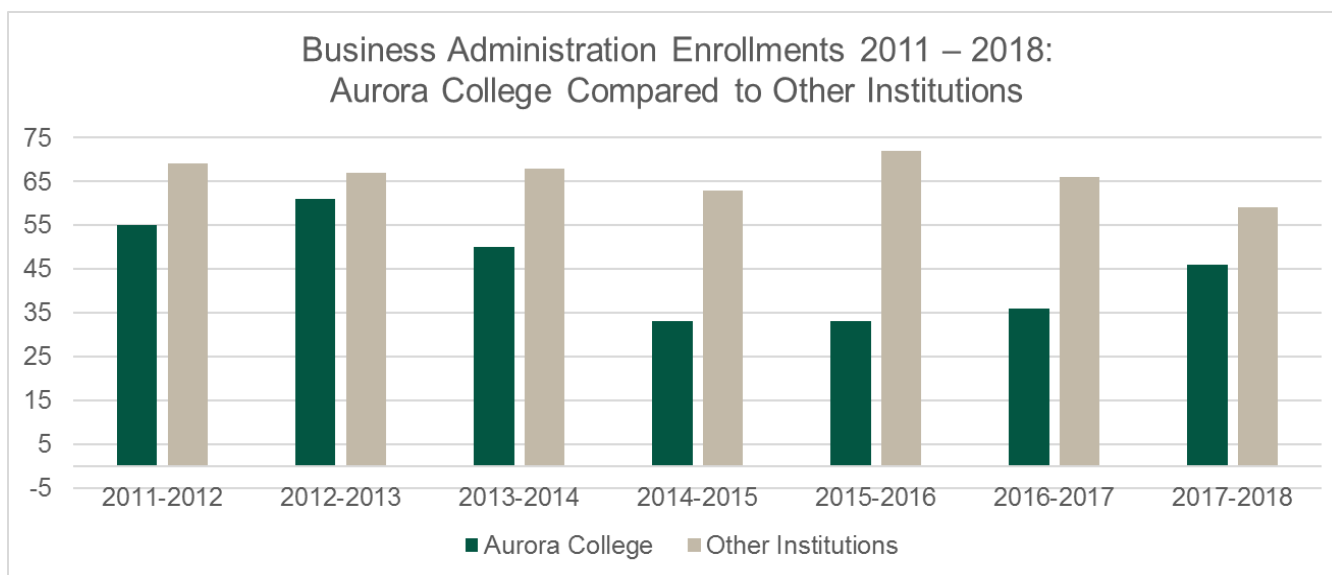
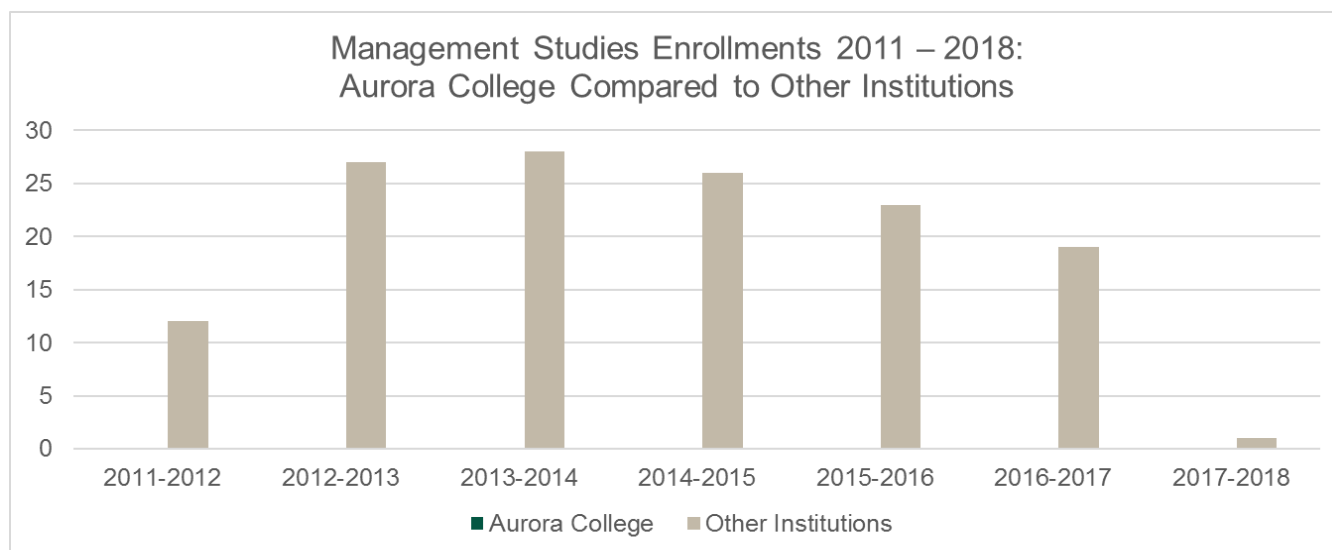
- Natural Resources Technician - 50%
- Early Childhood Education – 73%
- Business Administration – 60%
- Bachelor of Education- 80%
- Heavy Duty Equipment Technician – 91%
- Leadership and Training – 80%
- Marketing – 90%
- Management Studies – 99%

Natural Resources Technician Enrollments 2011 – 2018:
Aurora College Compared to Other Institutions

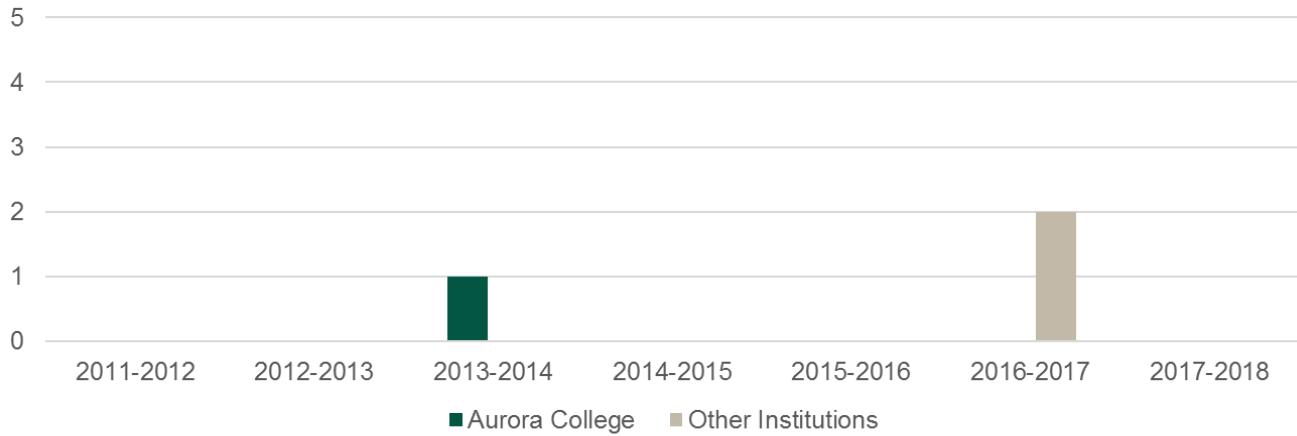


Early Childhood Education Enrollments 2011 – 2018:
Aurora College Compared to Other Institutions

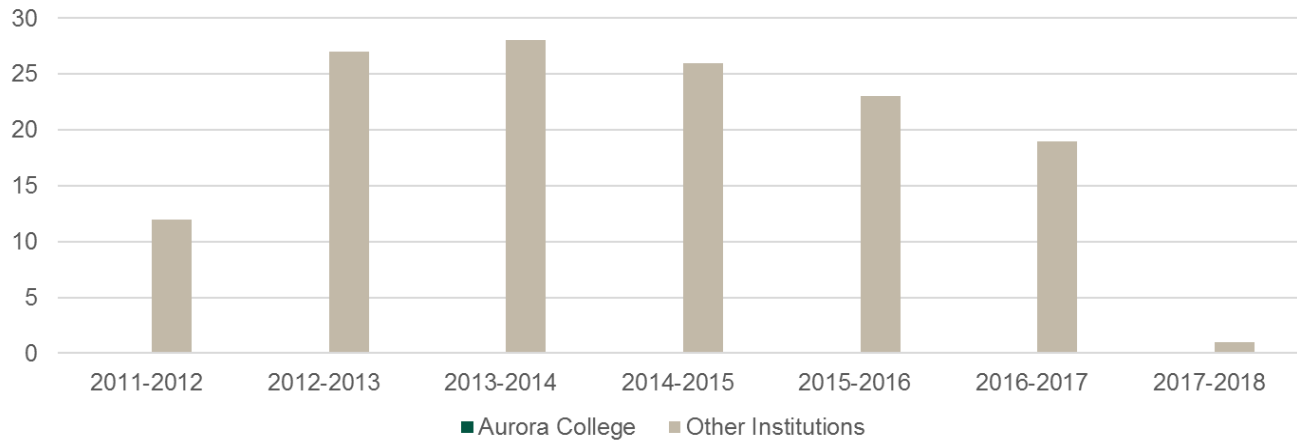




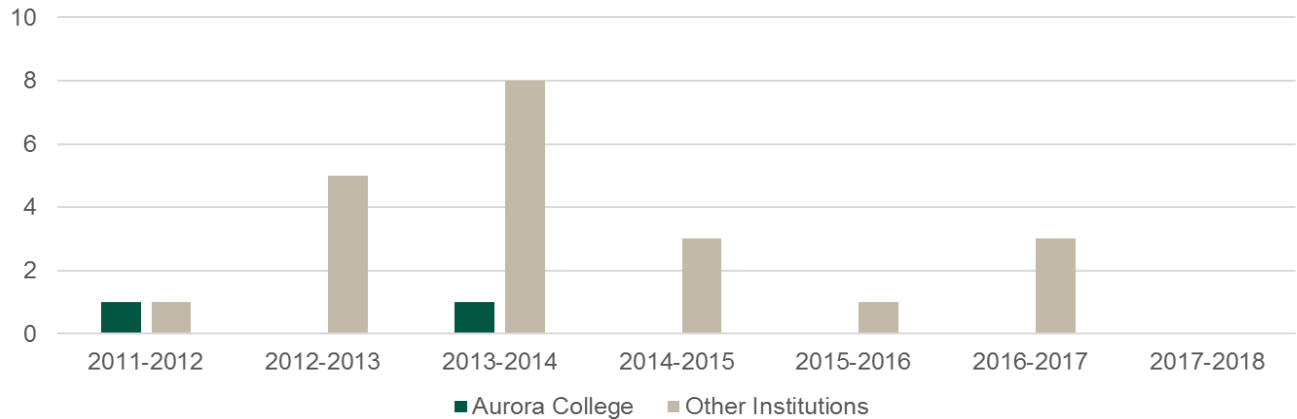
Leadership and Training Enrollments 2011 – 2018:
Aurora College Compared to Other Institutions



Marketing Enrollments 2011 – 2018:
Aurora College Compared to Other Institutions



Heavy Duty Equipment Technician Enrollments 2011 – 2018:
Aurora College Compared to Other Institutions



Accountability for Student Recruitment

The Manager of Communications is the primary individual responsible for attending career fairs, as well as student recruitment and communications relating to the College's programs. In addition to student recruitment and career fairs and College marketing, this position has a several competing priorities including internal and external communication, website administration, assisting the President with media support, writing position papers and briefing notes for government. As a result of these competing priorities and multiple focuses, there are issues with the capacity and time availability to focus on student attraction and recruitment.

There is no set annual calendar of what recruitment activities, career fairs, etc. will happen and when. This indicates a reactive, rather than proactive approach to student recruitment activities and leads to a number of challenges and inefficiencies with student attraction and recruitment processes. For example, there have been issues with the timing of advertising and promotion of programs. Examples were cited of programs being advertised well before program registration is open, while at other times, promotional activities are commenced only after it is determined that program numbers are low. By this time, it may be too late for students to make the required personal arrangements (e.g. housing application deadlines or daycare arrangements).

Marketing initiatives for the College are not based on a marketing strategy or strategic plan. There is a lack of marketing materials, positive branding for the College, or an up-to-date, easy to navigate website. Based on the trend of expanding web-based programs from other institutions and jurisdictions, marketing leadership has never been more important in post-secondary education. Key marketing tools do not appear to be up-to-date and contribute to challenges in locating the information potential students need to make informed decisions. The student enrollment process does not track how students hear about the College's programs so it is difficult to ascertain what, if any, of the marketing tactics and communication activities are effective at attracting students.

Student Career Counselling

Based on feedback from students, they are not aware of career counseling services available to support career decisions and program enrollment. Career counselling would provide valuable advice and insight to students regarding the NWT labour market and help to make the link for students between the College's programs and the labour market. Career Counsellors would be beneficial to potential students to help them understand potential job opportunities within the NWT, and identify how their personal interests and talents align with those opportunities. In the absence of career counselling, some students may enroll in programs for which they are not set up to succeed, or where a job may not exist upon graduation. This may lead to higher dropout rates and individuals not having realistic career expectations upon completion.

Student Application Process

There inconsistencies in the student application process between campuses and the student assessment process. The application process is handled differently at various campuses. Many programs do not include an assessment of the student's academic prerequisites or academic preparedness. Other methods such as Prior Learning Assessment Recognition ("PLAR") for mature students are not utilized to assess students level of interest, life skills, or College readiness. PLAR provides an opportunity for an individual who may not have all of the academic prerequisites required for a program to have his or her skills assessed to determine if the individual has acquired the necessary knowledge and skills through life experience to be successful within a program.

There are some programs within the trades areas where the instructors do the student intakes, rather than the Registrar's office. Since instructors have a vested interest in filling their programs they may accept students who are not academically or personally ready for the program of study. If students who do not meet the

minimum academic criteria or personal readiness for College are accepted into a program, this poses a risk for failure and higher drop-out rates.

Attracting Apprentices

The apprenticeship and trades programs at the Thebacha Campus in Fort Smith have difficulty attracting apprentices. There were a number of reasons noted by instructors, administrators and members of the Apprenticeship Board for the low enrollments:

- The perception that many students take the opportunity to live and train in a larger center (e.g. Edmonton or Calgary) rather than go to Fort Smith
- Concerns over safety of students in Fort Smith due to a lack of security
- Challenges with student housing including the quality and condition of the housing
- A lack of recreational activities for students within the community and the Campus
- The lack of opportunities for students to enhance their quality of life and earn additional income through part-time work.

Based on feedback from apprentices, reasons noted for applying to other colleges included:

- Classes are routinely cancelled causing apprentices to apply elsewhere
- Difficulty accessing appropriate resources (e.g. the website did not identify when courses were taking place and generally lacked information)
- Concerns over the quality of instructors
- A lack of recreational facilities
- Poor housing conditions including a lack of amenities such as reading lamps, recreational facilities and internet access
- A lack of other housing options available in the town.

7.3 STUDENT RETENTION

Providing a supportive and positive student experience is critical to delivering programs that meet the needs of diverse student populations, supports student retention, and success. Leading practices in student services take a strategic approach to support students' success, and endeavour to provide consistent services across campuses and programs. The services provided to students should be reviewed and assessed periodically and adjusted as appropriate to ensure they evolve with trends, and continue to meet student needs. The quality, accessibility and consistency of services provided to students is crucial for retention and is an enabler to their successful graduation. Providing for effective services also impacts the credibility and reputation of the college with students and potential students.

Student Support Services

As with student attraction, the lack of a vision, identified outcomes and strategies for the College relative to student retention contributes to challenges with student services and the ability to identify effective services required to meet the needs of students and promote their retention to support the successful completion of programs. As noted earlier, the College does not have a defined SEM Plan to guide its recruitment efforts, nor does it have an identified Student Experience Model to guide the development of its services and assess its effectiveness. The College is not clear as to its priorities around student services or the standards of service that should be provided across all campuses. These issues are pervasive throughout student recruitment,

attraction, and retention programming and result in inconsistencies relating to student services across the campuses.

There are no formal processes or methods in place to review student services, as related information is not captured or maintained. Information about the quality and satisfaction of student services is based solely on anecdotal comments from administrators, instructors and Student Services staff. Some students are dealing with challenges that may include poverty, single parenting, childcare, family, mental health issues and addictions. There can be challenges with adapting to college life including managing budgets and academic challenges. It is not clear what, or how, student services have evolved to meet those needs and support students' changing needs. Without any method for tracking student needs and assessing services, it is difficult to determine if services provided to students are adequately supporting needs.

The services provided to students are not clearly defined and vary by campus. Staff within Student Services perceive that the services they provide are meeting the needs of students; however, as there are inconsistencies and a lack of data, it is difficult to qualify those perceptions. There were several inconsistencies noted relating to student services:

- Programs and policies are different within tutoring services in that tutors in Fort Smith are paid, while in Yellowknife and Inuvik they are volunteers. It is not clear why these differences exist.
- Each campus develops their own student orientation process based on the perceived needs of their respective student population. The risk to this approach is that there is no consistency institution-wide. Comments from students noted that student orientation provided is minimal and orientation activities were not well attended or helpful.
- Comments from students indicated that student services are not responsive to students' needs and services are disorganized. It was noted that the Inuvik campus has recently started closing at 6:00 p.m. Friday to Sunday, whereas in the past the campus was open until 10:00 p.m. This is inconvenient for students who do not have computers or Internet at home.
- Student Services staff indicate they are working at capacity and do their best to serve student needs. There are varied responsibilities and duties across campuses for positions with the same title and this causes confusion relating to roles and responsibilities which makes it difficult to hold people accountable or manage performance. In addition, some Counsellors report being overwhelmed with the volume and complexity of student issues as they lack the psychological counselling skills to address mental health and addictions issues.
- The student success and student wellness coordinator and counsellor positions are not clearly defined, and career counselling services are not consistently available. This is having a negative impact on students as they are not able to access the support they require in a timely manner, or at all.
- The role of CLCs within student support service is not clear. They do not appear to coordinate their services with Student Services, impacting the consistency of available services.
- The College has a policy regarding supporting students with disabilities; however, it is not clear, what, if any programs, or practices are in place to support students with disabilities, or if any training has been provided to instructors or student support staff in this regard.
- The College has a number of libraries at Yellowknife/North Slave Campus, Aurora Campus, Thebacha Campus and ARI, in addition to library online resources. Feedback from students regarding library resources is generally positive. Access to technology and related technology support is not adequate and limited due to the lack of internet access (see Section 6.3 for further comments).
- There are limited food services, study facilities, student meeting facilities, student clubs or opportunities for students to access fitness facilities or emergency funds.

Customer Service

The College does not appear to take a student-centric approach to serving its students or potential students. There were concerns identified over the level of customer service provided by Student Services, with the responsiveness of student services staff, and with the hours of operation of the Student Services desk. The desk is closed over the lunch hour and at 4:00 p.m. which is when students are available. This results in students having to attend the Student Services desk during classes to pay tuition or rent.

Within Fort Smith, there are limited recreational opportunities for students and a lack of physical space for students to assemble. In the past, Fort Smith had a Recreation Coordinator position. The position was responsible for coordinating recreational activities and was repurposed as Wellness Coordinator during the restructure initiated in 2013. As Fort Smith has few recreational facilities for students, the elimination of a coordinated approach to extra-curricular activities has had a negative impact on overall school and student morale.

Internal Communication

There are gaps in communication between different departments and campuses regarding student issues. The reasons provided for the lack of communication between departments were concerns over maintaining student privacy. The result is that students do not have access to services or support in a timely manner. This reactive approach to supporting students in crisis results in students not receiving the support they need in a timely manner in order to address their needs.

This challenge has been identified by Student Services, and there is an initiative currently under way to implement an “early alert” pilot program. This program is scheduled to be piloted in the fall of 2018. The goal of the program will be to provide a communication process to proactively identify students who may be experiencing personal or academic challenges in order for Student Services and the instructors to work together to support the student.

Student Retention

Instructors noted that the highest drop out rate for students is around the Thanksgiving holiday as it is common for students to go home for the Thanksgiving holiday and not return. A number of reasons were provided for this trend including students missing their families, an inability to adjust to life away from their community, not transitioning well to college life, or not being prepared academically for their program of study. The lack of available daycare facilities, inadequate availability of family housing (in Yellowknife) were also cited as reasons students drop out. As statistics relating to student retention are not maintained or tracked, the information relating to student retention is anecdotal based on the observations and perceptions of student services, administration and instructors.

The College has policies that address a number of student service areas including: traditional knowledge, student accommodations, support for students with disabilities, student conduct (rights and responsibilities), and the learning environment including: access to electronic information, library services, health and safety, and harassment. The policies effectively outline the processes, procedures, rules and expectations relating to the various policy areas, however, do not address key issues and major factors impacting student retention such as a lack of vision for student success services, lack of consistency and inadequate approaches to services, lack of student data, and communication gaps with between different departments and campuses regarding student issues.

RECOMMENDATIONS

The following recommendations are made in support of improvements required and establishing NCPU.

No	Recommendations
RR-1	Based on the long term strategic plan, an SEM Plan should be developed with associated tactics, metrics and anticipated outcomes. Assign accountability to a senior administrator for the SEM Plan and overall responsibility for student enrollment, recruitment and the student experience. The plan should identify where it will attract students from (local, national and international), and direct attraction and recruitment at the identified target student market. The SEM Plan should include the following: • The primary and secondary targets for the number and type of students the College seeks to attract. This should be aligned with its vision, learning outcomes and the academic programming plan. Once this is established, identify the goals and targets for each metric to allow for evaluating the progress towards timelines and goals. • A data-rich environment which enables data-driven decision making and supports timely assessments of the SEM Plan, strategies and tactics. The student information system will enable data mining and analyzed so trends, relationships and tracking can be monitored to improve attraction, qualification, application and registration processes. • Business processes and practices that align with the College's academic program plan and operational processes time to the identified SEM initiatives. • An integrated communication and marketing management plans to support the SEM Plan and processes, support College promotion to its target students and lays the foundation for educating and training all faculty and staff about the plan.
RR-2	Marketing and communication methods and processes need to be designed to ensure up-to-date tools are in place which convey the vision, learning outcomes, benefits and features of NCPU. Based on the identified SEM Plan, create marketing and communication plans that take a focused and organized approach to marketing the programs to prospective students, and lays the foundation for communicating the plan to faculty and staff. As part of its SEM, NCPU should seek to modernize marketing methods (e.g. through social media) to reach out to and attract the identified potential student pool and achieve multi-point, yearly contact for NWT students from Grade 7 onwards. Please also refer to Section 6.3 and Recommendation O-18.
RR-3	Adequate resources and talent management should be assigned to the student attraction, recruitment and marketing functions and that the resources align with the SEM. Ensure there is clarity around roles and responsibilities to ensure a greater focus on student recruitment. Consider adding additional resources including additional full time Recruitment Officers, and Student Recruitment Ambassadors to support student recruitment efforts. In the future, consideration should be given to recruiting student volunteers to serve as "Student Recruitment Ambassadors" to support student attraction, recruitment and marketing. These students would have responsibilities such as attending career fairs, conducting campus tours, conducting student feedback sessions and supporting student orientation. This would be a good opportunity to enhance their confidence, develop leadership, public speaking and marketing skills while facilitating positive interactions with potential and current students and contributing to enhancing the overall campus experience.

No	Recommendations
RR-4	Develop an annual student recruitment calendar aligned to the SEM Plan to ensure there is a consistent approach applied each year to how and when programs are promoted to the potential students.
RR-5	Improve the student intake / assessment process to ensure students are properly assessed and have the prerequisites to support consistency in the application process and ensure the best chance of students' success. Improvements include: • Maintain application and eligibility guidelines and criteria for all programs and ensure they are being followed • Consider confirming the role of the CLCs and utilizing them to support student assessment, career counselling and upgrading. For prospective students across NWT who do not meet the criteria for admission into their chosen program, the CLCs can provide potential students with career counselling and support to upgrade their academic readiness and skills, as required, to meet the requirements for the program of their choice.
RR-6	Provide better support for career planning for potential and current students so students are better able to understand potential career opportunities within the NWT, the difference between apprentice and unaccredited programs, etc. Consider partnering with industry for providing information about careers with potential students and adding career counsellors to Student Services.
RR-7	Consider developing a Student Experience Model to guide the development of services that meet evolving needs of students and reflect the needs of adult learners. • Services to be considered include: ○ Student registration and assistance with form completion ○ Financial counselling ○ Health and wellness services including mental health and addictions counselling ○ Day care options ○ Student association services, including clubs and events ○ Additional residences that accommodate families ○ Life skills and budgeting • Instruction Elements: ○ Admission requirements ○ Progression criteria ○ PLAR ○ Pre-testing, assessment/ screening ○ Regular review of progress ○ Identification of new learning requirements and individual learning pathway ○ Career, academic and personal advising ○ Continued follow-up and support
RR-8	A more customer service, student-centric approach to delivery of services must be the primary focus by enhancing communication about available services to students and expanding the student service desk hours especially over the lunch hour and after 4:00 p.m. (particularly during the registration period). Support improved delivery of student services through consistent practices as there should be a basis of consistent services for all students regardless of the campus or program they attend.

No	Recommendations
RR-9	Obtain clarity on the issues around privacy of information, as well as the collection and sharing of student information to support the students' success and well-being. Improve documentation and communication between Student Services and instructors within campuses and across campuses.
RR-10	Review the job design for the student counsellor position and develop consistent job descriptions. Ensure the appropriate credentials are required for the varying types of counsellors. (i.e. psychological or personal counselling, career counselling, mental health, addictions, etc.)

8.0 COMMUNITY CONSULTATIONS

The College operates within a broad social and geographic context. As with all PSIs, to be successful and sustainable, the College must not only have academic programs that prepare graduates for future labour market requirements, they must also operate and evolve in a manner that reflects stakeholder and community needs.

The purpose of community engagement was to examine the current state of relevance that the College has within the eyes of stakeholders in the broader community. As stated above, to be effective as a strong PSI in the NWT, the College needs to be relevant, effective and responsive to the needs of the broader community.

Engaging with Indigenous Governments and Organizations in the NWT was a distinct element of the community / stakeholder engagement process in the Foundational Review. NWT has a unique context in the Canadian Federation whereby GNWT typically has “government to government” interaction with the Indigenous people of the NWT. Additionally, in the more specific context of the Foundational Review, it is notable that the majority of students (past and present) are Indigenous northerners from NWT. Great care was taken to identify, notify and engage with Indigenous Governments and Organizations in NWT during the Foundational Review.

MNP worked closely with ECE to finalize both the list of stakeholders to be engaged as well as the engagement methods to be employed. A variety of methods were used inclusive of interviews, focus groups and seven distinct surveys. MNP prepared interview and focus group guides and obtained final validation from ECE prior to using the engagement guides with stakeholders. Similarly, the survey questions were compiled, edited and validated with ECE prior to launching the surveys as further described below and in Appendix D. A commitment of confidentiality was paramount in the process of gathering insight, feedback and input from all community stakeholders. The stakeholder input that MNP gathered from all stakeholders permeates this entire Report in both a direct manner (key themes or quotes coming from specific stakeholder groups) and an indirect manner (stakeholder input further informed our background information / data review as well as the jurisdictional review process). A complete inventory of the stakeholders engaged and the method of engagement is provided in Appendix A.

8.1 COMMUNITY AND STAKEHOLDER ENGAGEMENT

Interviews

Eighty-four (84) individuals were engaged one-on-one, either in person or by telephone. This included individuals from GNWT ministries, MLAs, Aurora College and ARI personnel / leadership, Indigenous Governments and Organizations (as further described below) and other community stakeholders.

See Appendix A for the list of individuals who participated.

Focus Groups

Twenty-one (21) individuals were engaged in Focus Group sessions held in person and by telephone. Focus groups included groups of GNWT staff, Aurora College / ARI staff as well as the Apprenticeship, Trade and Occupation Certification Board.

See Appendix A for the list of individuals who participated.

Surveys

Seven separate and distinct surveys were designed, administered and analyzed. The following groups were surveyed:

- Apprentices
- ARI Researchers
- Employers in NWT
- Aurora College Partners
- Aurora College Students
- Past Board members of the College.

Additionally, a public survey was designed and administered by MNP that was available on the ECE website for a month.

See Appendix D for greater detail on survey timing, response rate and applicable demographic distributions.

8.2 ENGAGEMENT WITH INDIGENOUS GOVERNMENTS AND ORGANIZATIONS

On December 4, 2017, 13 Indigenous Governments and organizations received a letter from the Minister of ECE inviting them to participate in interviews with the MNP Project Team. The governments were notified that MNP would be contacting them to arrange for either in-person or teleconference interviews. Between December 8, 2017 and January 5, 2018, MNP followed up via telephone and email correspondence with all the Indigenous Governments and Organizations identified by ECE. Of the 13 Indigenous Governments and organizations, MNP was able to conduct interviews with eight as summarized below.

Table 12: Summary of Indigenous Governments and Organizations Stakeholder Engagement

Government	Date	Location
Tłıchq Government ("Tłıchq")	January 8, 2018	Yellowknife
Northwest Territories Métis Nation ("Métis")	January 9, 2018	Fort Smith
Inuvialuit Regional Corporation ("Inuvialuit")	January 10, 2018	Inuvik
Gwich'in Tribal Council ("Gwich'in")	January 11, 2018	Inuvik
Yellowknives Dene First Nation N'dilo ("Yellowknives")	January 11, 2018	N'Dilo
Yellowknives Dene First Nation Dettah ("Yellowknives")	January 11, 2018	N'Dilo
Kátł'odeeche First Nation ("Kátł'odeeche")	January 11, 2018	Yellowknife
Acho Dene Koe First Nation ("Acho Dene Koe")	January 12, 2018	Phone
Salt River First Nation ("Salt River")		Declined
Deninu K'ue First Nation (Deninu K'ue)		Declined
Sahtu Secretariat Incorporated ("Sahtu")		Cancelled
Dehcho First Nations ("Dehcho")		Cancelled
Łutselk'e Dene First Nation (Łutselk'e)		No response

9.0 SUMMARY OF RECOMMENDATIONS

Governance

No	Recommendations
G-1	With consent of the ECE Minister, ECE should assume the higher education governance role and responsibility for the next four to six years, while NCPU is being established, and eliminate the role of the Administrator.
G-2	Hire a Deputy Minister of Higher Education that will develop and drive an implementation plan to pursue this vision with a clear mandate to open NCPU by 2024. This includes formalizing the Deputy Minister's roles, responsibilities, performance metrics and targets and regularly reviewing (e.g. semi-annual) progress in the achievement thereof.
G-3	The Deputy Minister of Higher Education should evaluate the current leadership team and recruit for a VP Academic Affairs, VP Finance and Administration, VP Advancement and VP Applied Research.
G-4	In the short term, establish an Advisory Board made up of independent and knowledgeable members that can support and advise the Deputy Minister of Higher Education during the transformation towards NCPU.
G-5	In the short term, establish an Academic Advisory Council made up of independent and knowledgeable members that can support and advise the Deputy Minister of Higher Education on all academic matters.
G-6	For NCPU to be accredited as a university, the Institution will need to re-introduce (at a suitable time, e.g. 2021/22) a more appropriate and arm's length governance model. A bicameral governance model is recommended that will share decision making authority between a Senate (responsible for academic decisions) and a Board (responsible for administrative decisions). Introduce appropriate standing committees in support of both the Senate and the Board with associated terms of references for the Senate, Board and standing committees. For specific recommendations to improve Board operations, please refer to GB-1 to GB-6.
G-7	Update or develop governance policies and procedures to support the implementation of a bicameral model, including, but not limited to: • Board bylaws • Senate bylaws • Terms of Reference for the Board, Senate and standing committees.
G-8	Execute the Implementation Plan as depicted on page 109 in section 9.0 of this report.
G-9	Review and update the <i>Act</i> and make changes required to move towards establishment of a polytechnic university including, but not limited to: • Establishment of polytechnic university • Purpose of Institution (Section 3) • Structure of the Institution • Governing authority • Board of Governors • Senate • Clarify responsibilities and reporting relationships of the Minister, Department, President (Deputy Minister of Higher Education), Board and Senate

No	Recommendations
	- Expand the Board's role with respect to developing bylaws to govern College administrative and academic matters (Section 16(k)) - Expand the Board's role (in the interim Deputy Minister of Higher Education) with respect to the establishment of programs and courses with the Minister's role limited to approval of the academic programming plan (Section 7(1)(b))
G-10	The GNWT to consider transferring the responsibility for issuing of research licensing to another department in the GNWT.
G-11	Forge a co-investment partnership with a major University through the establishment of a joint venture outlining the terms and conditions of the multi-year relationship.
G-12	Further the applied research agenda of NCPU through ARI and continue to integrate applied research in academic programming.
No	<i>Board Governance Model Recommendations (for future consideration)</i>
GB-1	The College, with input from ECE, should develop a skills matrix that outlines the skills the Board should have to effectively fulfill on its mandate.
GB-2	Develop a Board recruitment and appointment process that considers skills in addition to regional representation thereby ensuring that the Board has the prerequisite skills to fulfill its mandate as outlined in the Terms of Reference (see Recommendation GB-4).
GB-3	Based upon the developed skills matrix and updated Board recruitment and appointment process, the College with the assistance of ECE, to search for appropriately skilled Board members and to recommend to the Minister the appointment of new Board members.
GB-4	The Board, upon being re-established should develop a detailed Terms of Reference that outlines roles and responsibilities of Board members, as well as accountabilities and reporting requirements.
GB-5	The College should develop a robust orientation process to provide Board members with an overview of: - the Act - the College - Board member roles and responsibilities - Overview of key stakeholder groups and other significant partnerships and relationships - the post-secondary industry and the changes affecting higher education, both in Canada as well as around the globe. Board members should complete formal orientation training and, on an annual basis, undertake "refresher training" to reiterate key concepts or address areas of change. In addition, the Board should receive ongoing education on matters that will improve the skills and abilities of Board members.
GB-6	The Board, under the guidance of the Board Chair, should conduct annual performance evaluations of the Board as well as individual members to identify strengths, challenges and opportunities for improvement. Action plans should be developed to address (either for the Board as a whole or on an individual basis) the opportunities for improvement, including assigning responsibility and timelines for their completion.
GB-7	Review and update the Act and make changes required to move towards reinstatement of the Board:

No	Recommendations
	- Expand the role of the Board with respect to appointing and supervising the President (Section 19(1)) - Limit the direction that the Minister imposes on the Board to allow it to provide oversight of the College (Section 8(2))

Accountability

No	Recommendations
A-1	Priority #1: ECE, in concert with College senior officials, provide leadership in convening during 2018 a jurisdiction-wide, higher education <i>future state</i> commission, whose role it is to facilitate the development of the jurisdiction's Ends (i.e. Values, Vision, Mission, and Outcomes).
A-2	Sustain a planning framework for the College that is comprised of: - A five-year strategic plan, with three-year detailed milestones, covering both the College and the ARI - An annual operational plan which includes capital and ongoing financial requirements. Taken together, these two plans should provide for the alignment of goals (outcomes) to those of the Department business plan as well as the priorities as set out in the Minister mandate letter. In addition, the combination of these two plans should serve to describe, in a succinct format (e.g., fewer than 20 pages each), the operating environment including relevant trends for the College, the opportunities and risks that are faced, the educational and research programs to be maintained, the student and administrative services that will be delivered, and any time-bound initiatives to address specific, more foundational needs (e.g., technology, staffing, etc.). Finally, the performance indicators should be specified under the appropriate goals (outcomes) with supporting detail on related targets and explanations of what is being measured (i.e., "what do the indicators mean?").
A-3	Engage now, and then on a five-year cycle, in a comprehensive results-based budgeting evaluation of portfolios of programs and services aligned to the goals (outcomes) of the College. This encompassing evaluation should first assess relevance in terms of meeting current along with anticipated needs of students, the institution, communities and the GNWT. For those portfolios of programs and services that are found to be relevant, the evaluation can advance to the consideration of questions on efficiency in use of College resources and effectiveness in delivering results. For those programs and services that are found to be no longer relevant, a sunset strategy should be adopted.
A-4	Revise the annual reporting process of the College to provide for: - A report that is submitted to the Minister through the Department for accountability purposes, and which contains an approved dashboard setting out the core performance indicators, associated targets, and current along with past fiscal year results - A summary report that is succinct and visual in its presentation, all oriented to demonstrating results to a public audience and which is made openly available. In concert with this, expand the core set of performance indicators for the College as described to also include:

No	Recommendations
	• The views and ratings of surveyed employers of College graduates, with a related target on the level of satisfaction with graduate student performance • The views and ratings of surveyed students, Indigenous and overall, on gained, non-academic skills (e.g. communication, problem-solving, etc.) and confidence during their time with the College (based on a combination of an online survey link promoted by, and supporting “mail in” versions of the survey made available through, Student Success Centre staff) • The views and ratings of existing (e.g. Indigenous governments) as well as new (e.g., Industry Advisory Boards) partners on such matters as the success of College programs and services in meeting needs along with the frequency and meaningfulness of engagement and communications by the College. • Student success metrics, such as retention rates, graduation rates, time to completion rates, learner pathway progress, etc.
A-5	In parallel with the College’s SIS upgrade, put in place trained staff, processes and tools to sustain data quality and reporting, including a data dictionary and classification framework.

Academic Program Management

No	Recommendations
APM-1	The VP Education & Training to develop and implement Academic Program Development and Review Frameworks that outline the approach taken to program development, reviews and suspension/termination. This should include a five-year rotational review of all programs.
APM-2	The VP Education & Training to enhance or develop the following policies: • Policy B.13 titled “<i>Establishment of New Programs</i>” to create a new program development process which includes sufficient detail to effectively support decision making with respect to new programming. • Develop a Suspension/Termination Policy to support decision making when programs no longer meet the needs of the College and students
APM-3	The VP Education & Training to enhance Policy G.08 to include additional details with respect to the process and content required of a program review.
APM-4	The VP Education & Training to conduct a program review for both the Social Worker Diploma as well as the Bachelor of Education as a matter of priority to determine whether the programming: is of sufficient quality to continue, continue with major improvements required, or needs to be suspended/eliminated.
APM-5	The VP Education & Training to continue to review all programs to determine their relevancy and overall quality in support of the establishment of NCPU and the labour market needs of the NWT. Priority should be given to the two programs currently suspended by the Minister (noted in the previous recommendation) followed by the Bachelor and Master of Nursing.
APM-6	The Deputy Minister of Higher Education, in conjunction with the Chair of the School of Trades, Apprenticeship & Industrial Training to develop a plan to enhance the student experience for trades and apprenticeship courses to increase the attraction and recruitment of future students. This plan should be aligned to the centres of specialization that have been created. This plan could consist of one or a combination of the following: 1. Enhancing the student experience by creating recreational opportunities for students in Fort Smith and creating a positive space where students can socialize and interact after campus hours – the College could investigate the opportunity to collaborate with the local municipality and industry on this initiative 2. Address housing and safety concerns that will increase potential students’ appetite to enroll 3. Introduce additional learning modes through the establishment of mobile learning that could travel to the various communities within the NWT. This type of course offerings could be developed in conjunction with the CLCs. See Section 5.4 for additional details.
APM-7	The Chair of the School of Trades, Apprenticeships & Industrial Training to develop an annual course calendar which outlines the timing of all courses offered during the year and post this on the College’s website. The timing of courses should be discussed and agreed-upon with employers and trade associations to ensure the timing is appropriate and apprentices have the time to attend.
APM-8	The new VP Academic Affairs for NCPU, in conjunction with the Advisory Academic Council, to establish programs that align to the overall vision, strategic direction, centres of specialization, and distinct brand of NCPU. Ensure that all components of program delivery include sufficient details and addresses the following in a consistent manner: • Curriculum

No	Recommendations
	- Streams offered - Entrance and adherence to entrance requirements - Standards students need to achieve in order to graduate - Laddering opportunities.
APM-9	Develop an Academic Plan that is aligned to the establishment of NCPU and is created around the centres of specialization.
APM-10	Regularly review strategic partnerships and relationships to ensure their ongoing relevance and effectiveness. Delegate the responsibility of academic partnerships to the VP Academic Affairs and allocate the research relationships to the VP Applied Research.
APM-11	Critically select and pursue a partnership with a credible institution in Alberta, British Columbia or Saskatchewan (based on proximity) to assist with the establishment of NCPU during and following the transition period to a polytechnic university.
APM-12	Pursue a co-investment partnership with a major university in support of the research mandate of NCPU.
APM-13	Develop a collaborative relationship with the NWT public and separate school divisions to create an integrated learning environment.
APM-14	Pursue other strategic partnerships and relationships required to establish NCPU.
APM-15	The VP Community & Extensions to undertake a NWT-wide local needs assessment to determine the needs for each region and CLC.
APM-16	The regional Program Heads, in collaboration with the VP Community & Extensions to develop a CCP which, combined, results in a three-year CLC-CIP that is based on the NWT-wide local needs assessments. This CLC-CIP should be integrated in the overall institutional CIP. Include an evaluation of viability of other modes of teaching such as technology-based learning, self-directed learning and mobile course offerings and determine its feasibility.
APM-17	The VP Community & Extensions, in collaboration with the regional Program Heads and Campus Directors, to review the feasibility of entering into co-partnership agreements for the delivery of relevant regional courses at the CLCs. Co-partnership could consist of sharing resources (land, buildings, leases etc.) and jointly deciding on the courses that are regionally relevant.

Operations

No	Recommendations
O-1	Enhance Policy Development Framework to include details on when and how often policies are subject to a review and develop a terms of reference for the Policy Working Committee.
O-2	Conduct a comprehensive policy review to determine the gaps that currently exist based on a comparison against legislation, GNWT policies and leading practices. Develop or update policies to address gaps identified.
O-3	The Policy Working Committee to develop and implement a regular policy review schedule and process to ensure all policies are subject to review at least once every three to five years.
O-4	The College to review the current organization structure at the leadership level and determine, based on the new strategic direction, whether there is an opportunity to streamline and consolidate the structure. In line with recommendation G-3, hire a VP Academic Affairs, VP

No	Recommendations
	Applied Research, VP Finance & Administration and VP Advancement and update job descriptions based on new portfolios.
O-5	The Deputy Minister of Higher Education, in collaboration with the VP Education & Training (VP Academic Affairs) to fill the two Academic Chair vacancies: Academic Chair School of Arts & Science and Chair School of Health & Human Services.
O-6	The Institution, with the assistance of GNWT's HR specialists, to introduce a robust performance evaluation process for all employees that is founded in the job descriptions and performance metrics. This includes establishing annual performance goals and conducting at least semi-annual performance assessments.
O-7	The Institution to consider providing additional responsibilities to the Campus Directors in that they provide direct supervision and oversight of all campus staff including instructors and registration personnel and include the campus directors in the creation and membership of the Academic Advisory Council (see Recommendation G-5). This proposed change would effectively result in a matrix structure whereby instructors and registration personnel have a dual reporting role, to their local campus director for local needs and operational purposes and to the academic chairs and Registrar for decisions and actions of a strategic nature.
O-8	The Institution, in conjunction with ECE and the NWT public and separate school divisions to create an integrated learning environment that consists of close collaboration between the JK-12 school system and the College. This collaboration should focus on a review of high drop-out rates, low completion rates and poor transition rates between the high schools and the College (see Section 7.2 for supporting statistics). Based on this, the College and JK-12 system combined should develop solutions to address these gaps.
O-9	The President (Deputy Minister of Higher Education) and executive leadership team and the NCPU main campus to be located in Yellowknife. Based on the centres of specialization created, determine the programming that will be offered in Fort Smith and Inuvik and the regional community centres.
O-10	The Institution should pursue opportunities with ECE to fund increased access to bandwidth in support of its programming needs and to address concerns raised with respect to the lack of internet access at both campuses and residences.
O-11	The Institution should implement a new SIS to ensure it has accurate information on which to base critical decisions and support overall funding applications, programming decisions, accountability reporting etc. In addition, staff should be trained appropriately in the use of the new system in line with Recommendation A-5.
O-12	The Institution should enter into discussions with ECE with respect to the responsibility for student housing and determine if this responsibility could be transferred to another department of GNWT (e.g. Housing Corporation), thereby allowing student housing to be maintained in a more structural manner, ensure housing is safe and meets minimum quality standards.
O-13	The College should address security concerns identified in Fort Smith either through employing additional security personnel or through the installation and monitoring of security cameras at the campus as well as student residences.
O-14	The College should develop a ten-year capital plan aligned to the new strategic and academic plan which details the design and build of the new NCPU campus in Yellowknife that will be state of the art and become a destination institution for generations to come.
O-15	The College should ensure that requested changes to policy to allow local students access to housing in the Inuvik residence are addressed and the policy is updated in a timely manner.

No	Recommendations
O-16	The College should develop a communication and marketing strategy aligned to the new vision and strategic plan. This plan should include, but not be limited to: • Creating a new brand and logo • Designing a new and modern website • Developing a communication strategy that spans the period from the inception of the vision through to the launch of NCPU in 2024. The communication strategy and plan should outline frequent and regular communications and media releases that is aimed at key stakeholders, communities and the public at large both within the NWT as well as throughout Canada to support the planning, development and implementation of NCPU and the key milestones that will be achieved. Marketing strategy that outlines how success stories are shared with the larger community and how the design and build of the NCPU is launched.

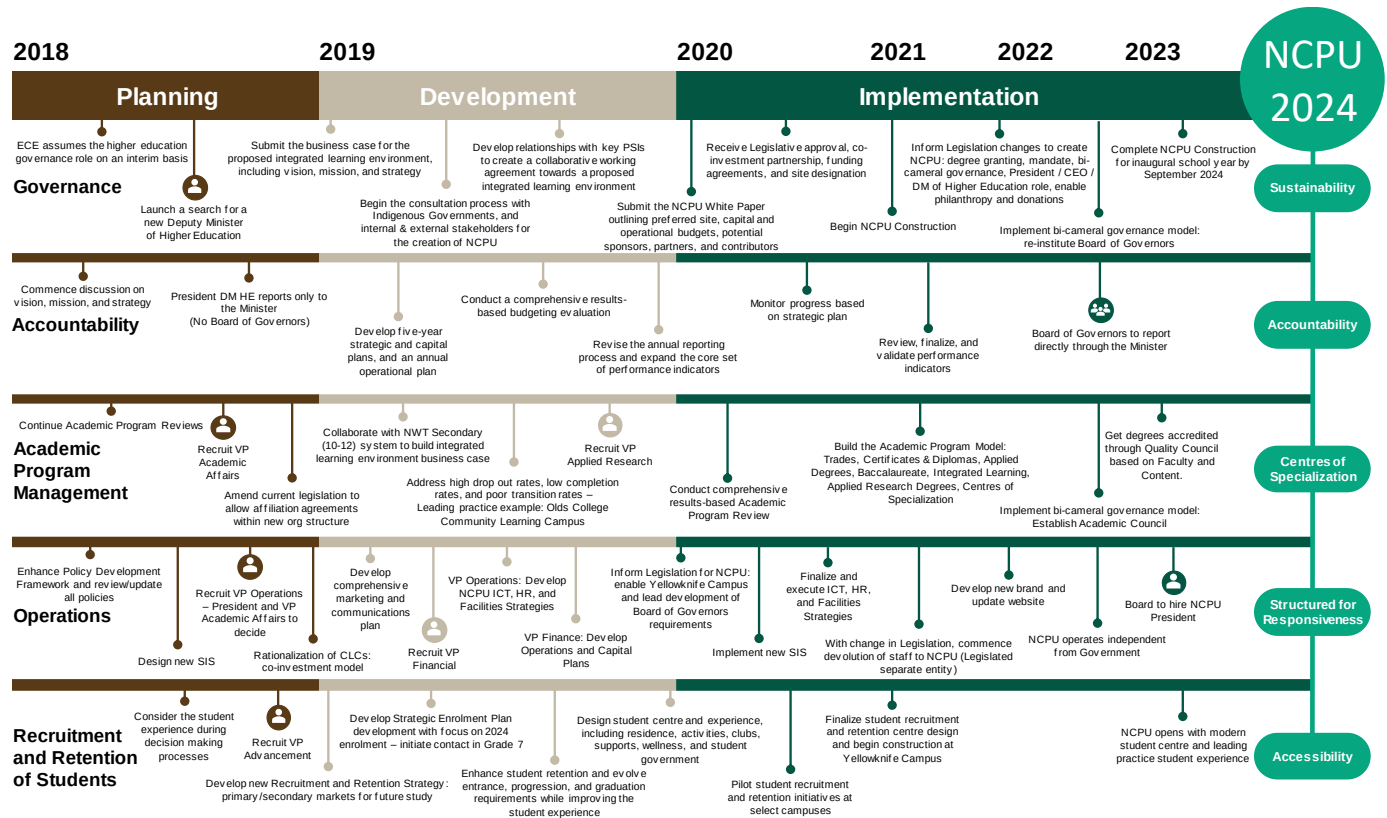
Recruitment and Retention of Students

No	Recommendations
RR-1	Based on the long term strategic plan, an SEM Plan should be developed with associated tactics, metrics and anticipated outcomes. Assign accountability to a senior administrator for the SEM Plan and overall responsibility for student enrollment, recruitment and the student experience. The plan should identify where it will attract students from (local, national and international), and direct attraction and recruitment at the identified target student market. The SEM Plan should include the following: • The primary and secondary targets for the number and type of students the College seeks to attract. This should be aligned with its vision, learning outcomes and the academic programming plan. Once this is established, identify the goals and targets for each metric to allow for evaluating the progress towards timelines and goals. • A data-rich environment which enables data-driven decision making and supports timely assessments of the SEM Plan, strategies and tactics. The student information system will enable data mining and analyzed so trends, relationships and tracking can be monitored to improve attraction, qualification, application and registration processes. • Business processes and practices that align with the College's academic program plan and operational processes time to the identified SEM initiatives. • An integrated communication and marketing management plans to support the SEM Plan and processes, support College promotion to its target students and lays the foundation for educating and training all faculty and staff about the plan.
RR-2	Marketing and communication methods and processes need to be designed to ensure up-to-date tools are in place which convey the vision, learning outcomes, benefits and features of NCPU. Based on the identified SEM Plan, create marketing and communication plans that take a focused and organized approach to marketing the programs to prospective students, and lays the foundation for communicating the plan to faculty and staff. As part of its SEM, NCPU should seek to modernize marketing methods (e.g. through social media) to reach out to and attract the identified potential student pool and achieve multi-point, yearly contact for NWT students from Grade 7 onwards. Please also refer to Section 6.3 and Recommendation O-18.

No	Recommendations
RR-3	Adequate resources and talent management should be assigned to the student attraction, recruitment and marketing functions and that the resources align with the SEM. Ensure there is clarity around roles and responsibilities to ensure a greater focus on student recruitment. Consider adding additional resources including additional full time Recruitment Officers, and Student Recruitment Ambassadors to support student recruitment efforts. In the future, consideration should be given to recruiting student volunteers to serve as “Student Recruitment Ambassadors” to support student attraction, recruitment and marketing. These students would have responsibilities such as attending career fairs, conducting campus tours, conducting student feedback sessions and supporting student orientation. This would be a good opportunity to enhance their confidence, develop leadership, public speaking and marketing skills while facilitating positive interactions with potential and current students and contributing to enhancing the overall campus experience.
RR-4	Develop an annual student recruitment calendar aligned to the SEM Plan to ensure there is a consistent approach applied each year to how and when programs are promoted to the potential students.
RR-5	Improve the student intake / assessment process to ensure students are properly assessed and have the prerequisites to support consistency in the application process and ensure the best chance of students’ success. Improvements include: • Maintain application and eligibility guidelines and criteria for all programs and ensure they are being followed • Consider confirming the role of the CLCs and utilizing them to support student assessment, career counselling and upgrading. For prospective students across NWT who do not meet the criteria for admission into their chosen program, the CLCs can provide potential students with career counselling and support to upgrade their academic readiness and skills, as required, to meet the requirements for the program of their choice.
RR-6	Provide better support for career planning for potential and current students so students are better able to understand potential career opportunities within the NWT, the difference between apprentice and unaccredited programs, etc. Consider partnering with industry for providing information about careers with potential students and adding career counsellors to Student Services.
RR-7	Consider developing a Student Experience Model to guide the development of services that meet evolving needs of students and reflect the needs of adult learners. • Services to be considered include: ○ Student registration and assistance with form completion ○ Financial counselling ○ Health and wellness services including mental health and addictions counselling ○ Day care options ○ Student association services, including clubs and events ○ Additional residences that accommodate families ○ Life skills and budgeting • Instruction Elements: ○ Admission requirements ○ Progression criteria ○ PLAR ○ Pre-testing, assessment/ screening ○ Regular review of progress ○ Identification of new learning requirements and individual learning pathway

No	Recommendations
	○ Career, academic and personal advising ○ Continued follow-up and support
RR-8	A more customer service, student-centric approach to delivery of services must be the primary focus by enhancing communication about available services to students and expanding the student service desk hours especially over the lunch hour and after 4:00 p.m. (particularly during the registration period). Support improved delivery of student services through consistent practices as there should be a basis of consistent services for all students regardless of the campus or program they attend.
RR-9	Obtain clarity on the issues around privacy of information, as well as the collection and sharing of student information to support the students' success and well-being. Improve documentation and communication between Student Services and instructors within campuses and across campuses.
RR-10	Review the job design for the student counsellor position and develop consistent job descriptions. Ensure the appropriate credentials are required for the varying types of counsellors. (i.e. psychological or personal counselling, career counselling, mental health, addictions, etc.)

High-Level Roadmap for implementation of NCPU:



APPENDIX A – INTERVIEWS AND FOCUS GROUPS

MNP would like to thank the many individuals that were generous with their time and their thoughts and insights given to inform this Foundational Review of Aurora College.

The following is a list of individuals who participated in community or stakeholder engagement, separated by consultation type:

In Person or Telephone Interviews

Stakeholder Group	Individual	Title	Type	Location
Aurora College	Celestine Starling	Director of Finance/CFO	Interview	Fort Smith
	Christine Esser	Associate Registrar	Interview	Fort Smith
	Dave Porter	Director, Thebacha Campus	Interview	Fort Smith
	Denny Rogers	Administrator	Interview	Inuvik
	Dr. Diane Reed	Vice President, Education & Training Division	Interview	Fort Smith
	Duane MacDonald	Program Head Apprenticeship	Interview	Fort Smith
	Gerald Poitras	Residence Coordinator	Interview	Fort Smith
	Grant Paziuk	Campus Counsellor	Interview	Fort Smith
	Jane Arychuk	President	Interview	Fort Smith
	Jeff O'Keefe	Vice President, Student Affairs	Interview	Fort Smith
	Laura Aubrey	Coordinator, Student Success	Interview	Fort Smith
	Lawrence VanBeek	Registrar	Interview	Fort Smith
	Mike MacPherson	Program Head, Mining and Industrial Training	Interview	Fort Smith
	Miki O'Kane	Former Campus Director	Interview	Yellowknife
	Nicola O'Keefe	Student Life and Wellness	Interview	Fort Smith
	Sheila O'Kane	Counsellor	Interview	Inuvik
Community Stakeholder	Adrien Amirault	Executive Director	Interview	Yellowknife
	Denis Bowen	Executive Director	Interview	Yellowknife
	Denny Rogers	Committee Chair (Also current Administrator of Aurora College)	Interview	Inuvik

Stakeholder Group	Individual	Title	Type	Location
	Kathy Tsetso	Chair	Interview	Telephone
	Mark Cleveland	Past Deputy Minister	Interview	Telephone
	Mark Cleveland	Past President (Also a prior Deputy Minister)	Interview	Telephone
	Maurice Evans	Past President	Interview	Telephone
	Pippa Seccombe-Hett	Vice President	Interview	Inuvik
	Sydney O'Sullivan	Chair	Interview	Yellowknife
Government of Northwest Territories	Alan Cash	Deputy Secretary to Cabinet & Assistant Deputy Minister Executive and Indigenous Affairs	Interview	Yellowknife
	Honourable Alfred Moses	Minister of Education, Culture and Employment Executive and Indigenous Affairs	Interview	Yellowknife
	Andrew Applejohn	Senior Science Advisor Environment and National Resources	Interview	
	Andy Bevan	Assistant Deputy Minister, Labour and Income Security Education, Culture and Employment	Interview	Yellowknife
	Angela Littlefair	Manager, Apprenticeship, Trades and Occupation Certification Education, Culture and Employment	Interview	Yellowknife
	Benoit Boutin	Executive Director Francophone Affairs Secretariat	Interview	Yellowknife
	Bruce Cooper	Deputy Minister Health and Social Services	Interview	Yellowknife
	Honourable Caroline Cochrane	Minister of Municipality & Community Affairs, Responsible for Northwest Territories Housing Corporation, Status of Women, WSCC	Interview	Yellowknife

Stakeholder Group	Individual	Title	Type	Location
		Executive and Indigenous Affairs		
	Cory Vanthuylne	MLA, Yellowknife North Legislative Assembly	Interview	Yellowknife
	Dan Round	Coordinator, Adult and Postsecondary Education Education, Culture and Employment	Interview	Yellowknife
	Daniel Mark McNeely	MLA, Sahtu Legislative Assembly	Interview	Yellowknife
	Dave Stewart	Finance (Human Resources) Secretary to the Financial Management Board and Deputy Minister of Finance	Interview	Yellowknife
	Deb Simpson	Manager, Adult & Post-Secondary Education Education, Culture and Employment	Interview	Yellowknife
	Eleanor Young	Deputy Minister Municipal and Community Affairs (SOCG)	Interview	Yellowknife
	Honourable Glen Abernethy	Minister of Health & Social Services, Responsible for PUB, Seniors, Persons with Disabilities, Government House Leader Minister's Office	Interview	Yellowknife
	Glen MacKay	Territorial Archaeologist Education, Culture and Employment	Interview	Yellowknife
	Jackson Lafferty	MLA, Monfwi Legislative Assembly (and Former Minister of ECE)	Interview	Yellowknife
	Jennifer Young	Director, Planning, Research & Evaluation Education, Culture and Employment	Interview	Yellowknife
	Joe Dragon	Deputy Minister Environment and National Resources	Interview	Yellowknife

Stakeholder Group	Individual	Title	Type	Location
	Kevin O'Reilly	MLA, Frame Lake Legislative Assembly	Interview	Yellowknife
	Kieron Testart	MLA, Kam Lake Legislative Assembly	Interview	Yellowknife
	Laurie Morton	Director, Labour Development and Standards (Adult and Postsecondary Education) Education, Culture and Employment	Interview	Yellowknife
	Honourable Louis Sebert	Minister of Justice, Lands, Responsible for the Northwest Territories Power Corporation, Public Engagement and Transparency Executive and Indigenous Affairs	Interview	Yellowknife
	Marissa Martin	Director, Finance and Capital Planning Education, Culture and Employment	Interview	Yellowknife
	Nicole Beauchamp	Director, Income Security Programs Education, Culture and Employment	Interview	Yellowknife
	Olin Lovely	Assistant Deputy Minister, Corporate Services Education, Culture and Employment	Interview	Yellowknife
Government of Northwest Territories	R.J. Simpson	MLA	Interview	Yellowknife
	Rita Mueller	Assistant Deputy Minister, Education & Culture Education, Culture and Employment	Interview	Yellowknife
	Honourable Robert R. McLeod	Premier	Interview	Yellowknife
	Sam Shannon	Director, Policy, Legislation and Communications Education, Culture and Employment	Interview	Yellowknife
	Sarah Carr-Locke	Director, Culture and Heritage Education, Culture and Employment	Interview	Yellowknife

Stakeholder Group	Individual	Title	Type	Location
	Shane Thompson	MLA, Nahendeh Legislative Assembly	Interview	Yellowknife
	Sheila Devine	Manager	Interview	Yellowknife
	Shelley Kapraelian	Director, Early Childhood and School Services (Early Childhood Development and Learning) Education, Culture and Employment	Interview	Yellowknife
	Sylvia Haener	Deputy Minister Education, Culture and Employment	Interview	Yellowknife
	Tom Beaulieu	MLA, Tu Nedhe – Wiilideh Legislative Assembly	Interview	Yellowknife
	Tom Jensen	Deputy Minister Industry, Tourism and Investment	Interview	Yellowknife
	Honourable Wally Schumann	Minister of Industry, Tourism and Investment, Infrastructure Executive and Indigenous Affairs	Interview	Yellowknife
	Gabriela Eggenhofer	Past Deputy Minister	No response	Yellowknife
	Dan Daniels	Past Deputy Minister	Not available	Yellowknife
	Frederick Blake Jr.	MLA, Mackenzie Delta Legislative Assembly	Not available	Yellowknife
	Herbert Nakimayak	MLA, Nunakput Legislative Assembly	Not available	Yellowknife
	Michael M. Nadli	MLA, Deh Cho Legislative Assembly	Not available	Yellowknife
	Honourable Robert C. McLeod	Deputy Premier, Minister of Environment and Natural Resources, Finance Executive and Indigenous Affairs	Not available	Yellowknife

Focus Groups

Stakeholder Group	Individual	Title	Type	Location
Aurora College	Apprenticeship, Trade and Occupation Certification Board	Board Member	Focus Group	Yellowknife
	Aurora Kotokak	Registrar and Admissions	Focus Group	Yellowknife
	Elaine Harris	Regional Program Head	Focus Group	Yellowknife
	Heather McCagg-Nystram	Vice President	Focus Group	Yellowknife
	Jayne Murray	Manager, Communications	Focus Group	Yellowknife
	Jerry Wald	Chair, Trades, Apprenticeship and Industry	Focus Group	
	Joanne Erasmus	Counsellor	Focus Group	Yellowknife
	Jodi Brennan	Chair, Health and Human Services	Focus Group	Yellowknife
	Kari Williams	Student Life and Wellness	Focus Group	Yellowknife
	Lou Rankin	Coordinator, Student Success	Focus Group	Yellowknife
	Lynn Morris	Campus Director	Focus Group	Yellowknife
	Ray Savard	Regional Program Head	Focus Group	Inuvik
	Ronda Landry	Admissions Officer	Focus Group	Yellowknife
	Sarah Tilley	Campus Director	Focus Group	Inuvik
	Susan Vodnoski	Residence Life Officer	Focus Group	Yellowknife
Community Stakeholder	Erika Hille	Manager, Western Arctic Research Centre	Focus Group	Inuvik
	Ron Layden	Manager, North Slave Research Centre	Focus Group	Yellowknife
	Sarah Rosolen	Manager, South Slave Research Centre	Focus Group	Fort Smith

Stakeholder Group	Individual	Title	Type	Location
Government of Northwest Territories	Deana Twissel	Associate Director, Reform and Innovation Education, Culture and Employment	Focus Group	Yellowknife
	Jolene Saturnino	Director of Income Security Education, Culture and Employment	Focus Group	Yellowknife
	Mike Saturnino	Director, Labour Development and Standards Education, Culture and Employment	Focus Group	Yellowknife

Indigenous Government Stakeholder Engagement

On December 4, 2017, 13 Indigenous Governments received a letter from the Minister of Education Culture and Employment (ECE) inviting them to participate in interviews with the MNP Project Team. The governments were notified that MNP would be contacting them to arrange for either in-person or teleconference interviews. Between December 8, 2017 and January 5, 2018, MNP followed up via telephone and email correspondence with all the Indigenous Governments identified by ECE. Of the 13 Indigenous governments and organizations, MNP was able to conduct interviews with eight governments.

Summary of Indigenous Governments Stakeholder Engagement

Government	Date	Location
Tłıchǫ Government ("Tłıchǫ")	January 8, 2018	Yellowknife
Northwest Territories Métis Nation ("Métis")	January 9, 2018	Fort Smith
Inuvialuit Regional Corporation ("Inuvialuit")	January 10, 2018	Inuvik
Gwich'in Tribal Council ("Gwich'in")	January 11, 2018	Inuvik
Yellowknives Dene First Nation N'dilo ("Yellowknives")	January 11, 2018	N'Dilo
Yellowknives Dene First Nation Dettah ("Yellowknives")	January 11, 2018	N'Dilo
Kátł'odeeche First Nation ("Kátł'odeeche")	January 11, 2018	Yellowknife
Acho Dene Koe First Nation ("Acho Dene Koe")	January 12, 2018	Phone
Salt River First Nation ("Salt River")		Declined
Deninu K'ue First Nation (Deninu K'ue)		Declined
Sahtu Secretariat Incorporated ("Sahtu")		Cancelled
Dehcho First Nations ("Dehcho")		Cancelled
Łutselk'e Dene First Nation (Łutselk'e)		No response

Methods

MNP Indigenous Government Team used an semi-structured interview technique using a questionnaire designed by the MNP Project Team, which included questions on the following topics:

- Academic Programming
- Operations of the Aurora College
- Student Retention and Recruitment
- Governance.

All meetings were summarized and provided to the respective Indigenous Government for verification.

APPENDIX B – POLICIES REVIEWED

For cost-effectiveness and timeliness of review activities, MNP and ECE mutually agreed to limit the scope of the policy review to the following:

- *Aurora College Act*
- Aurora College Regulations
- Aurora College Campuses Establishment Order
- Aurora College Naming Order
- Aurora College Degrees Regulation
- Student Conduct – Bylaw 1
- Academic and Performance Standards – Bylaw 2
- Student Loss of Privileges, Penalties, Sanctions and Appeals – Bylaw 3
- Code of Ethics
- Purpose and Structure of the Policy and Procedures Manual
- Policy Development
- Acquisition of Programs, Courses and Services
- Establishment of New Programs
- Establishment of New Courses
- Non-academic Documents of Recognition
- Traditional Knowledge
- Student Accommodations
- Support for Student with Disabilities
- Student Conduct – Student Rights and Responsibilities
- Electronics Information
- Library Services
- Health and Safety
- Harassment
- Harassment Appeal
- Research Administration
- Integrity in Research and Scholarship
- Ethical Conduct for Research Involving Human Subjects
- Care of Animals in Teaching and Research
- Intellectual Property
- Research Associate Program
- Program / Course(s) Withdrawal Tuition Refund
- Fees
- Financial and Administration Policies
- Sponsored Student Financial Credit
- Self-Sponsored Student Financial Credit

APPENDIX C – JURISDICTIONAL RESEARCH

Methodology

- Drafted a list of approximately 50 questions informed by the project stream leads from ECE approved interview focus group / survey questions to capture necessary contextual information for analysis.
- Identified five jurisdictions with comparable post-secondary institutions:
 - Manitoba (University College of the North),
 - New Zealand (Otago Polytechnic),
 - Yukon (Yukon College),
 - Greenland (Ilisimatusarfik), and
 - Alaska (Ilisagvik College).
- Validated the draft list of questions as well as the identified jurisdictions with ECE.
- Researched publicly available online information for each of the jurisdictions.
- Scheduled and conducted 1-2 hour telephone interviews with high-level post-secondary institution representatives at the following institutions to obtain additional information:
 - Manitoba University College of the North,
 - New Zealand Otago Polytechnic, and
 - Yukon College
- Compiled and distributed information to the project stream leads to assist with conclusions and recommendations.

APPENDIX D – SURVEY RESULTS

A total of seven separate surveys were created and administered. Each of the surveys were created by MNP and validated with ECE prior to launch and execution. Detailed survey results and responses have not been shared due, in most cases, to the low response rates and to maintain the confidentiality commitment made to all those invited to participate. Feedback received from the surveys has been incorporated into this Report throughout as applicable.

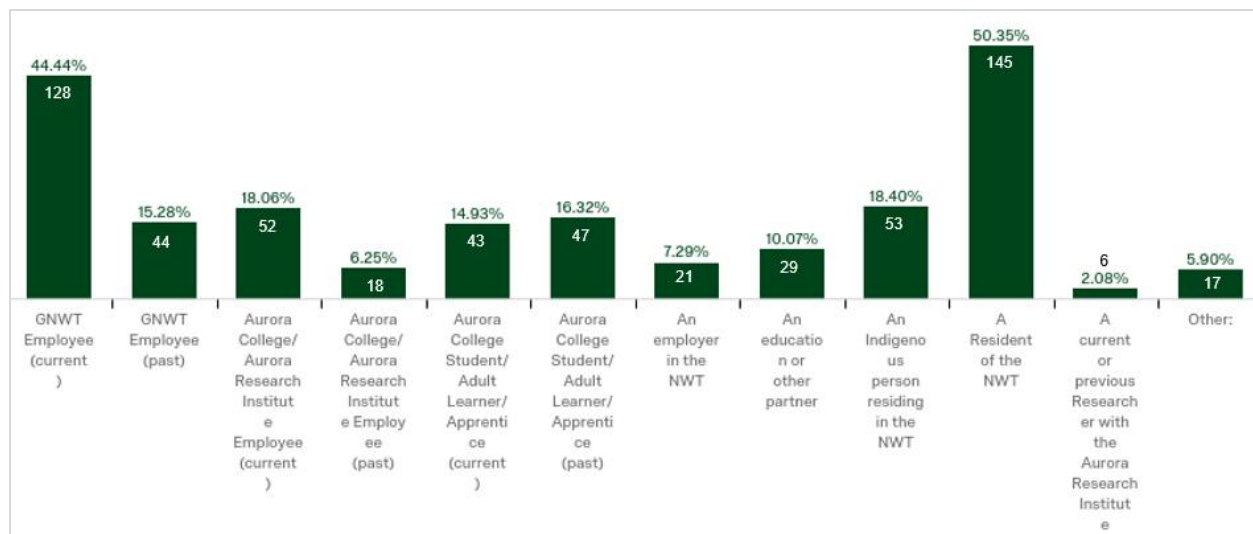
WEBSITE SURVEY

- The public survey was posted on the Government of Northwest Territories, Department of Education, Culture and Employment website from December 7, 2017 to January 19, 2018
- 298 survey responses were received

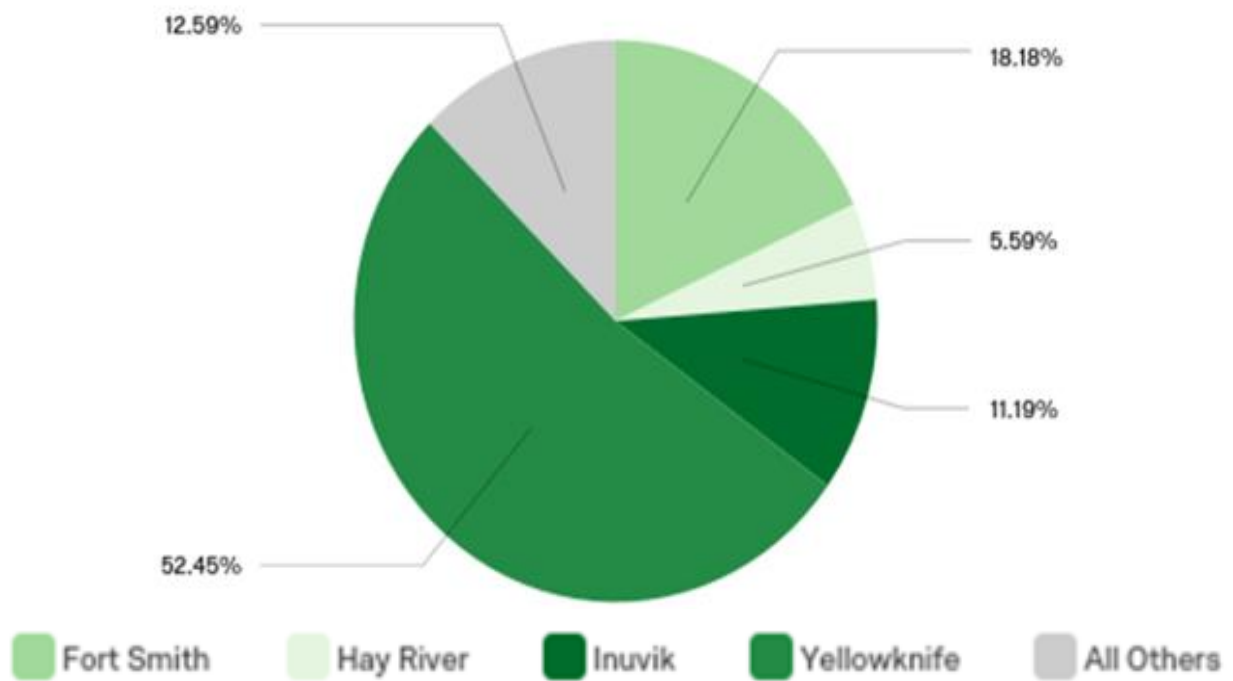
Survey Respondent Demographics

Survey respondents represented various stakeholder and NWT communities as follows:

Stakeholder groups:



NWT communities:



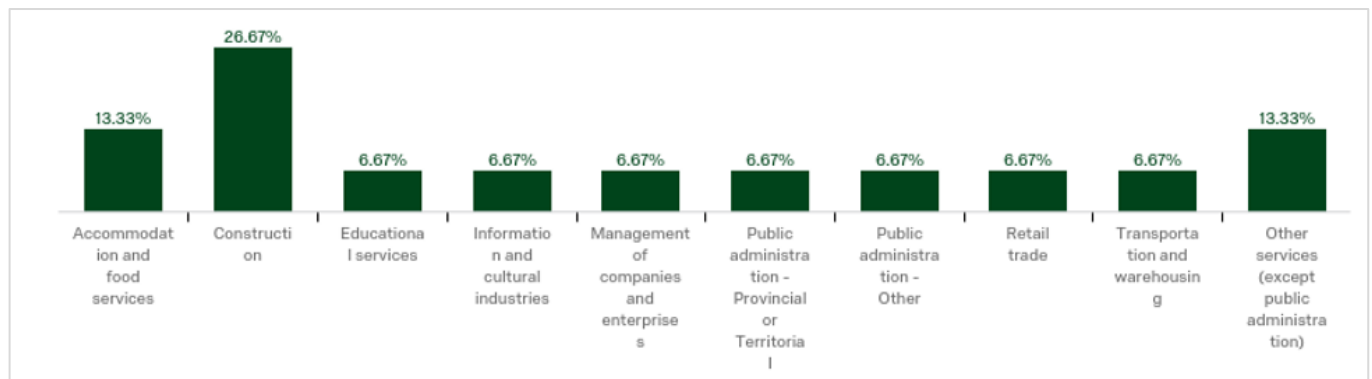
EMPLOYERS SURVEY

- The Employers survey was administered from December 22, 2017 to January 19, 2018 and was distributed to two groups of contacts provided by the client:
 - The first distribution was sent to 80 employers on December 22, 2017 and 12 survey responses were received
 - The second distribution was sent to 215 employers on January 18, 2018 and 13 survey responses were received. The client indicated that the second group of contacts had been overlooked and requested that the survey be sent
- A total of 25 responses were recorded

Survey Respondent Demographics

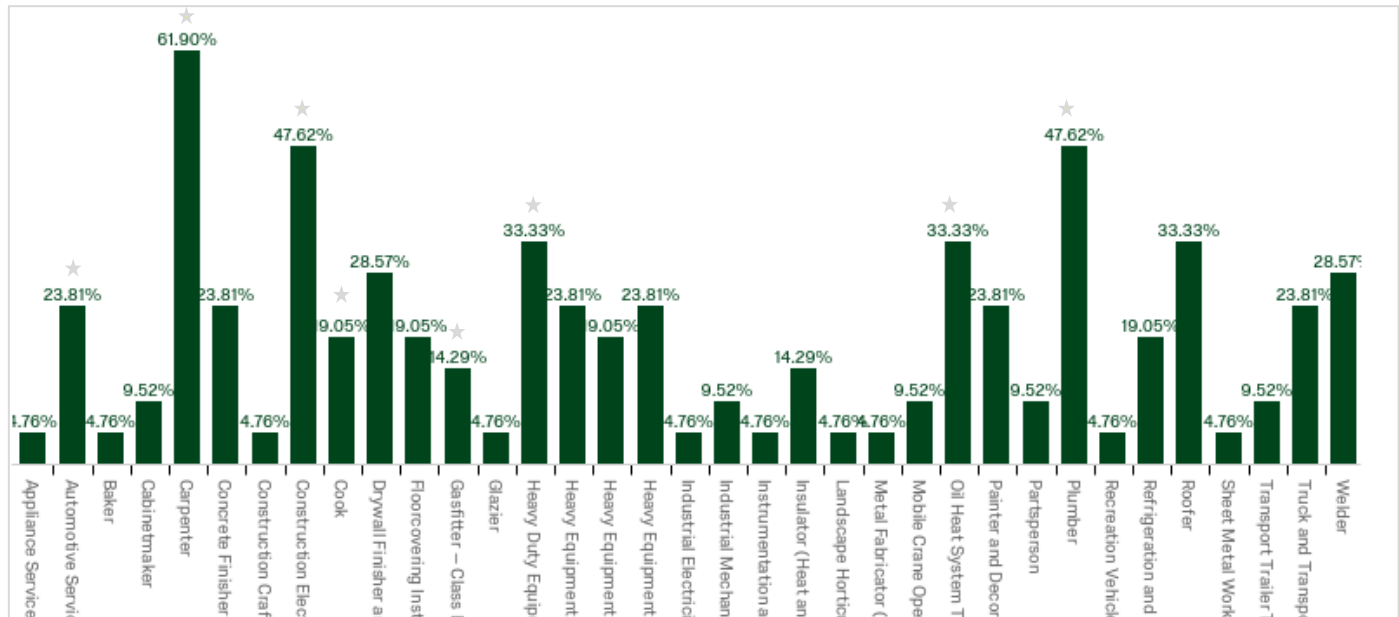
Survey respondents represented various industry sectors and trades as follows:

Industry / sector representation:



Trades employed by responding employers:

★ Indicates programs offered by Aurora

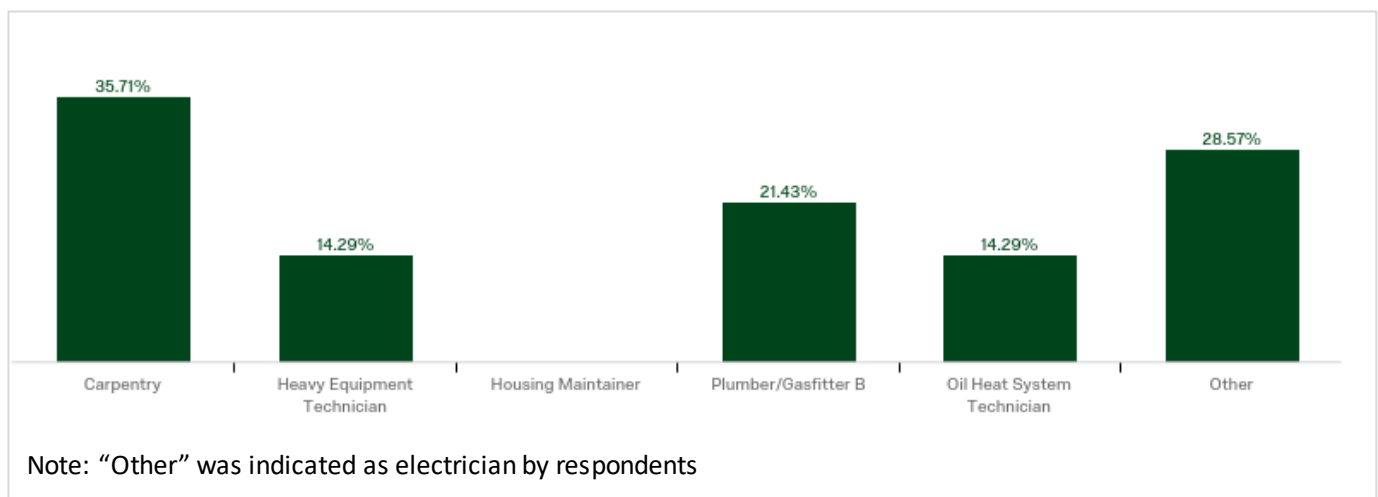


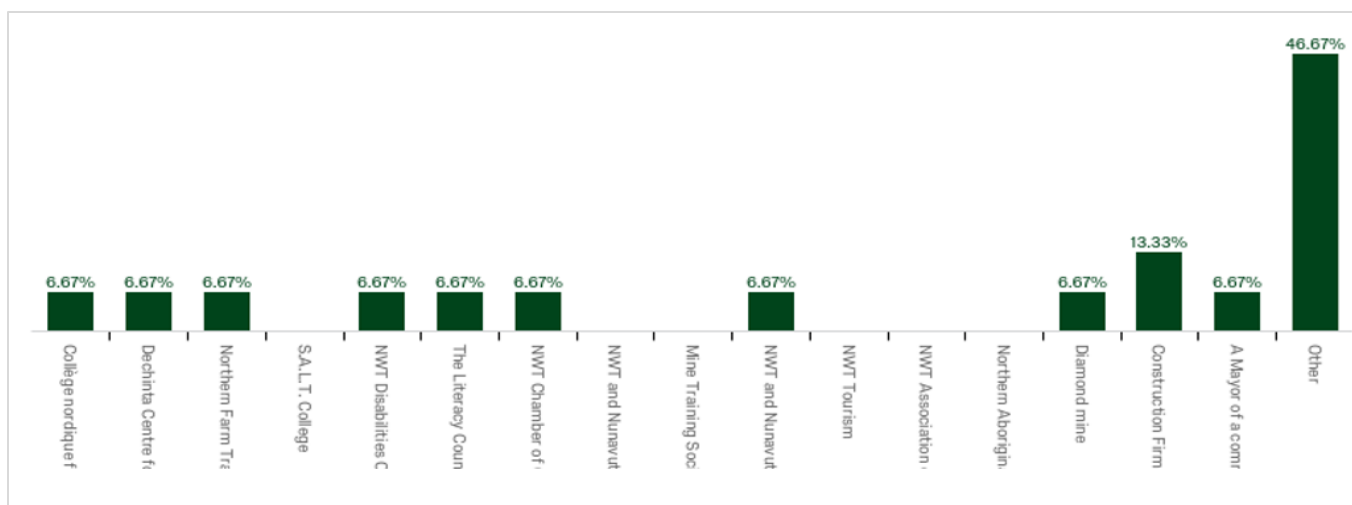
APPRENTICES SURVEY

- The survey was administered from December 22, 2017 to January 19, 2018
- 14 of 180 surveys were completed

Survey Respondent Demographics

Survey respondents represented various trades (either as an apprentice or a fully certified tradesperson) as follows:





PARTNERS SURVEY

- The survey was administered from December 22, 2017 to January 19, 2018
- 17 of 44 surveys were completed

Survey Respondent Demographics

Survey respondents were affiliated with the following partnerships or agencies:

PAST BOARD MEMBERS SURVEY

- The survey was administered from December 22, 2017 to January 19, 2018
- 3 of 8 survey responses were received

Survey Respondent Demographics

Past Board Member demographics have not been provided given the limited number of responses.

STUDENTS SURVEY

- The survey was administered from January 8-19, 2018
 - The survey launch was delayed until January as some students were included in the distribution for the survey located on the ECE website
 - The client requested that the Students and Alumni survey be postponed so that the group would not receive two concurrent survey requests
- 15 of 1421 surveys were completed

Survey Respondent Demographics

Survey respondents represented the campus locations as follows:



ARI RESEARCHERS SURVEY

- The survey was administered from January 16-19, 2018
- 9 of 18 surveys were completed

Survey respondent demographics

The survey was sent to a specific list of 18 individuals identified by ECE/AC who are ARI researchers. Respondent demographics have not been provided due to limited number of responses.

APPENDIX E – OVERVIEW DEGREE, DIPLOMA AND CERTIFICATES 2011-2017

Aurora College – Degree, Diploma, Certificates per year 2011 – 12 to 2016-17

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Program						
Masters						
Master of Nursing	4	3	0	3		
Total Masters	4	3	0	3	0	0
Post Graduate Certificate						
Remote Nursing						9
Bachelors						
Bachelor of Education	3	6	6	8	6	2
Bachelor of Science in Nursing	13	26	12	16	11	11
Total Bachelors	16	32	18	24	17	13
Diploma						
AB Language & Culture Instructor	11	0	0	0	0	6
Business Administration	25	21	18	7	9	12
Environment and Natural Resources Technology	12	5	9	14	6	3
Office Administration	8		11			
Social Work	7	4	2	6	4	3
Teacher Education	0	1	4			
Total Diplomas	63	31	44	27	19	24
Certificate						
AB Language & Culture Instructor	15	0	0	0	2	3
Adult Education	4	1	2	0	2	0
Business Administration	16	19	9	9	19	18
Community Health Rep	1	0	4	3	2	1
Early Childhood Development	1	5	1	4	11	13
Office Administration	11	20	4	13	4	18
Personal Support Worker	9	30	9	14	26	12
Traditional Arts					3	-
Total Certificates	57	75	29	43	69	65
Total Graduates	140	141	91	97	105	111

APPENDIX F – SKILLS 4 SUCCESS – NWT JOBS IN DEMAND 15-YEAR FORECAST

Management Level	University Degree	College Diploma	Skilled Trades	High School	Less than High School
Retail trade managers	K-12 teachers	Administrative officers	Carpenters	Heavy Equipment Operators	Janitors, Caretakers
Construction managers	Registered nurses	Administrative assistants	Electricians	Retail Salespersons	Light Duty Cleaners
Financial managers	Secondary school teachers	Social and community workers	Automotive service technicians	Transport Truck Drivers	Cashiers
Senior Government managers	College and vocational instructors	Early childhood educators	Heavy-duty equipment mechanics	Receptionists	Labourers
Accommodation managers	Financial auditors and accountants	Accounting technicians and bookkeepers	Plumbers	General Office Support Workers	Food Counter Assistants
Facility operation and maintenance managers	Social policy researchers	Cooks	Welders and related machine operators	Nurse aides, orderlies and patient service associates	Store shelf stockers
Senior managers – financial, communications	Professional occupations in religion	Air pilots, flight engineers and flying instructors	Construction millwrights and industrial mechanics	Accounting and related clerks	Public works and maintenance labourers
Senior Managers – health, education, social and community services	Lawyers and notaries	Underground production and development miners	Aircraft mechanics and aircraft inspectors	Taxi and limousine drivers	Service station attendants
Managers in social, community and correctional services	Civil engineers	Police officers	Contractors and supervisors, heavy equipment operator	Security guards	Mine labourers
Restaurant and food service managers	Social workers	Property administrators	Contractors and supervisors, electrical trades	Elementary and secondary school teacher assistants	Other trades helpers
HR managers	Other financial officers	Retail sales supervisors	Industrial electricians	Home support workers	Other labourers in processing, manufacturing and utilities
Legislators	HR professionals	Executive assistants	Contractors and supervisors, other construction trades	Shippers and receivers	Dry cleaning, laundry and related occupations

Management Level	University Degree	College Diploma	Skilled Trades	High School	Less than High School
Senior managers – construction, transportation, production and utilities	Health policy researchers	Purchasing agents and officers	Contractors and supervisors, carpentry trades	Correctional service officers	Landscaping and grounds maintenance labourers
Managers in natural resources production	Biologists and related scientists	Inspectors in public and environmental health	Oil and solid fuel heating mechanics	Home child care providers	Operators and attendants in amusement, recreation and sport
Commissioned officers of the Canadian Forces	Professional occupations in advertising and marketing	Program leaders and instructors in recreation sport and fitness	Telecommunications installations	Material handlers	Specialized cleaners
Managers in transportation	Information system analysts	Court officers and justices of the peace	Drillers and blasters – surface mining	Storekeepers	Oil and gas drilling, servicing and related labourers
Banking, credit and other investments managers	Professional occupations in business management	Supervisors, mining and quarrying	Painters and decorators	Food and beverage servers	Labourers in mineral and metal processing
School principals	Education policy researchers	Licensed practical nurses	Gas fitters	Delivery and courier service drivers	Railway and motor transport labourers
Home building and renovation managers	Natural and applied science policy researchers	Power engineers and power systems operators	Electrical power line and cable workers	Customer services representatives	Labourers in wood, pulp and paper processing
Other administrative services managers	Geoscientists and oceanographers	Legal administrative assistants	Supervisors, motor transport and other ground transit	Payroll clerks	Logging and forestry labourers

APPENDIX G – REFERENCES AND DOCUMENTATION REVIEWED

Literature References

Bernard H.R.

2006. *Research Methods in Anthropology. Qualitative and Quantitative Approaches.* Rowman Altamira.

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Chait, R.P. (2005). *Governance Now Conference.* Governance as Leadership pp presentation notes. Regina, SK

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Jones, G.A, Shanahan T & Goyan P (2004) – The Academic Senate and University Governance in Canada

Nadler, D.A, Behan, B.A., & Nadler, M.B. (2006). *Building Better Boards - A Blueprint for Effective Governance.* San Francisco, CA: Jossey-Bass

RDC Writing sub-committee (2015). *White Paper on Red Deer College as Central Alberta's Polytechnic University.* With permission of President Joel Ward

Thompson, H.J. (2015). *Governance as Stewardship.* Saarbrücken, Germany: LAP Lambert Academic Publishing

The Department of Education, Culture and Employment provided MNP with a large amount of information, past reports, papers and reference material to inform this Foundational Review. Aurora College leadership and staff were also very helpful and responsive to a variety of information requests that informed MNP's Foundational Review activities. Below is a listing of documentation, in alphabetical order, that MNP reviewed in the course of conducting the Foundational Review.

1_CA Standard - Aurora College.docx

2 - Aurora College Regulations (1).pdf

2 - Aurora College Regulations (2).pdf

2 - Aurora College Regulations.pdf

2_Appendix A_Recipient Proposal and Budget.xlsx

2013 Aurora College Assessment.pdf

2016-2017 ALBE Access TIOW Accountability Report

4_Appendix D_Payment Terms.xlsx

71118840 FYI Premier McLeod - Mandate of the GNWT.pdf

A Funding Allocation System - For The Arctic College - Report.1990.pdf

A Funding Allocation System - For The Arctic College - Report.pdf

AB accountability frameworks and related reports

AC high school survey - all - 170206.pdf

AC high school survey - no YK - 170206.pdf

AC high school survey - YK only - 170206.pdf

AC high school Survey Report (all answers) 170208.pdf

AC high school Survey Report (Other than YK) 170208.pdf

AC high school Survey Report (Yellowknife) 170208.pdf

AC Policy and Planning Handbook.pdf

AC2017-18_CapitalBudget_May2017.pdf

AC2017-18_OperatingBudget_May2017.pdf

Accountability Framework - Final Draft - Dec 19 (Word).docx

Accountability Framework - Final Draft - Dec 19 (Word).pdf

Accountability Framework for the Education and Training of Adults in the Northwest Territories, GNWT, ECE, December 19, 2014

Accountability frameworks and related reports for other relevant jurisdictions

Additional context to research 170112.docx

Additional research 170207.docx

Additional Research Summary 170207.docx

ALBE Directive 2000.pdf

ALBE Review Final Report.pdf

ARI strategic plan_final version_Oct2016.pdf

Assessment of Aurora College Report March 2013.pdf

Aurora College – Governance Manual – June 2016

Aurora College Annual Report 2015-2016

Aurora College Annual Report, 2015-2016

Aurora College Board of Governors' Final Mandate.pdf

Aurora College Four Year Business Plan, 2009-2013

Aurora College Mandate Letter 2016 and 2017.pdf

Aurora College Office Administration Program Review – Evaluation Report – April 22, 2015

Aurora College Town of Fort Smith position paper.pdf

Aurora College Org Chart

Aurora College Policies (including G.08 and B13)

Aurora College Strategic Planning Discussion Guide for High School Students 170113.docx

Aurora College Strategic Plan, Strong Foundations – New Horizons, 2006-2015

Aurora College Student Housing Program Review - Summary Report - SCOPP.pdf

AuroraCollege Corporate Plan 2017-18(FinalRevised-eBinder)_Oct2017.pdf

aurora-college.act.pdf

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Yukon College - latest strategic plan

APPENDIX H – NEW UNDERGRADUATE PROGRAM PROPOSAL VIABILITY INDEX – 2016 2017 ACADEMIC YEAR

Summary

Program name:		Year 1 Projected Enrollment	
Program level:	Undergraduate	Ongoing Projected Enrollment	
Credit/Non-credit:		Total New Resource costs	
AVED approval	Y / N		

Evaluation Criteria

Factor:	Overall Rating: (Strong/Positive, Moderate, Weak/Negative, None /Unfeasible, N/A)	General Positioning:	
		Revenue	
1. Alignment			
2. Value to Communities			
3. Academic value to the Students/Clients/Audience			
4. Financial			
5. Sustainability			
6. Central Resource Requirements – Start-up			
7. Central Resource Requirements – Maintenance			
8. Demands on Program Unit(s) Resources			Community Service
9. Ongoing Program Measures			

Guidelines for completing the New Program Viability Index:

1. For all new undergraduate program proposals, those proposing the program should complete the following sections: 1, 2, 4, 5, 6, 7, and 8 as well as whichever version of section 3 is relevant to the proposal (i.e., either section 3a or 3b) and submit to the Dean of the relevant academic Faculty.
2. The relevant Faculty Curriculum Committee will complete the Summary and Factor sections on this page when the completed viability form is forwarded to them by the Dean.

	Factor	Yes	No	Comments and Rationale
1.	Alignment with strategic priorities of: a. University b. Faculty c. Unit			
2a.	Value to Communities a. Will the program have as its goal the improvement of conditions in the community by, for example: - Providing a “train the trainer” model with information flowing back to the community; - addressing the needs or improving conditions of disenfranchised or underserved populations; - focusing on the needs of the collective as well as the individual. b. Has a community or professional organization expressed a need for the program (either as part of a needs analysis, survey or a direct request for programming), and is documented evidence of support such as letters of support), or documented policy or PD changes which require this program content? c. Will the program draw on and build upon expertise, which exists in the community thereby supporting and developing community assets? d. Will the program offer unique content, which the community would not be able to access otherwise, or is it offered in a unique format which increases accessibility? e. Will the program develop capacity among community organizations or service providers?			
3a.	For non-degree undergraduate program or Certificate or Diploma program: Evaluate academic value to the Students / Clients / Audience a. Can the non-degree program ladder into a Bachelor program? b. Will the program have content currency and relevance? e.g. - Is there a balance between theory and practice?			

	Factor	Yes	No	Comments and Rationale
	- Is there a credentialing requirement for curriculum (industry or government mandated)? - Does curriculum represent advances in a field of study? c. Will the program have pedagogical currency and relevance? e.g. - Will the program and its courses have clear learning objectives and will the content and assignments contribute to the achievement of these objectives? - Is the technology used appropriate for content, instructor and student needs? d. Will the program include an advisory committee with terms of reference that reflect its degree of involvement in supporting the program? e. Is the program designed to provide students with academic or professional development? e.g. - access to or connections with experts in the field - practical application of subject matter which may assist with employability f. Is the program designed to provide students with an opportunity for personal (as opposed to professional) development or transformation? g. Will students have access to advising related to: e.g., - Academic matters - Career counselling - Admissions and Funding - Graduation			
3b.	For undergraduate degree program: Evaluate academic value to the Students. a. Will the program have content currency and relevance? e.g., - Is there a balance between theory and practice? - Will the curriculum represent advances in the field of study? - Will the program require accreditation? b. Will the program have pedagogical currency and relevance? e.g.,			

	Factor	Yes	No	Comments and Rationale
	- Will the program and do the courses have clear learning objectives and do the content and assignments contribute to the achievement of these objectives? - Is technology used appropriate for content, instructor and student needs? c. Will the program include an advisory committee with terms of reference that reflect its degree of involvement in supporting the program? d. Is the program designed to provide students with academic and/or professional development? e.g., - access to or connections with experts in the field - practical application of subject matter which may assist with employability e. Is the program designed to provide students with an opportunity for personal development or transformation? f. Will students have access to advising related to: e.g. - Academic matters - Career counselling - Admissions and Funding - Graduation			
4.	Financial a. Will the program/course contribute a positive net income (after direct and indirect expenses) b. Will the program/course recover development costs within 3 years (direct, indirect, institutional) c. Will the program/course rely on external funding to the Faculty and unit? If yes: • Is it one time support • Ongoing d. Can the program sustain ongoing development (and delivery) without external funding? e. Will the program provide a financial benefit to another Faculty or unit program/service area?			
5.	Sustainability a. Is the Life expectancy of the program a. Less than or equal to 3 years?			

	Factor	Yes	No	Comments and Rationale
	b. More than 3 years? b. Will the program require substantive curriculum revision more frequently than every 2-3 years to maintain the program? c. Is there a sufficient pool of course instructors (skill set, numbers, availability) d. Is there an agreement with external partners that extends throughout the duration of the program (contact person, financial and/or non-financial support, written or verbal)? e. Have program and student evaluations been considered and planned for? f. Will the program/course require space (classroom/office) not currently available?			
6.	Preamble: After considering what central services will be required for this program development and maintenance: Is there staff capacity (person hours, skills) to support the start-up phase of the program/course? a. Can Administrative Services support be managed within existing person hours and skill sets? b. Can Marketing Services support be managed within existing person hours and skill sets? c. Can IT Services support be managed within existing person hours and skill sets? d. Can DES support be managed within existing person hours and skill sets? Is there staff capacity (person hours, skills) for the intended duration of the program/course? a. Can Administrative Services support be managed within existing person hours and skill sets? b. Can Marketing Services support be managed within existing person hours and skill sets? c. Can IT Services support be managed within existing person hours and skill sets? d. Can DES support be managed within existing person hours and skill sets?			
7.	Demands on Program Unit(s) Resources a. Does the program unit have sufficient content knowledge and skills to develop and deliver this program?			

	Factor	Yes	No	Comments and Rationale
	b. Do program staff (Director, Coordinator, Secretary) have time available for each of the following phases: i. Phase I: Planning and partnership development; ii. Phase II: Program development, including a. curriculum planning/development b. policies and systems development; iii. Phase III: Program/course implementation ; iv. Phase IV: Ongoing administration; v. Phase V: Evaluation and redevelopment.			
8.	Ongoing Program Measures In considering ongoing regular evaluation of a course or program, has consideration been given to: a. Academic value i. Student satisfaction (student evaluations) ii. Impact on life/work of students b. Sustainability i. Continuance or discontinuance of the course or program ii. If discontinue, what is the teach-out plan c. Regular program evaluation i. Annually, biannually, every five years, external or internal? ii. Evaluate future market possibilities and product life cycle iii. Enrollments, finances, student outcomes iv. Demographic profile of student body			

APPENDIX I – 2016/17 ALBE, ACCESS AND TIOW PROGRAMS ACCOUNTABILITY REPORT

2016/17 ALBE, Access and TIOW Programs Accountability Report

Table 4.1.5: ALBE Student Enrollments by Community/Campus (2016/17)

Region	Community/Campus	Number	Percent
Tli'cho and Yellowknife	Behchoko	40	7.7
	Gameti	13	2.5
	Wekweeti	12	2.3
	Whati	24	4.6
	Yellowknife/North Slave Campus	45	8.7
Beaufort-Delta	Aklavik	36	7
	Fort McPherson	20	3.9
	Paulatuk	4	0.8
	Tsiighetchic	12	2.3
	Tuktoyaktuk	13	2.5
	Ulukhaktok	12	2.3
	Aurora Campus	34	6.6
Akaitcho and South Slave	Dettah/N'Dilo	22	4.3
	Fort Resolution	4	0.8
	Hay River	19	3.7
	K'atl'odeeche First Nation (Hay River Reserve)	10	1.9
	Thebacha Campus	50	9.7
Dehcho	Fort Liard	19	3.7
	Fort Providence	42	8.1
	Fort Simpson	24	4.6
	Jean Marie River	3	0.6
	Nahanni Butte	4	0.8
	Wrigley	7	1.4
Sahtu	Deline	17	3.3
	Fort Good Hope	14	2.7
	Norman Wells	9	1.7
	Tulita	8	1.5
Total		517	100.0

APPENDIX J – PRINCIPLES TO GUIDE BICAMERAL GOVERNANCE AT KPU



PRINCIPLES TO GUIDE BI-CAMERAL GOVERNANCE AT KWANTLEN POLYTECHNIC UNIVERSITY

The following principles have been prepared to guide bi-cameral governance at the University. These principles are broad and will assist in all areas involving both the Board and Senate.

1. EDUCATION

The Board and Senate will develop, through ongoing educational opportunities, information and orientations a common and solid understanding of the University Act, the powers assigned to each of the bodies, the spirit and intent of the Act, its limitations and uncertainties and options to address these limitations and uncertainties.

2. MUTUAL TRUST, RESPECT AND GOODWILL

The Board and Senate recognize the need to develop and maintain an attitude of mutual trust, respect and goodwill, both in their collective roles as two critical bodies within the University and as individual members within those bodies; the Board and Senate recognize that maximizing the potential of the University requires building on the strengths and abilities of each of these bodies.

3. STRATEGIC ADVICE

Both the Board and Senate recognize that their role is to provide broad, strategic* direction to the University, leaving operational** issues to University management.

4. MULTI-YEAR PLANNING

Planning and consultation between the two bodies will involve both immediate and long-term issues, using the approach of revolving, multi-year plans.

5. ONGOING COMMUNICATIONS

The Board and Senate recognize the need to strive, on an ongoing basis, to share, understand and solicit feedback on the issues that each body is responsible for as well as the issues for which they bear joint responsibility; both bodies also recognize the importance of timely feedback allowing sufficient time for response and, where necessary, action.

6. BROAD CONSULTATION

Both parties recognize the desirability of soliciting and encouraging the feedback and advice of the broader University community regarding those matters that relate to bicameral governance issues.



7. ACCOUNTABILITY

The University will provide Senate and Board of Governors, on a regular basis, with a report that summarizes actual versus planned results on those strategic issues that are within the purviews of Senate and the Board of Governors.

8. MEETINGS

The Board and the Senate and the appropriate committees of each will meet face-to-face as required in order to resolve governance issues and to ensure adherence to these principles.

9. DOCUMENTATION

Requests for information, decisions and other forms of communication will be documented in writing with reasonable expectations for timely feedback.

10. POLICY DEVELOPMENT

The Board and Senate will develop a protocol that, while acknowledging the ultimate authority of one body or the other with respect to certain issues, opens up meaningful opportunities for dialogue and exchanges of information so that each body makes the most informed decision possible.

*Strategic planning involves thinking about issues that are long-term, that are fundamental to the University and that set broad directions for the institution.

**Operational decision-making involves the day-to-day implementation of strategic decisions.



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