Northern College

STRATEGIC OPERATING PLAN

2008 - 2011

Northern College
“Ever since I was in high school and maybe even earlier, I wanted to be a nurse. I gave up on this dream because I never thought it was possible. But during that first semester of the General Arts and Science program, I started to believe I could be a nurse.”

Patricia Ross
General Arts and Science, 2004
Practical Nursing, 2006
Moosonee Campus
The Northern College Strategic Operating Plan 2008-2011 has been approved by the College’s Board of Governors (June 10, 2008).

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Vision
Success for our northern communities through learning and partnerships.

Mission Statement
To work with all of our communities to ensure quality, accessible education through innovative programs, services and partnerships.

Motto
Your college. Your community.

Guiding Principles
• Learning for success.
• Career opportunities through innovative education and transferable skills.
• Practical, hands-on experiences.
• Value for your investment.
• Support for lifelong learning.
• A healthy, adaptive and progressive organizational culture.

Commitments
At Northern College, we:
• Are open, consultative and accountable.
• Act with personal responsibility and integrity.
• Pursue collaborative partnerships and entrepreneurial opportunities to better serve all of our communities.
• Foster and encourage a safe, caring and respectful organizational culture.
• Support, nurture and celebrate the contributions and accomplishments of learners and employees.
• Respond to the choices and directions of Aboriginal peoples.
• Establish an organizational culture that reflects the diversity of our communities.
• Engage in applied research in the pursuit of northern development and continuous improvement.
• Connect our learners and communities through the innovative application of technology.
Under the Freedom of Information and Protection of Privacy Acts, the mailing addresses and telephone numbers of the members of the Board of Governors are confidential. Any correspondence to the Board members may be directed to them c/o the Executive Assistant to the Board, Northern College, 4715 Highway 101 East, P.O. Box 3211, Timmins, Ontario P4N 8R6
It is the people of a place that decide what is right for them. On this point, we have remained steadfast and have committed ourselves as a college to working with all of our communities to ensure quality, accessible education through innovative programs and partnerships that meet their unique needs.

Since first embarking upon multi-year planning in 2000, we have proven ourselves to be a willing and creative partner in the social and economic development of the communities we serve. We have been innovative in our approach to providing education and training opportunities. For example, the Federated School of Mines stems from the principle of collaboration brought forward by the Haileybury School of Mines and Cambrian College. Today, the consortium now numbers seven northern institutions. A CEO has been hired and the stage has been set for meaningful college-industry partnerships.

In the past year, the Board of Governors of Northern College has approved a new vision and mission for the School of Welding Engineering Technology at the Kirkland Lake Campus. This renewed focus is reflected in the foundational work the School of Welding Engineering Technology has been doing with the Materials Joining Innovation Centre (MaJIC) located at the Kirkland Lake Campus. MaJIC will serve as a technology storehouse, and education and training centre, and will provide expertise in matters of applied research and development as well as technology transfer vital to the economic development of Northern Ontario. In addition to building on the experience and expertise of Northern College’s Welding Engineering Technology program, MaJIC reflects the College’s commitment to developing and implementing applied research policies and structures, as well as supporting measures for applied research and staff involvement.

Hydro One has entered into a partnership with Northern College to attract and educate the future employees of the electricity transmission and distribution utility sector. This is part of a sponsorship program with four community colleges across Ontario. The company will contribute up to $3 million for scholarships, program development and equipment over four years to Northern College, Algonquin College, Georgian College and Mohawk College for programs that will train people as technicians, technologists and trades persons in the electricity sector. In addition to scholarships and equipment donations, the multi-year initiative will include funding for curriculum development.

Recognizing local labour market needs and the limitation to expand our programs due to lack of space and equipment, the College is determined to find avenues to see planned capital expansion projects for the Porcupine and Haileybury campuses to fruition. Dynamic community partnerships and government support will serve to move our capital expansion initiatives forward and ensure the College continues to meet local education and training needs.

The College remains in service to First Nations communities as they move from the position of stakeholder to one of partner in emerging economic opportunities. By ensuring greater access to community-based literacy, apprenticeship, and postsecondary programs, Northern will assist First Nations communities in building capacity and achieving sustainability.
Furthermore, the College is actively engaged in creating an organizational culture that is respectful, inclusive, accessible and culturally sensitive and that continues to be guided by the Northern College Aboriginal Council on Education.

Meeting the needs of individual learners also remains central to our work. Northern College recognizes the diversity of our students’ beginning characteristics (age, race, learning styles, location, academic background, personal circumstances, etc.) and is committed to accommodating the uniqueness of each individual and encouraging them to transform both academically and personally to become independent learners and engaged citizens. Self-directed learning, personal portfolio development and reflective service learning are areas of focus that the College will be emphasizing in support of its commitment to transformative educational experiences for our students.

Northern College has made significant progress in becoming the college we have envisioned for ourselves and is emerging as a significant partner within the region to help bring about social and economic change. Our rededication to the fundamental principles set forth in our Vision and Mission will drive the on-going process of transforming the future of Northern College, of our learners, and of our communities.

This Strategic Operating Plan sets forth ambitious goals and objectives that will guide the College’s endeavours over the next three years. We are building on our success to the benefit of our communities and we will achieve even greater things as this plan unfolds and is implemented.

To all of the staff and to our community partners, each of you is to be congratulated and celebrated for your accomplishments. We are a renewed organization in every sense of that word and I am eagerly looking forward to working with you in the years ahead.

Michael Hill
President
Northern College services a geographic area that is greater in size than the combined provinces of Nova Scotia, New Brunswick and Prince Edward Island. Our catchment area extends from Latchford to Timmins and north to the remote coastal communities of James Bay.

Although there has been a slight decrease in youth out-migration, from -23.1% in 2001 to -17.4% in 2006, it continues to be a concern for Northern Ontario, particularly in the communities most dependent on the forestry industry. While thriving mining centres, such as Timmins and Kirkland Lake may have experienced an even greater decrease in youth out-migration, they continue to experience significant skilled labour shortages. (Source: 2006 Census; Trends, Opportunities, Priorities Report, January 2008, Far Northeast Training Board)

This region-wide need for qualified workers in the trades has emerged from the current boom in the mining, mining-related and construction industries, as well as an increase in economic development opportunities in First Nations communities. The situation is further compounded by a rapidly aging workforce. Of note, the provincial average of non-direct entrants (i.e. mature learners) without a high school diploma is two-and-a-half times greater at Northern College.

The demand for apprenticeship programs and services has dramatically increased in the region and is reflected in Northern College’s apprenticeship activity which has grown 25 times greater between 2000 and 2007.

While the mining sector is booming, the forestry industry is facing serious challenges. As a result, there is a growing disparity not only between Northern and Southern Ontario, but between communities within the College’s own region. While mining communities like Timmins thrive, forestry-based towns like Smooth Rock Falls are struggling with labour adjustment issues for displaced workers, and other social and economic issues.

The provision of health care services is under stress throughout the province, perhaps even more acutely in Northern Ontario and particularly in First Nations communities. The changing face of demographics in the workplace of the health care sector points clearly to a looming shortage of trained, qualified workers. Northern College has had a profound and positive impact in supplying health care graduates to the region such that 50% of the workers currently employed are graduates of Northern College. The need to continue to supply the human resource requirements of the health care sector of the region is paramount.

Although the 2008 Ontario Budget provided welcome news with the announcement of significant funds for apprenticeships, state-of-the-art equipment acquisitions, equipment renewal, and capital improvements, the greatest challenge for the College in the next few years will be to secure funding for much-needed capital expansions in Timmins and Haileybury to meet the labour shortages outlined above.

Northern College is addressing these challenges to meet the needs of our communities more effectively and efficiently. Our focus continues to be on making changes and building on our strengths to assist in the social and economic development of our region.
Principles of the plan:

- We must take a ‘transformational’ rather than an incremental approach to change.
- We must commit to shared decision-making and responsiveness with both our staff and our communities.
- We must conduct studies/research such that our decisions will be driven by data-based analyses of our internal and external context.
- We must recognize that real systemic change at Northern College can only evolve from self-assessment, consultation, planning and collaboration.
- We must promote the development of transformational leadership amongst our staff and in our communities.
- We must communicate more, and, our communications structures/strategies must be based on respect, trust and inclusiveness.
- We must take risks and innovate.
- We must be open to new ideas and learn from what others have done.
- We must build real teams and develop partnerships to distribute responsibility, accountability and rewards.
- We must measure each planned initiative against our mission and values and understand this relationship in qualitative and quantitative terms and be able to articulate the relationship passionately and effectively amongst ourselves and to our communities.

Assumptions of the plan:

- All aspects of the planning process and the recommendations arising out of the plan are consistent with the College’s Vision and Mission Statement and Guiding Principles.
- Our commitment to enrolled students is our primary priority.
- Our operating grant will reflect a transition to a new funding model, new specific purpose grants and new expanded eligibility to small, rural and northern funding. As such, our operating grant is less predictable at the outset of the College embarking on this plan.
- Tuition fees have been increased to a maximum average of 5%.
- Funding provided for inflation for salary and benefits for all staffing groups is included at 3%.
- Non-salary inflation will average 3% per annum during the course of the plan.
Community-based Access

Build on our role as a committed community partner to provide greater access to quality education and training opportunities in the North.

More than a casual collaborator in the delivery of postsecondary education, Northern College is deeply committed to developing and implementing initiatives that are rooted in our communities' needs and that advance their social and economic development.

In the three years of this strategic operating plan, we will continue to solidify our position as Trainer of Choice. We will analyze local labour market trends and seek input from employers, advisory committees, business leaders and other stakeholders to guide us in developing new programs and partnerships that will assist industry with their human resource planning.

New offerings will be centered on areas of critical and/or anticipated shortages specifically in the skilled trades and technology, health care, and public administration sectors. An important factor in meeting this strategic goal will be our ability to secure funding to build capacity through major capital expansion projects.

• 81,000 new workers will be needed in the next decade to meet the strong world demand for minerals and metals.
• 40% of the mining sector’s work force is expected to retire in the next decade.
• “According to the Globe and Mail, virtually every mining company in the country currently has career opportunities posted on its website.”
  Source: Gov’t of Canada Labour Market Bulletin January to March 2006 p.2

Health sector vacancies accounted for over 7.4% of total job vacancies in the Far Northeast in 2007.
  Source: Far Northeast Training Board TOP Report p.21

Timmins and District Hospital currently has 20 vacant nursing positions. High vacancies are typical of all northern hospitals.
  Source: Timmins and District Hospital Recruitment Office

Figure 1.

Access to opportunities for high school leavers and non-direct entrants will be enhanced through the creation of new entry points into the College’s programs, improvement in the prior learning assessment process, use of technology in program delivery, and increased linkages with other postsecondary institutions and industry. We will continue to seek opportunities to establish innovative partnerships such as the Federated School of Mines, Materials Joining Innovation Centre (MaJIC), and the Hydro One College Consortium. In addition, the Northern College Foundation will support improved collaboration with industry partners, government agencies, and regional stakeholders.

Figure 2.
Youth Out-Migration in the Far Northeast, 2001
Objectives

Launch new postsecondary and apprenticeship programs that specifically meet the needs of employers and foster economic diversification and social development.

Increase access to academic upgrading by expanding the availability of Literacy and Basic Skills through technology and community learning centers.

Increase enrolment and student success by meeting learners where they live and work through modularization, asynchronous delivery, distance education, web-based, and other flexible modes of delivery.

Strengthen relationship with Contact North to offer new programs to more communities.

Increase the availability of complete distance education/web-based programs by clustering existing courses into certificate and diploma programs to meet the demand for credentials.

Grow enrolment and ease transition into postsecondary education through the creation of new entry points into our programs, high skills majors and other dual-credit programming at the secondary school level.

Foster collaboration and innovation among frontline staff in Employment Ontario programs and services to enhance seamless access.

Seek and establish partnerships with industry, business, sister colleges and other educational institutions to share best practices and provide specialized training in an innovative yet financially sound manner.

Undertake capital expansion at the Haileybury Campus to support the growth in science-based programs and to increase opportunities in applied research.

Undertake capital expansion at the Porcupine Campus to meet labour shortages and support the growth in trades and technology, health sciences and emergency services, and to increase opportunities in continuing education and industry partnerships.

Continue to transform the Kirkland Lake Campus into a facility that mirrors the program and service needs of the Town of Kirkland Lake and surrounding communities.

Develop and implement the policies and structures required by research funding bodies to allow the College to undertake applied research, a critical element in increasing program quality, northern economic diversification and community development.

Improve community access to advanced learning spaces and innovative programming through enhancement of equipment supported by both in-kind and cash contributions.
We will mark our progress by:

- enhanced collaborative training and economic stimulus efforts through new training partnerships, equipment renewal, and new College-to-community and community-to-College relationships;
- introduction of new postsecondary, apprenticeship and training programs;
- increased number of programs that are modularized or formatted for distance education;
- establishment of new community learning centers;
- increase in student enrolment and retention in postsecondary, apprenticeship, and academic upgrading programs;
- number of learners studying through non-traditional methods;
- number of new partnerships with other institutions and industry;
- obtainment of funding for capital expansion and applied research;
- construction of new space;
- improved access to financial and in-kind resources to develop strategic training and learning tools in support of Northern learners;
- increase in community awareness of College programs and services;
- number of secondary school participants in Ontario Youth Apprenticeship Program (OYAP), dual credit, and other secondary school initiatives;
- implementation of integrated service delivery model
- continued College representation on relevant community and industry boards and committees;
- shift in regional mind-set to heightened awareness of college capacity as it evolves into service learning, applied research and enhanced philanthropic partnerships;

Labour Force Indicator Trends Northern College Catchment Area 2001-06

<table>
<thead>
<tr>
<th></th>
<th>Year 2001</th>
<th>Year 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate</td>
<td>60.90 %</td>
<td>60.36 %</td>
</tr>
<tr>
<td>Employment Rate</td>
<td>56.01 %</td>
<td>54.06 %</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>13.27 %</td>
<td>9.74 %</td>
</tr>
</tbody>
</table>

Figure 4.
“With many of Northern’s graduates employed by utility companies and the College’s partnership with Hydro One, I’m very encouraged about my future prospects.”

Pierre Gagnon
Second-year student
Electrical Engineering Technology
Porcupine Campus

“Northern is the only college in Ontario to offer a Public Administration diploma. The program is geared to individuals already employed in the public service. They will be able to maintain their jobs while increasing their skills through practical learning. Courses can be taken 24/7, on a part-time or full-time basis.”

Andrew Fitch,
Professor,
Northern College, Kirkland Lake Campus
Aboriginal Focus

Draw upon the wisdom of First Nations peoples to create an organizational culture that inspires and supports our personal and collective endeavours to respond to their choices and directions.

Significant milestones have been reached along our journey to transform ourselves into an organization that lives out its desire to be responsive to the choices and directions of Aboriginal peoples – recognition as Trainer of Choice by James Bay Employment and Training (JBET) and implementation of a policy governing our relationships with Aboriginal people and communities among others.

* Success: Unemployment Rate for Peawanuck has decreased by 19% (from 33.2% to 14.3%) from 2001 to 2006.

This journey is not one that we have undertaken alone. The Northern College Aboriginal Council on Education, First Nations leaders and partners, and Aboriginal students and staff have been our guides, willing traveling companions from whom we have, and continue to draw wisdom and direction.

We are committed to creating and ensuring a respectful, inclusive, accessible, and culturally sensitive environment; assisting First Nations communities in their desire to achieve sustainability and rightful participation in economic and social development; and to ensuring that the fundamental principles outlined in our Vision/Mission and Relationships with Aboriginal People and Communities policy are incorporated holistically into our organizational culture.
Objectives

Increase awareness and understanding of Aboriginal culture and issues among staff and students through cultural activities and participation in Aboriginal community groups.

Actively seek greater Aboriginal representation on the Board of Governors and increase Aboriginal representation in staffing level and advisory committee membership, marketing materials, and campus aesthetics.

Incorporate traditional Aboriginal teachings in curriculum and establish prior learning assessment mechanisms to recognize traditional Aboriginal learning and experiences.

Respond to First Nations communities’ requests for education and training in a timely manner to access current employment and economic opportunities.

Partner with First Nations communities to obtain funding for the development and delivery of academic upgrading, programs and training in growth areas such as water resources, construction, and mining.

Introduce mentoring to increase success rates, especially at the beginning of programs and at the point of transition between college and workforce.

Promote the proven pathway to postsecondary education through academic upgrading and expand delivery of postsecondary and literacy programs through alternate modes of delivery.

Assist students in remote coastal communities to overcome barriers to postsecondary education, such as geographic isolation, need for displacement, and technological limitations through partnerships with First Nations Education Authorities and outreach activities.

Develop partnerships with Aboriginal training bodies and other postsecondary institutions to develop training plans and deliver programs.

Increase Aboriginal participation in apprenticeship programs.

Increase enrolment and retention of Aboriginal students through activities and services that are culturally relevant, centered on traditional teachings and wellness, and delivered by Aboriginal staff wherever possible.

Increase capacity by assisting First Nations communities to overcome geographic isolation and its inherent obstacles through expanded access to education and training, as well as upgrades to technology and equipment.
We will mark our progress by:

- ratio of Aboriginal to non-Aboriginal staffing and committee membership;
- positive evaluation of recruitment and marketing initiatives by NCACE (Northern College Aboriginal Council on Education) and other Aboriginal partners and stakeholders;
- number of courses incorporating Aboriginal teachings and/or culturally relevant material;
- number of staff trained in Aboriginal prior learning assessment and students receiving advanced standing;
- Aboriginal graduate rates and successful transitions from college to the workforce;
- delivery of literacy, postsecondary, apprenticeship programs directly related to community needs;
- increased availability of academic upgrading through community-based and alternate modes of delivery;
- improved literacy rates;
- increased enrolment and retention of Aboriginal students;
- increased availability of scholarships and bursaries for Aboriginal students;
- obtainment of government and private-sector funding for new initiatives;
- continued recognition as Trainer of Choice evidenced by the number of active partnerships and training plans in progress with Aboriginal training bodies, institutions.
“The Native Residential Construction Worker program is a great opportunity for Kashechewan because it meets the challenges of the lack of housing and construction costs. The program provides the skills needed for members of the community to help the community progress.”

Joseph Nakogee,
Program Assistant,
Northern College, Moosonee Campus

“What I cherish the most about the Educational Assistant apprenticeship program is that it is local people in the classroom; people who know the norms and mores of the culture. We have people in this area who are eager to take this program, and it builds capacity internally. If people in this area are getting quality training in the community, chances are their family and extended families are here, which means they are going to stay here. They are going to get better at what they are doing, and increase the overall quality. It’s the way of the future for our community.”

Ronnie Wesley,
Principal, Ministik School, Moose Factory
Organization Development And Renewal

Increase quality and performance capacity through continuous improvement and renewal.

There is no doubt that the College will continue to be challenged by new and reoccurring “themes”: aging infrastructure, compliance with accessibility legislation, need to build capacity to meet workforce demands, rapidly changing technology, out-migration, provincial funding levels, “greening” of organizations, etc.

Strategically, responsibly, and ethically using our resources and focusing on continuous improvement and renewal will ensure the sustainability of the College as we boldly meet these challenges and continue to support the development of our communities.

Perhaps the most significant and challenging undertaking over the next three years will be securing government funding and advancing major capital expansion projects, namely the construction of a Centre of Excellence for Health Sciences, integrated Centre of Excellence for Emergency Services, and Nor Tech Centre for Trades and Technology in Timmins, and an Applied Science Centre in Haileybury.

Objectives

Uphold the Vision and Mission as the foundation for all organizational development and planning.

Increase advocacy efforts to inform government policy making and obtain funding in support of the College’s strategic goals.

Enhance the recognition of the value of a Northern College education through comprehensive marketing, communications, and recruitment plans, participation in recognition programs such as Premier’s Awards and honourary diplomas, and alumni development among other initiatives.

Build capacity through infrastructure renewal and capital expansion projects and seek out non-traditional funding in support of them.

Implement quality improvement strategies as a result of process audits, performance indicators, and other forms of internal and external quality measurements and program review.

Encourage ownership of quality as a priority and include staff in organizational policy renewal.

Implement mechanisms to track our progress and achievements to facilitate reporting to our communities, partners, and stakeholders.

Support data-based decision making based on relevant research.

Increase the level of efficiency and productivity through the effective use of technology, including streamlining and automating certain administrative processes such as purchase requisitions and tax receipting, and creating more Smart classrooms.

Provide safe, accessible and accommodating facilities for staff, students and visitors.
We will mark our progress by:

- obtaining funding and in-kind contributions from traditional and non-traditional sources for infrastructure renewal, capital expansion, equipment purchases, and other strategic initiatives;
- increased enrolment;
- number of registered alumni and their level of participation in related endeavours;
- increased number of College-related nominations in awards and recognition programs;
- improvement of performance indicator results;
- maximization of OTSS (Ontario Trust for Student Support) Bursary Matching program;
- increased level of participation of volunteers, donors and staff in development activities;
- equitable college-wide development and resource acquisition guided by strategic goals, objectives, MYAP (Multi-Year Accountability Agreement), and other quality and continuous improvement commitments;
- development and launch of software applications to streamline administrative processes and achieve cost reductions;
- increase in data storage capabilities;
- improvement of existing facilities including repairing, removing accessibility barriers, improving water, heating and ventilation systems, etc.

“We need all levels of government to work together with Northern College to address the skilled worker shortages we are experiencing throughout the North. Modern, adequately equipped facilities are the key ingredients to making this happen.”

Mayor Tom Laughren,
City of Timmins, April 2008

“Northern College has been such a large part of my life, both personally and professionally. I am proud to be part of the efforts to build a strong Alumni Association. The world is full of successful, determined and community-focused individuals who have one thing in common: they have graduated from Northern College.”

Tuula (Lehtola) Bernard
Secretarial Science 1975 / Program Assistant
"As a graduate of the Instrumentation program at Northern College, my studies allowed me to practice my skills within industrial workplaces and use this experience to later teach in this highly respected program at Haileybury Campus."

Brian Dobbs, Coordinator, Instrumentation Engineering Technician

"As both a graduate and long-time employee of Northern College, I have had the opportunity to work with many dedicated staff and students. Northern has always been supportive of lifelong learning which has also allowed me to grow along with the College. I am very proud to be a Northern graduate."

Debbie Conway, Support Services Officer, Kirkland Lake Campus
Focus on Learners

Prepare graduates who reflect the quality and value of a Northern College education and who contribute to their communities.

Perhaps it is through the individuals that the College impacts the most – our students – that the fundamental values and principles guiding our work become deeply rooted in our communities.

We serve a diverse student population: Aboriginal students, students with disabilities, first generation learners, non-direct entrants, high school leavers, underemployed or unemployed individuals, all of whom have particular challenges and needs. And it is incumbent upon the College to help them achieve their full potential through the provision of quality, accessible, and relevant programs that connect their learning experience to the community.

Percentages may not add up to 100% due to rounding.

**GENERAL OVERVIEW**

- 8 out of 10 students will be full time
- 2 out of 10 students will be part time
- 6 students out of 10 will be female
- 4 students out of 10 will be male
- 2 students out of 10 will be Aboriginal
- 1 students out of 10 will be sponsored
- 2 students out of 10 will be Contact North or Open Learning students

Figure 7. Average Student Demographics
Objectives

Ensure that services to learners follow from our Vision, Mission, strategic goals and policies.

Utilize standardized curriculum review procedures to ensure programs continue to meet or exceed Ministry standards.

Provide staff and faculty with the training and support required to deliver high quality service and instruction.

Expand community service learning experiences, multi-credentialing and applied research opportunities.

Implement a consistent prior learning assessment process using provincially recognized PLA (Prior Learning Assessment) practices.

Increase added-value certification and degree completion opportunities by obtaining or maintaining program accreditation, offering bridging programs, establishing partnerships with universities, and continuing to play an active role in the possible establishment of ONEU Project (Ontario North East University Project).

Continue to seek out innovative partnerships and establish articulation agreements with other postsecondary institutions.

Increase access to academic upgrading by offering the service in new communities, through community learning centres and alternate modes of delivery.

Increase access to assistive technology for students with disabilities by expanding lending libraries at all campuses.

Develop early intervention processes to identify students with disabilities registered in apprenticeship and academic upgrading programs.

Keep abreast of cutting-edge technology and cyberspace advancements in learning methodologies through IT-assisted research.

Increase access to learning opportunities by modularizing more programs, offering asynchronous delivery of courses, and maximizing use of new and existing learning technologies through “best practices” research and implementation.

Implement outreach activities and recruitment strategies that target specific student groups, such as non-direct entrants, Aboriginal and first generation learners.

Continue promoting the value of, and career possibilities related to, a Northern College education to Grade 7-8 students.

Maintain solid relationships with school boards to continue offering School/College/Work initiatives, College Link, dual credit and high skills major agreements, etc., and to expand OYAP (Ontario Youth Apprenticeship Program) and offer new programs such as Retail Connection.

Continue to develop and implement health and safety rules and regulations collaboratively with student stakeholders to enhance the learning experience by ensuring a safe, accessible, and respectful environment.
We will mark our progress by:

- improved retention and student satisfaction rates;
- consistent validation and Ministry approval of new program proposals;
- increased participation rate of staff in professional development activities;
- number of community service learning projects;
- obtainment of applied research accreditation;
- number of new articulation agreements, added-value certification and degree completion opportunities;
- increased enrolment and retention of Aboriginal, first generation learners, and non-direct entrants;
- increased enrolment in College-school board initiatives and programs, such as College Link and OYAP (Ontario Youth Apprenticeship Program);
- number of PLA (Prior Learning Assessment) candidates making application for, and receiving postsecondary credits;
- wider availability of assistive technology college-wide and increase in number of students with disabilities who are accessing assistive technology through lending libraries;
- inclusion of student administrative councils and other student stakeholders in campus safety dialogues and related training;

“I started to see more and more native nurses and I wanted to be like them. I wanted to help people and because I speak my native language I could help translate for native patients, especially those from the James Bay region. Today, education is very important for my children. I let them know that they can be anything they choose. In fact, I would like to tell others that it is never too late. Here I am today, a Registered Practical Nurse with Weeneebayko General Hospital in Moose Factory helping people just like I dreamed of doing.”

Patricia Ross,
Northern College, Moosonee Campus
Practical Nursing 2006

“I am so proud to be at this stage of life and completing my Building Inspection Technician diploma through Northern College’s distance education. I expect to graduate this spring and will be making the drive to receive my diploma in person.”

Bobbi Lovering
Deputy Chief Building Official Plans Examiner
Town of Gravenhurst
Focus on Human Resources

Create an environment in which employees can flourish personally and professionally, maintain a learner-centered approach, and contribute to the achievement of College and community development goals.

A student learns a new welding technique. A supplier delivers an order. An auditor verifies financial statements. An employer participates in a workforce development program. A graduate walks across the stage. From first contact through to long-term partnership, our employees are the “face” of Northern College.

The College recognizes that its most valuable resource is its human resources. Only by serving our colleagues well will we serve our communities well. If our employees feel safe, valued and challenged they will be engaged and passionate in their respective roles within the College. These roles, when working in harmony, will provide our communities with the tools they need to transform their future.

Objectives

Create and implement policies that will guide the College’s behaviour in a manner that fosters and encourages an organizational culture in which dialogue, safety, wellness, and respect are emphasized.

Conduct a comprehensive review of human resources practices to attract and retain employees of the highest calibre who reflect community diversity and support the organizational culture.

Implement professional development policies and plans that strategically support succession planning and training required to maintain excellence in teaching and a high level of service to internal and external clients.

Engage employees by implementing inclusive planning and direction setting.

Sustain positive relationships among all employee groups.
We will mark our progress by:

- collaborative review and advancement of hiring, orientation, evaluation, development and succession planning practices;
- documented personal and collective recognition of the College as a safe, caring and respectful workplace;
- statistically supported ability to attract and retain employees to fill vacancies or new positions;
- number of staff participating in professional development activities and wellness programs;
- college-wide availability of information and training opportunities regarding new policies and emergency procedures and evaluation of their effectiveness by stakeholders;

"Northern College has given my personal and professional life more depth, more insight into the relationships of life, the surrounding environment and most importantly myself; as I relate to the world on behalf of Northern College. Northern College education has strengthened my spirit, mind and soul which positively affects how I deal with others with a more strengthened outlook than before."

Joseph Nakogee, Graduate,
Social Service Worker;
Program Assistant,
Moosonee Campus

"Northern College has, and continues to, provide me with great opportunities. Not only did I work here as a student and went on to obtain full-time employment, I was also given the opportunity as an employee to get a second diploma in Business through part-time, evening studies."

Lena Leduc-Malley,
Graduate, Office Administration Executive, 1985;
Student Records Officer, Registrar’s Office

"Northern College has presented me with an opportunity to be part of a challenging, fast-paced work environment. It feels good to go to work each day knowing that I am contributing to the success of a high-quality, world-class program, which by its mere existence is a tremendous economic benefit to the small mining town in which it is found. Having come to the College only two years ago, I am excited to find that the vision of Northern College matches my personal vision for what employment should be all about—to serve one’s local community in a meaningful way."

Josh Fuller, Coordinator,
School of Welding Engineering Technology
DEFINITIONS

Operating Grant
This category includes the provincial postsecondary enrolment-based Operating Grant and the KPI (Key Performance Indicator) Grant.

Other Grants
Grants included in this grouping are the Municipal Tax Grant, the Special Needs Grant, the Rent Recoverable Grant, the Aboriginal Strategies Grant and the Apprenticeship Grants.

Nursing Final Intake Grant
Grant for the final intake of the three-year nursing diploma.

Nursing Collaborative Grant
Grant for the new university collaborative nursing degree.

Tuition Revenue (Postsecondary)
Postsecondary programming results in students earning either a certificate or a diploma. The programs are typically from one to three years, however the College now offers compressed programming that allows students to complete their education in a shorter time-frame.

Continuing Education
Continuing education offerings are usually offered in the evenings or on weekends and include a variety of courses including computer courses, technical courses and special interest courses.

Contract Training & Workforce Development
This activity includes short programs specific to the needs of the communities we serve. The amount and type of programming offered depends on the demands of local business and industry and the strength of our partnerships with them.

Government Contract Services
This category reflects funding for special purposes such as daycares, Literacy and Basic Skills and Job Connect. These funds must be spent only on these activities and, if they are not used for that purpose, must be returned to the funding agency at the end of the fiscal year. A large part of the revenues include flow-through dollars that are flowed out to program participants. As a result, expenditures for these programs include an equal amount for these flow-through dollars. All other direct and indirect costs are reimbursed to the College through an overhead contribution allowance.
Ancillary Operations
This category includes activities that are secondary to the primary activities of the College. Ancillary operations include the residence, parking and facilities rentals.

Ancillary activities are expected to recover all direct costs and, with exception of the residence, make a contribution to the overhead of the College. Ancillary also includes the East End Family Health Team in Porcupine.

Other Revenue
This category includes revenues that do not meet one of the above definitions. These revenues are derived from the Foundation, non-apprenticeship funding, interest and donations.

Academic - Postsecondary
This category includes all costs related to program and course delivery.

Administration
This category includes all costs related to Financial Services, Human Resources, Information Technology, Communications, the Board of Governors, Registrar’s and President’s offices and the Foundation.

Student Services
This category represents costs incurred by the Registrar’s Office, publicity and promotion and recruiting and admissions.

Plant Services
Plant services costs include building and furniture repairs and maintenance, utilities, and municipal taxation.

Transformation Incentive
This category reflects costs incurred to facilitate change required to fulfill the initiatives outlined in the three-year plan.
## Multi-Year Plan 2008/09 to 2010/11

### Revenue

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Grants</td>
<td>7,808,608</td>
<td>8,056,509</td>
<td>3</td>
<td>8,213,639</td>
<td>2</td>
<td>8,393,912</td>
<td>2</td>
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<tr>
<td>Small, Northern and Rural Grant</td>
<td>6,664,202</td>
<td>6,668,697</td>
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<td>6,868,758</td>
<td>3</td>
<td>7,074,821</td>
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<tr>
<td>Other Grants</td>
<td>3,077,823</td>
<td>3,251,161</td>
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<td>3,384,885</td>
<td>4</td>
<td>3,473,011</td>
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<tr>
<td>Nursing Final Intake Special Grant</td>
<td>151,333</td>
<td>0</td>
<td>-100</td>
<td>658,261</td>
<td>8</td>
<td>654,412</td>
<td>-1</td>
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<tr>
<td>Collaborative Nursing Grants</td>
<td>569,800</td>
<td>611,388</td>
<td>7</td>
<td>658,261</td>
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<td>654,412</td>
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<tr>
<td>TOTAL GRANTS</td>
<td>18,271,766</td>
<td>18,587,755</td>
<td>2</td>
<td>19,125,543</td>
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<td>19,596,156</td>
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<td>Tuition Revenue</td>
<td>3,312,754</td>
<td>3,680,030</td>
<td>11</td>
<td>3,938,614</td>
<td>7</td>
<td>4,114,100</td>
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<td>Continuing Education</td>
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<td>489,588</td>
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<td>507,388</td>
<td>4</td>
<td>533,738</td>
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<tr>
<td>Contract Training/Workforce Development</td>
<td>2,607,297</td>
<td>2,192,550</td>
<td>-16</td>
<td>2,246,025</td>
<td>2</td>
<td>2,348,838</td>
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<td>TOTAL TUITION</td>
<td>6,395,247</td>
<td>6,362,168</td>
<td>-1</td>
<td>6,692,027</td>
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<tr>
<td>Government Contract Services</td>
<td>6,640,637</td>
<td>6,718,333</td>
<td>1</td>
<td>6,822,987</td>
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<td>6,955,737</td>
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<tr>
<td>Ancillary Operations</td>
<td>1,887,437</td>
<td>1,917,141</td>
<td>2</td>
<td>1,948,005</td>
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<td>1,971,725</td>
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<tr>
<td>Other Revenues</td>
<td>1,153,728</td>
<td>1,043,791</td>
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<td>1,044,423</td>
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<td>34,348,815</td>
<td>34,629,188</td>
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<td>35,632,985</td>
<td>3</td>
<td>36,565,374</td>
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### Expenses

<table>
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<tbody>
<tr>
<td>Academic</td>
<td>12,880,411</td>
<td>13,314,970</td>
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<td>13,665,662</td>
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<td>Continuing Education</td>
<td>546,077</td>
<td>553,273</td>
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<td>568,256</td>
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<tr>
<td>Contract Training/Workforce Development</td>
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<td>TOTAL ACADEMIC</td>
<td>15,885,086</td>
<td>15,880,516</td>
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<td>16,300,440</td>
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<td>16,877,139</td>
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<td>Administration</td>
<td>4,959,276</td>
<td>5,252,967</td>
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<td>5,466,620</td>
<td>4</td>
<td>5,579,936</td>
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<td>Student Services</td>
<td>2,261,509</td>
<td>2,290,842</td>
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<td>2,343,489</td>
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<td>2,404,085</td>
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<td>Plant Services</td>
<td>2,581,497</td>
<td>2,605,768</td>
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<td>2,660,613</td>
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<td>Government Contract Services</td>
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<td>6,436,811</td>
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<td>6,529,230</td>
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<td>Ancillary</td>
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<td>1,921,470</td>
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<td>1,928,130</td>
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<tr>
<td>Transformation Incentive</td>
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<td>50,000</td>
<td>0</td>
<td>50,000</td>
<td>0</td>
<td>50,000</td>
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<tr>
<td></td>
<td>33,981,733</td>
<td>34,477,743</td>
<td>1</td>
<td>35,271,862</td>
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<td>36,204,328</td>
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<td>Capital assets from operating</td>
<td>250,000</td>
<td>150,000</td>
<td>360,000</td>
<td>360,000</td>
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<tr>
<td>Surplus (deficit)</td>
<td>117,082</td>
<td>1,445</td>
<td>1,123</td>
<td>1,046</td>
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<tr>
<td>Operating fund balance</td>
<td>481,980</td>
<td>599,062</td>
<td>600,507</td>
<td>601,630</td>
<td>602,676</td>
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### Full-Time Equivalent Funding Units

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<tr>
<td></td>
<td>1,730</td>
<td>1,940</td>
<td>12</td>
<td>1,983</td>
<td>2</td>
<td>2,011</td>
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</table>
## Samples and Examples of Northern College’s Initiatives and Activities

<table>
<thead>
<tr>
<th>Community/Catchment/College Services</th>
<th>Initiative/Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions/Recruitment</td>
<td>Outreach to non-high school clients</td>
<td>Planned schedule of events will be executed through various community outreach activities designed to provide information relevant to target audience and to gather specific market information to use as basis for communication strategy geared to this segment.</td>
</tr>
<tr>
<td>Admissions/Recruitment</td>
<td>Grade 8 Initiative</td>
<td>Will continue reaching out to Grade 8 students in catchment area. Students will be introduced to college environment, careers tied to college programs and benefits of postsecondary education.</td>
</tr>
<tr>
<td>Apprenticeship, Workforce Development &amp; Training</td>
<td>Support Skilled Trades Labour Force Needs</td>
<td>Increase number of apprenticeship and pre-apprenticeship programs offered throughout catchment; create and maintain partnerships with industry; expand representation and increase activity of NorTech Board; upgrade equipment in trade shops through access to the Apprenticeship Enhancement Fund.</td>
</tr>
<tr>
<td>Coleman, Cobalt</td>
<td>Wildlife Rehabilitation</td>
<td>Partner with Coleman and Cobalt to establish “home” for Wildlife Rehabilitation program and provide students with community service learning opportunities.</td>
</tr>
<tr>
<td>Matachewan</td>
<td>Develop Community Capacity</td>
<td>Work with local mines and government funders to deliver upgrading and skills training to meet workforce needs.</td>
</tr>
<tr>
<td>Englehart, Kirkland Lake, Matheson, Temiskaming Shores</td>
<td>Meet Workforce Needs</td>
<td>Offer programs to meet health-care sector workforce needs.</td>
</tr>
<tr>
<td>Matheson</td>
<td>Workforce Development</td>
<td>Partner with local mines to assist unemployed/underemployed gain access to opportunities.</td>
</tr>
<tr>
<td>Foundation</td>
<td>Relationship Building and Philanthropic Partnerships</td>
<td>Support improved collaboration between College and community/industry partners to enhance access to financial and in-kind resources.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Porcupine Mine Consortium</td>
<td>Partnership to help bridge underemployed to work in mining sector.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Federated School of Mines</td>
<td>Consortium now includes 7 northern institutions. Will continue to grow under leadership of new CEO and will develop both its own capacity and that of industry through innovation.</td>
</tr>
</tbody>
</table>
## SAMPLES AND EXAMPLES OF NORTHERN COLLEGE’S INITIATIVES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Community/Catchment/College Services</th>
<th>Initiative/Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirkland Lake</td>
<td>Contemporary Arts program</td>
<td>To be developed in partnership with Town of Kirkland Lake and Kirkland Lake and District Arts Council with a goal of diversifying local economy by creating a new arts niche in community.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Welding Design International Certificate</td>
<td>Developed in partnership with MaJIC with first semester starting September 2008.</td>
</tr>
<tr>
<td>Kirkland Lake/Distance Education</td>
<td>Public Administration Diploma</td>
<td>Developed and offered in partnership with Veterans’ Affairs Regional Office and Contact North to meet labour shortage in public sector. Asynchronous delivery, full-time, part-time study options.</td>
</tr>
<tr>
<td>Kirkland Lake/First Nations communities</td>
<td>Sandy Lake First Nations Water Training</td>
<td>Partnership with Confederation College, Northern Waterworks, and Sandy Lake First Nations to provide accredited water training.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Modularization of Diamond Drilling Program</td>
<td>Program modularized in partnership with diamond drilling industry, trainers, and association.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Plant Automation and Data Logging Post-diploma</td>
<td>New post-diploma program aimed at graduates from Instrumentation, Computer Science, and Environmental Technician programs.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>High Skills Major programs</td>
<td>Students from Englehart High School will attend Welding and Graphic Design programs. High Skills Major in Mining also planned.</td>
</tr>
<tr>
<td>Kirkland Lake /Haileybury/Porcupine</td>
<td>College Link</td>
<td>2007 College Link graduates enrolled in college programs; program continues to grow in 2008.</td>
</tr>
<tr>
<td>Porcupine/Catchment</td>
<td>Cluster Distance Education Courses into Programs</td>
<td>Cluster distance/web-based courses into certificate and diploma programs to meet demand for certification.</td>
</tr>
<tr>
<td>Porcupine/Catchment</td>
<td>On-line Literacy Courses</td>
<td>Help applicants meet admission requirements for postsecondary, apprenticeship programs, or job entry.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Hydro One Colleges Consortium</td>
<td>Four-year project includes: scholarships/bursaries for students in Electrical programs; revised third year of Electrical Technology; submission for one-year Electrical Techniques Certificate; possible two-year Co-op Technician;</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Academic Upgrading; Pathway to Postsecondary</td>
<td>Ensure greatest possible access within communities in as many modes as possible.</td>
</tr>
<tr>
<td>Community/Catchment/College Services</td>
<td>Initiative/Activity</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Bachelor of Business Administration plus Bridging Program (BBA)</td>
<td>Discussions have led to an informal understanding that Laurentian will offer years 3 and 4 at the Porcupine Campus after accepting block transfers from various Business programs and that Northern will offer a 15 – to 16 week BBA Bridging Certificate program leading to year 3 of the BBA for some diploma students.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>East End Family Health Team Expansion</td>
<td>East End Family Health Team will be expanded and the existing space renovated in order to have the required space to provide services to patients.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Hubs of Care</td>
<td>The EEFHT (East End Family Health Team) will complete the development of the Hubs of Care model. This model consists of five programs (hubs) which will be developed in order to provide optimal care to our patients. These programs are Mental Health, Chronic Pain Management, Geriatric Care, Primary Care and Chronic Disease Management.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Motive Power Fundamentals via Contact North</td>
<td>Provide distance study option for learners wishing to enter automotive service trade.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Business Administration – Human Resources</td>
<td>With HRPAO (Human Resources Professionals Association of Ontario) support, program to begin Fall 2008.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Retail Connection</td>
<td>Dual-credit through SCWI (School College Work Initiative) allowing high school students to obtain a Business credit and paid co-op credits.</td>
</tr>
</tbody>
</table>
## APPENDIX A - Advancing Strategic Goals
**Vision. Wisdom. Choices. Focus on Aboriginal Choices and Directions**

### SAMPLES AND EXAMPLES OF NORTHERN COLLEGE’S INITIATIVES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Community/Catchment/College Services</th>
<th>Initiative/Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions/Recruitment</td>
<td>Outreach to Grade 8 to Grade 10 Students from James Bay coastal communities.</td>
<td>In partnership with First Nations Education Authority in coastal communities, identify Grade 8 and 10 students to participate in hands-on career and college exploration activities.</td>
</tr>
<tr>
<td>Catchment/All Campuses</td>
<td>Recognition of Traditional Aboriginal Teachings and Experience</td>
<td>Incorporate traditional Aboriginal teachings and experiences in curriculum. Revise Prior Learning Process and include mechanisms for granting credit based on Aboriginal learning and experiences.</td>
</tr>
<tr>
<td>Catchment/All Campuses</td>
<td>Aboriginal Student Success</td>
<td>Expand programs and services to First Nations communities in partnership with Aboriginal organizations and school boards. Focus on providing greater access to literacy and academic upgrading programs and services. Introduce mentoring within programs.</td>
</tr>
<tr>
<td>Apprenticeship, Workforce Development &amp; Training</td>
<td>Increase number of Aboriginal apprentices in urban and rural areas</td>
<td>Increase number of Aboriginal students participating in apprenticeship programs and successfully transitioning to workforce.</td>
</tr>
<tr>
<td>Foundation</td>
<td>Tidewater Golf Classic</td>
<td>Continued support and growth of this fundraiser.</td>
</tr>
<tr>
<td>Foundation</td>
<td>First Nations Scholarship and Bursary Program</td>
<td>Increase availability of scholarships and bursaries for Aboriginal students.</td>
</tr>
<tr>
<td>Foundation</td>
<td>Partnership Catalyst</td>
<td>Develop and support partnerships with First Nations communities and organizations (e.g., Nunavut Arctic College) and assist in renewing relationships with Wahgoshig, Matachewan, Timiskaming First Nations.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Nunavut Arctic College Partnership</td>
<td>Establish training partnership.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Mineral Processing</td>
<td>Several programs to be offered to J BET (James Bay Employment and Training) and Aboriginal students to prepare for employment with DeBeers Victor Project.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Training for Mining Industry</td>
<td>Northgate Mine, Matachewan, has requested training for new Aboriginal employees.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Recruitment of Aboriginal Students</td>
<td>Various workshops and retreats geared to Aboriginal men and women (e.g. leadership, wellness, etc.)</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Nunavut Arctic College Partnership</td>
<td>Inuit students will enroll in Welding programs; Welding faculty will assist Nunavut Arctic College to develop joining programs.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Aboriginal Awareness</td>
<td>Increase staff awareness of, and participation in Aboriginal culture through retreats, workshops, and other activities.</td>
</tr>
</tbody>
</table>
## APPENDIX A - Advancing Strategic Goals
Vision. Wisdom. Choices. Focus on Aboriginal Choices and Directions

### SAMPLES AND EXAMPLES OF NORTHERN COLLEGE’S INITIATIVES AND ACTIVITIES

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<tr>
<th>Community/Catchment/College Services</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning &amp; Disabilities Services</td>
<td>Aboriginal Student Orientation</td>
<td>Create a one-week Aboriginal student orientation during the summer prior to commencement of classes.</td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td>Aboriginal Marketing and Communications Plan</td>
<td>Develop and implement annual marketing/communications plan to deliver key messages to urban and rural Aboriginal clients. Increase visibility of Aboriginal themes and visuals in all print and electronic marketing material. Expand database of Aboriginal media contacts.</td>
</tr>
<tr>
<td>Moosonee</td>
<td>Program Delivery Expansion</td>
<td>Expand delivery of postsecondary, literacy, and academic upgrading programs through alternate modes of delivery in partnership with First Nations Education Authorities and local school boards.</td>
</tr>
<tr>
<td>Moosonee</td>
<td>Aboriginal Student Retention</td>
<td>Continue working towards retention of Aboriginal students. Strategy includes attention to new community and industry developments for training, program, and service opportunities; coordinate a committee on Aboriginal student retention; promote our successes.</td>
</tr>
<tr>
<td>Moosonee</td>
<td>Building Pathways</td>
<td>Create new and maintain existing relationships with First Nations communities, organizations, and partners; assist communities in building capacity in human resources.</td>
</tr>
<tr>
<td>Moosonee/Porcupine</td>
<td>Pre-Health Program</td>
<td>Pre-Health program to be offered in Moosonee to provide local access to the science and math pre-requisites required for entry into postsecondary health sciences programs for Aboriginal students in the Moosonee/Moose Factory area. Through an expanded partnership with the Weeneebayko Hospital and Moose Cree Education Authority, barriers to university level science and math courses will be removed and through the pre-health program, students in the James Bay area will have expanded pathways to postsecondary health science programs (both at a college and university level).</td>
</tr>
<tr>
<td>Moosonee/Porcupine</td>
<td>High Skills Major Program for Health and Wellness</td>
<td>James Bay Lowlands Secondary School Board submitted a proposal to partner with Northern College in the provision of a High Skills Major for Health and Wellness for Moosonee/Moose Factory. The plan is to utilize the knowledge and expertise from the School of Health Sciences to offer two science or health-related courses to Aboriginal students in the secondary schools in Moosonee/Moose Factory.</td>
</tr>
</tbody>
</table>
## Samples and Examples of Northern College’s Initiatives and Activities

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>Purchasing Policy Review</td>
<td>Purchasing Policy will be updated to ensure College’s purchasing practices continue to achieve best use of resources.</td>
</tr>
<tr>
<td>Finance</td>
<td>Automation of Processes</td>
<td>Automated requisition process will be introduced for greater efficiencies.</td>
</tr>
<tr>
<td>Foundation</td>
<td>Equipment Renewal</td>
<td>New equipment purchases and acquisitions through in-kind contributions.</td>
</tr>
<tr>
<td>Foundation</td>
<td>Capital Expansion Funding and Resource Acquisition</td>
<td>Work collaboratively with campuses to secure funding and resources for capital expansion projects.</td>
</tr>
<tr>
<td>Foundation</td>
<td>OTSS (Ontario Trust for Student Support) Bursary Program</td>
<td>Maximize OTSS (Ontario Trust for Student Support) bursary matching program.</td>
</tr>
<tr>
<td>Foundation</td>
<td>Alumni Association</td>
<td>Create catchment-wide alumni association aimed at mentorship and community building.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Sciences Centre</td>
<td>10,000 sq feet of new space to support growth in science-based programs, applied research, continuing education and industry partnerships.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Campus Multi-year Renewal and Expansion Plan</td>
<td>Plans for establishing “living laboratory” and Smart classrooms.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Streamlined Student Services</td>
<td>Streamline Student Services area for more effective use of staff synergies, increased comfort, and access to resources by internal/external clients.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Installation of Storage Area Network/Network Array Storage</td>
<td>New data storage technology will be implemented to consolidate all College data to a Storage Area Network system. This will: enable all data to be accessible by all (staff and students) regardless of campus location; reduce the number of data servers; improve data back-up; provide quicker data recovery; and provide an expandable data storage system.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Virtualization</td>
<td>Number of physical servers used will be reduced through the introduction of a technology called ‘virtualization’. This technology will eliminate server sprawl (reducing costs), make more efficient use of server resources, improve server availability, assist in disaster recovery, testing and development, and will centralize server administration.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Electronic Short-Listing</td>
<td>Program developed in-house to allow candidates to apply online, through which key data will be automatically sorted and summarized for manager’s evaluation.</td>
</tr>
</tbody>
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## SAMPLES AND EXAMPLES OF NORTHERN COLLEGE’S INITIATIVES AND ACTIVITIES

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<th>Community/Catchment/College Services</th>
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<tr>
<td>Information Technology</td>
<td>Automatic Generation and Mailing of T2202A Forms</td>
<td>Software program will be developed in house to automatically generate T2202A forms and email to students to reduce mailing costs.</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Data-based Decision Making</td>
<td>Continue to provide meaningful information in a comprehensive format; conduct research and communicate best practices for benchmarking purposes; make available reference tools electronically; provide detailed profiles and statistical information to assist in decision making, problem solving and planning.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Staffing Aligned with Community Needs</td>
<td>Operations Manager hired for campus. Associate Regional Director also responsible for developing Foundation in area.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Proposal Writing Team</td>
<td>Establish on-site writing teams to facilitate partnerships and funding applications.</td>
</tr>
<tr>
<td>Kirkland Lake/Haileybury</td>
<td>Recycling and Alternative Energy Strategies</td>
<td>Pilot project including waste audit, development of campus-wide recycling program, and feasibility study on alternative energy technologies for campus.</td>
</tr>
<tr>
<td>Plant and Property</td>
<td>Safe, Accessible, Accommodating Facilities for Internal/External Clients</td>
<td>Supported by strategic use of Facilities Renewal Program to repair existing facilities, structures, electrical, mechanical systems, built-in general academic support equipment; to remove accessibility barriers; to improve water systems, etc. Projects and proposals to be submitted for approval.</td>
</tr>
<tr>
<td>Plant and Property</td>
<td>Waste Reduction</td>
<td>Reduce College waste by increasing recycling efforts: additional recycling containers to be purchased; recycle awareness initiative to be implemented; recycling of more types of materials;</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Redesign Student Services Area</td>
<td>For client accessibility and security reasons, the area will be redesigned.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Compliance with Accessibility Act</td>
<td>Ensure compliance with Accessibility Act by 2009 by adjusting signage and making washrooms wheelchair accessible.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Centre of Excellence for Health Sciences, NorTech Centre for Trades and Technology, Integrated Centre of Excellence for Emergency Services</td>
<td>Secure funding through provincial and community sources to proceed with major capital expansion plan at Porcupine Campus.</td>
</tr>
<tr>
<td>Porcupine</td>
<td>East End Family Health Team Policy and Procedure Development</td>
<td>The EEFHT (East End Family Health Team) will develop medical and office policies and procedures and medical directives to guide its work as these are imperative for risk management and quality assurance in a medical setting.</td>
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<td>Apprenticeship, Workforce Development &amp; Training</td>
<td>Expand Ontario Youth Apprenticeship Program</td>
<td>Advocate and support the continued partnerships with school boards and secondary schools in delivery of OYAP (Ontario Youth Apprenticeship Program) programs. Become more results-focused and promote success stories.</td>
</tr>
<tr>
<td>Catchment/All Campuses</td>
<td>Program/Curriculum Review</td>
<td>Strategic review of curriculum and programs to ensure courses are aligned with Ministry standards and meet highest standards of quality.</td>
</tr>
<tr>
<td>Catchment/All Campuses</td>
<td>Community Service Learning</td>
<td>Continue to integrate community service learning experiences into programs.</td>
</tr>
<tr>
<td>Catchment/All Campuses</td>
<td>Alternate Modes of Delivery</td>
<td>Design new programs for modularized, asynchronous delivery. Offer more flexible study options and access through alternate modes of delivery, including Contact North, web.</td>
</tr>
<tr>
<td>Catchment/All Campuses</td>
<td>Student Services Technologies</td>
<td>In discussion with Minnesota State Colleges and Universities to review their nationally acclaimed online student services and e-portfolio platform.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Community Service Learning: Wildlife Rehabilitation and Mining</td>
<td>Formally implement community service learning in two programs.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Community Service Learning Partnership</td>
<td>Partnership with Wye Marsh, Cobalt Historic Society, Coleman Township and Latchford.</td>
</tr>
<tr>
<td>Haileybury</td>
<td>Living Laboratory</td>
<td>To provide hands-on experiences and applied research opportunities.</td>
</tr>
<tr>
<td>Kirkland Lake</td>
<td>Learning Excellence and Innovation Centre</td>
<td>New centre to provide teaching and learning expertise, leadership and support to faculty and staff.</td>
</tr>
<tr>
<td>Catchment/All Campuses</td>
<td>Applied Research</td>
<td>Applied research team established to develop policies and procedures, and qualify College for research grants.</td>
</tr>
<tr>
<td>Learning &amp; Disabilities Services</td>
<td>Lending Libraries</td>
<td>Obtain funding to purchase additional assistive technology for lending libraries at all campuses.</td>
</tr>
<tr>
<td>Learning &amp; Disabilities Services</td>
<td>Prior Learning Assessment</td>
<td>Develop consistent PLA (Prior Learning Assessment) process for use college-wide, including development of PLA (Prior Learning Assessment) committee systems.</td>
</tr>
<tr>
<td>Learning &amp; Disabilities Services</td>
<td>Early Intervention for Apprenticeship Students</td>
<td>Develop early intervention process for apprenticeship students registered in short programs including developing a mini screening tool to enhance provision of accommodations for students with disabilities who enter these programs.</td>
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## Community/Catchment/College Services

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<tr>
<td>Marketing and Communications</td>
<td>Launch of student portal on website to provide registered students with direct access to College network, relevant info., etc. and to allow Marketing to report accurate website statistics.</td>
</tr>
<tr>
<td>Porcupine/Catchment Inter-Professional Education (IPE) Experience</td>
<td>Develop and implement curriculum changes that will provide an Inter-Professional Education (IPE) experience for students in health sciences and human services. IPE working group will develop a proposal for MOHLTC (Ministry of Health and Long-Term Care) for funding support to create an IPE coordinator position.</td>
</tr>
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<tr>
<td>Catchment/All Campuses Staff Communication and Support Plan</td>
<td>Management commitment to inclusive planning and communications and to supporting staff in areas of professional development, and wellness.</td>
</tr>
<tr>
<td>Human Resources Implementation of New Policies and Procedures to Create a Safe, Caring, Respectful Organizational Culture</td>
<td>Creation and implementation of a Respectful Work and Educational Place Policy (formerly Human Rights Policy), Wellness Policy, and Emergency Procedures Manual. Information and training sessions will be held College-wide and information will be readily accessible.</td>
</tr>
<tr>
<td>Human Resources Staff Recruitment, Retention, Succession Planning</td>
<td>Comprehensive review of human resources practices to ensure College attracts and retains employees of highest caliber who both promote and support organizational culture and reflect community diversity.</td>
</tr>
<tr>
<td>Human Resources Staff Development and Human Resources</td>
<td>New Director of Staff Development and Human Resources will work in collaboration with college community to review and advance hiring, orientation, evaluation, development and succession planning practices.</td>
</tr>
</tbody>
</table>
Opening Statements

This policy was adopted by the Board of Governors on the recommendation of the Northern College Aboriginal Council on Education and any amendments to the policy will be upon the recommendation of the Council.

Northern College is guided by a Vision that includes responding to the choices and directions of Aboriginal people. This policy will guide the relationship between Northern College and the Aboriginal people and communities it serves.

Northern College celebrates the richness of our Northern Ontario heritage and acknowledges the significant contribution of the First Peoples to our way of life.

Northern College recognizes that as a result of our northern history education is a vital element to the success of the Aboriginal generations of today and tomorrow who are, and will continue to be, integral threads in the rich fabric of our northern society.

Northern College acknowledges that while it respects and supports the Aboriginal people, it can never truly understand their experiences and perspectives. This admission does not diminish our commitment to serve the Aboriginal communities: it strengthens our resolve to respond to their guidance regarding their choices and directions.

Inclusiveness and openness to cultural norms will be the expectation throughout the organization. This includes respecting the rights of Aboriginal employees, students, clients and communities to practice their culture and to work and live as Aboriginal people.

Definitions

Community - a place, and/or commonality of experience.

Aboriginal – the original people of the area; may include First Nations descent (Status and Non-Status), Métis and Inuit.

World view – a perspective of the world based on culture and upbringing.
Aboriginal Communities

Northern College acknowledges and respects the uniqueness of each of the Aboriginal communities it serves, recognizing that these differences flow from traditional economies as well as economic prospects for the future; the practice of spiritual beliefs; language spoken in the home, classroom and workplace; social issues; aspirations for the future. Further, Northern College acknowledges and respects the unique world view of the Aboriginal communities it serves and their corresponding holistic view of education.

It is understood that Aboriginal communities desire the accreditation that Northern College grants, in order to fully participate in the workforce. Cultural and economic goals of the Aboriginal community will be shared with Northern College, through the direction of the political and social structures within the communities.

Programming

Northern College will develop specific programs and courses in response to the choices and directions of the Aboriginal people. The College is committed to working with Aboriginal communities to develop innovative programming that meets the needs of the Aboriginal people. Northern College will contribute to the preservation, enhancement and maintenance of the Aboriginal language and culture.

Northern College will offer an opportunity, each academic year, for all students to access learning opportunities related to Aboriginal history, culture, context and issues.

Northern College will ensure that all programs have, embedded in curriculum, examples and references that reflect Aboriginal culture and communities.

Northern College will respond to the choices and directions of Aboriginal people by developing programs and services that contribute to the social and economic development of Aboriginal communities and individuals. The traditional, current and future economies of each community, the skills and aptitudes of individuals, and the need to pursue other educational opportunities will guide the development of programs.

Northern College respects that Elders safeguard traditional knowledge, act as teachers through transmission of culture and language, are historians, advisors, counselors, spiritual guides and healers. Northern College will request the assistance of Elders in the development and delivery of programs, understanding that requesting Elders to take part in our programming and curriculum development carries with it the responsibility to ensure that their recommendations are taken into consideration and are implemented as fully and in as timely a manner as possible. Further, Northern College will develop the guidelines it requires to work with Elders in a respectful and equitable manner.

Northern College Staff

Teaching strategies will be sensitive to learning styles of Aboriginal students.

Opportunities for professional development will be offered to all staff.
APPENDIX B: Relationships with Aboriginal People and Communities

B – Governance Process

Student service practices will recognize and be sensitive to the unique circumstances, needs and preferences of the Aboriginal clients we serve.

Northern College acknowledges that our Aboriginal staff hold a world view that is unique from the mainstream. This difference in world view at times may cause discordance between staff at all levels. While this is normal and to be expected, Northern College’s workforce and practices will continue to evolve with the Aboriginal communities it serves. It is expected that the distinct world views of both Aboriginal and non-Aboriginal staff will be blended into the policies, practices and decisions of the College.

Negotiations with staff, communities and individuals will take into consideration differences in world view, historical issues, economic development goals, and opportunities for shared growth in common directions with the College.

Cultural awareness is a requirement for the development of staff in all areas of the College. Cultural awareness opportunities will be offered with an expectation that all staff of Northern College participate in a minimum of three (3) cultural awareness activities, each calendar year. These opportunities may include awareness sessions with guest speakers, reading books, writing research papers, visiting Aboriginal communities, or attending Pow Wows, conferences, Lunch and Learn sessions and other events offered each year by the College.

Northern College will provide opportunities for all students to be exposed to Aboriginal culture and reality. This will benefit both our Aboriginal and Non-Aboriginal students and will further strengthen the links between the Aboriginal population and Northern College.

Structure

There are a minimum of two seats on the Board of Governors for Aboriginal representation, one of which is for the Chair of the Northern College Aboriginal Council on Education. The Board of Governors will be provided the opportunity to partake in Aboriginal Awareness activities on an annual basis.

The Northern College Aboriginal Council on Education has been created to guide the direction of programs and services for Aboriginal students and communities. They act as the link between the staff and communities and the policies that govern the work of the organization. The Council is governed by its Terms of Reference. The President of the College is a voting member on the Council.

Senior management acts as a resource to the Northern College Aboriginal Council on Education. They are responsible for carrying out the direction of the Board of Governors and the Aboriginal Council on Education and for ensuring that the College’s vision and mission are upheld. While not considered experts in the various Aboriginal cultures of the region, senior management empowers front line staff to perform their duties according to the choices and directions of the Aboriginal communities.

Northern College expects that all staff will be responsive to the unique choices and directions of the Aboriginal clients/students/communities we serve.