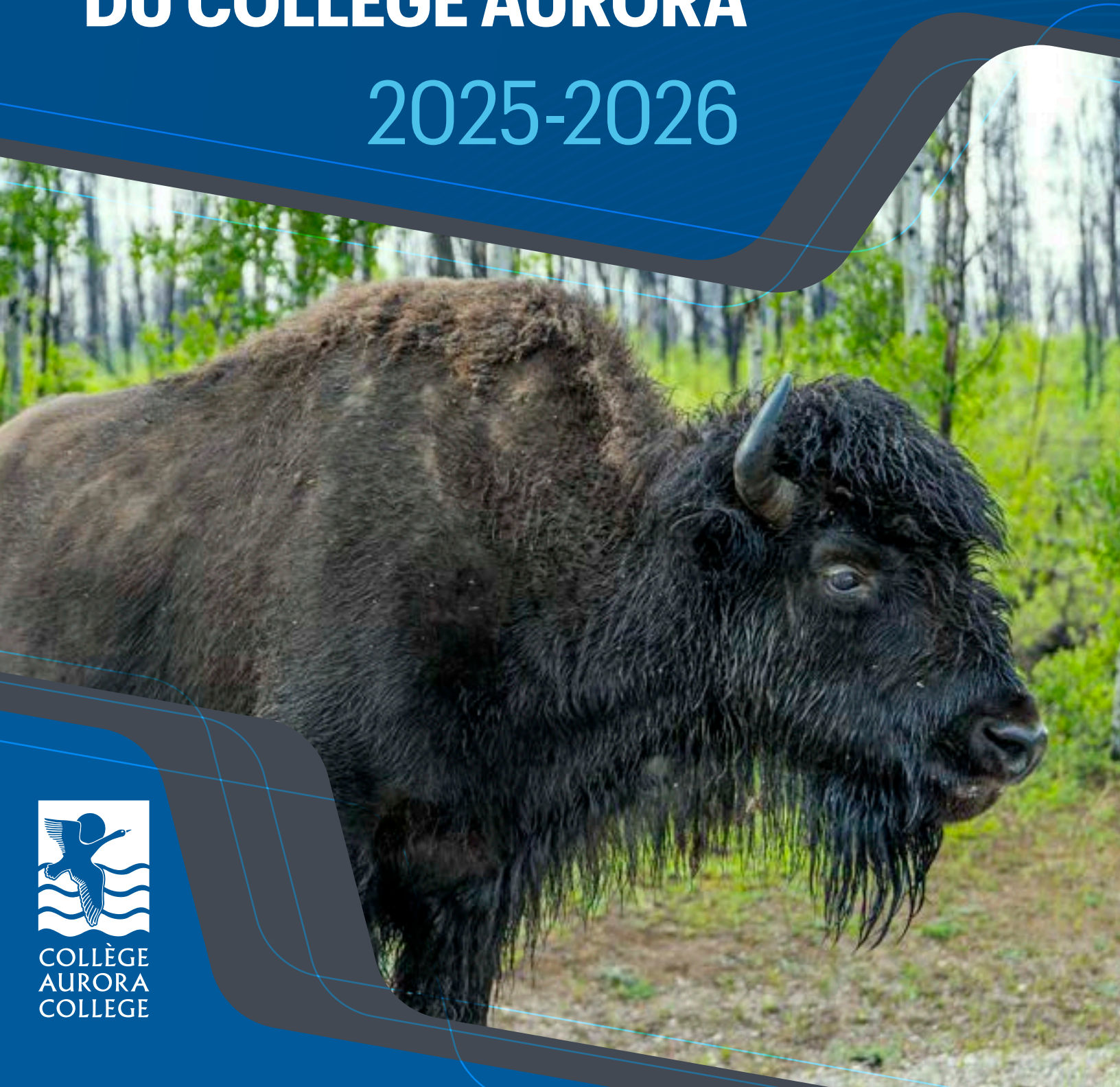


AURORA COLLEGE CORPORATE PLAN PLAN DIRECTEUR DU COLLÈGE AURORA 2025-2026



Towards a Unique Polytechnic University in Arctic Education

As a public post-secondary institution in Canada's Northwest Territories (NWT), Aurora College is a cornerstone of education and applied research in the North. With campuses and research centres in Fort Smith, Inuvik, and Yellowknife, the College offers diverse programming, ranging from trades and apprenticeship training to academic upgrading, certificate and diploma programs, and degree offerings in partnership with other institutions. Aurora College is committed to providing quality education, applied research, and training that are relevant to the needs of NWT communities and foster personal, cultural, and professional growth among its students, faculty and staff.

Aurora College's mission is to "demonstrate leadership in the delivery of relevant and meaningful education, research and Reconciliation actions rooted in strong connections to Northern land, traditions, communities, and people." This mission is central as the College transforms into a polytechnic university — for the North, by the North – creating equitable opportunities for all NWT residents to help them reach their full potential and compete globally. The College's vision emphasizes respect, inclusiveness, diversity, and innovation to reach the highest standards of academic and research integrity and ethics. Indigenous knowledge and practices will be incorporated into curricula and operations to ensure education and research are deeply embedded with the cultural and environmental contexts unique to the many NWT regions. By fostering applied research potential in the North, Aurora College aims to be recognized as a leading post-secondary institution whose applied research and teaching programs focus on the needs of Northerners.

Collaboration with other Arctic universities will continue to create a comprehensive education and research portfolio that enhances opportunities and outcomes for all Northerners. The transformation into a polytechnic university will yield significant benefits, including expanded research capabilities and promoting cutting edge studies that address Northern challenges and opportunities. This expansion will contribute to the global knowledge base and will directly benefit local communities through solutions tailored to their environment and worldviews. As a polytechnic university, Aurora College's range of programs will integrate practical skills with academic knowledge and experiential learning opportunities in applied research, preparing students to meet the demands of a modern workforce, particularly in key Northern sectors such as natural resources, remediation, social and health services, education environmental science, and technology.

To prepare for transformation, Aurora College's governance structure has evolved to a tricameral system, consisting of an independent Board of Governors, an Indigenous Knowledge Holders Council, and an Academic Council, which ensures that governance reflects the diverse needs and perspectives of Northern communities. This new governance model will promote greater autonomy and responsiveness to the territorial and regional demands, positioning the NWT as a global leader in Arctic education and research.

Vers une université polytechnique unique en son genre dans le domaine de l'éducation dans l'Arctique

Établissement public d'enseignement postsecondaire aux Territoires du Nord-Ouest (TNO), le Collège Aurora est un pilier de l'éducation et de la recherche appliquée dans le Nord. Possédant des campus et des centres de recherche à Fort Smith, Inuvik et Yellowknife, le Collège offre des programmes diversifiés, allant des métiers et de la formation en apprentissage au perfectionnement scolaire, en passant par des programmes de certificats et de diplômes, et des diplômes en partenariat avec d'autres établissements. Le Collège Aurora s'engage à offrir une éducation de qualité, des activités de recherche appliquée et une formation qui répondent aux besoins des collectivités des TNO et qui favorisent l'épanouissement personnel, culturel et professionnel de ses étudiants, de ses enseignants et de son personnel.

La mission du Collège Aurora est de « faire preuve de leadership dans la prestation de programmes de formation et de recherche pertinents et utiles, fondés sur des liens solides avec les terres, les traditions, les collectivités et les résidents du Nord, tout en favorisant la réconciliation ». Cette mission est essentielle à l'heure où le collège se transforme en université polytechnique créée pour le Nord et par le Nord, ce qui générera des occasions équitables pour tous les Ténos afin de les aider à atteindre leur plein potentiel et à être compétitifs à l'échelle mondiale.

La vision du Collège met l'accent sur le respect, l'inclusion, la diversité et l'innovation afin d'atteindre les normes les plus élevées d'intégrité et d'éthique dans l'enseignement et la recherche. Les connaissances et les pratiques autochtones seront intégrées aux programmes d'études et aux activités afin de garantir que l'enseignement et la recherche soient profondément ancrés dans les contextes culturels et environnementaux propres aux nombreuses régions des TNO. En ouvrant le potentiel de recherche appliquée dans le Nord, le Collège Aurora vise à être reconnu comme un établissement postsecondaire de premier plan dont les programmes de recherche appliquée et d'enseignement sont axés sur les besoins des Ténos. La collaboration avec d'autres universités de l'Arctique continuera de créer un portefeuille complet d'enseignement et de recherche qui multipliera les occasions et améliorera les résultats pour tous les Ténos.

La transformation en université polytechnique apportera des avantages importants, notamment l'élargissement des capacités de recherche et la promotion d'études nordiques avant-gardistes qui tiennent compte des enjeux et des occasions propres au Nord. Cet élargissement des capacités contribuera à enrichir la base de connaissances mondiale et profitera directement aux collectivités locales en proposant des solutions adaptées à leur environnement et à leur vision du monde. En tant qu'université polytechnique, le Collège Aurora offrira une gamme de programmes qui permettra de combiner des compétences pratiques avec des connaissances académiques et des occasions d'apprentissage expérientiel en recherche appliquée, ce qui préparera les étudiants à répondre aux exigences d'une main-d'œuvre moderne, en particulier dans les secteurs clés du Nord, comme les ressources naturelles, l'assainissement de sites, les services sociaux et de santé, l'éducation, les sciences de l'environnement et la technologie.

En vue de cette transformation, la structure de gouvernance du Collège Aurora a évolué pour devenir un système tricaméral, composé d'un Conseil des gouverneurs, d'un Conseil des détenteurs du savoir traditionnel et d'une Commission des études indépendants, ce qui garantit que la gouvernance reflète les divers besoins et perspectives des collectivités du Nord. Ce nouveau modèle de gouvernance favorisera une plus grande autonomie et une plus grande capacité à répondre aux demandes.

TABLE OF CONTENTS

Introduction	1
Aurora College Mandate Agreement.....	1
Indigenous Knowledge Holders' Council.....	1
Strategic Directions.....	2
2024-2025 Reporting Highlights	2
Introduction	4
Accord relatif au mandat du Collège Aurora	4
Conseil des détenteurs du savoir traditionnel	5
Orientation stratégique	5
Points saillants du rapport 2024-2025	5
About Aurora College	7
Vision.....	7
Mission	7
Values.....	7
À propos du Collège Aurora	8
Vision.....	8
Mission	8
Valeurs.....	8
Strategic Pillars	9
Corporate Plan Strategic Priorities 2025-2026	9
Academic and Research Excellence	10
Academic and Research Excellence KPIs	14
Learning Centred	15
Learning Centred KPIs.....	19
Connections.....	20
Connections KPIs.....	23
Organizational Effectiveness	24
Organizational Effectiveness KPIs.....	26
Reporting on 2024-2025	27
Aurora College Operating Budget 2025-2026.....	35

INTRODUCTION

To enact our core value of accountability, Aurora College has redesigned our process for operationalizing the priorities identified in the Strategic Plan into actionable goals and objectives with accountability across the College. This streamlined Corporate Plan is the result of these renewed efforts to ensure we are accountable to the people we serve across the Northwest Territories.

Aurora College Mandate Agreement

The Aurora College Mandate Agreement outlines the shared priorities of the Aurora College Board of Governors and the Government of the Northwest Territories (GNWT) Minister of Education, Culture, and Employment (ECE). The 2025-2028 Mandate Agreement, along with the 2024-2027 Strategic Plan, set the direction of the College as we move towards becoming a polytechnic university. The Mandate Agreement prioritizes areas of teaching and research specialization for the institution and identifies key milestones in advancing the strategic direction of the institution. The implementation plan creates the roadmap for advancing the College in the following areas:

- Transforming to a polytechnic university*
- Strengthening governance
- Improving infrastructure
- Enacting the four strategic pillars of the College
 - Academic and Research Excellence
 - Learning Centred
 - Connections
 - Organizational Effectiveness

The Mandate Agreement also identifies key performance indicators (KPIs) to measure gains in each of the strategic pillars.

*Aurora College is undergoing organizational restructuring as part of its transition to a polytechnic university. The 2025-2026 budget reflects elements of that transformation, including strategic resource alignment and adjustments to funding in response to evolving priorities. These changes support both transparency and long-term fiscal sustainability as the College strengthens its foundation for polytechnic programming, innovation, and student success.

Indigenous Knowledge Holders Council

Aurora College is unique in the Canadian post-secondary landscape in its commitment to enacting Reconciliation through a tricameral governance structure. This tricameral governance structure includes the Board of Governors, Academic Council, and the Indigenous Knowledge Holders' Council (IKHC). The 13 IKHC members were appointed in April of 2024 and are NWT residents of Dene, Inuvialuit, and Métis ancestry from across the territory.

The IKHC will play a pivotal role in the success of Aurora College. It will promote policies and operational decisions that foster the success of Indigenous students and staff at Aurora College and the overall success of the institution. The IKHC will develop and monitor implementation of a framework that guides Aurora College in all areas of strategic and operational decision-making and that respects and honours the worldviews, traditions, cultures and histories of the Indigenous Peoples of the Northwest Territories.

Strategic Directions

The strategic direction of Aurora College is provided by the Mandate Agreement and the institutional Strategic Plan. Progress on the strategic directions is reported in the Corporate Plan [Post-Secondary Education Act s.49(2)] and the Annual Report [The Aurora College Act s.18; Post-Secondary Education Act s.50(1)], which are both released annually.

To strengthen the connections between the Strategic Plan, the Corporate Plan and the day to day operations of the College, Aurora College has implemented a Strategic Directions Committee (SDC). The SDC will lead the development of the next Strategic Plan and ensure alignment with other institutional strategic documents such as the Academic Plan, Research Plan, and Strategic Enrolment Management and Marketing (SEMM) plan through a system of cascading goals. The SDC is also responsible for assigning strategic priorities to divisions across the institution. The divisional goals and program/area objectives then form the basis for the goals and outcomes identified in the Corporate Plan as well as individual performance indicators. The vision for this initiative is that every employee at Aurora College will see how their work is advancing the strategic direction of the institution and to increase accountability on the measures reported on in the Corporate Plan.

2024-2025 Reporting Highlights

Aurora College's Annual Report highlights institutional successes over the past year. Highlights from this Corporate Plan reporting include:

- Aurora College received \$625,018 in grant funding from the Canadian Apprenticeship Strategy's Union Training and Innovation Program – Investments in Training Equipment Stream to put towards enhancing existing apprenticeship programs and introducing new programs. The 2024-2025 academic year focused on acquiring materials and supplies, curriculum development, and accreditation. New programs will launch in the 2025-2026 and 2026-2027 academic years.
- Work continued on Aurora College's development of micro-credentials that directly address Northern employment needs. The multi-year \$1M+ project funded by CANNOR has supported multiple stakeholder and subject matter expert consultations and advisory groups and is set to pilot delivery of micro-credential offerings in the 2025-2026 academic year.
- Environment and Natural Resources Technology Program (ENRTP) piloted a summer camp for upper year high school students interested in pursuing science fields of study. Eight high school students from across the territory participated in the program and Aurora College waived tuition fees for the students. After an intense field camp that included working with Indigenous elders, one of the College's Academic Advisors, and ENRTP 1st and 2nd year students, the high school students received credits for ENSC0105 Environmental Science that will count towards their ENTRP diploma. This project had direct positive impact on the high school students who participated.

- In 2024, the Aurora Research Institute's STEM Outreach Program received the national NSERC PromoScience Organization Award, recognizing its outstanding contributions to the promotion of science education in Canada. The award celebrates ARI's leadership in providing high-quality, hands-on STEM learning experiences that integrate Indigenous knowledge, reach underserved Northern communities, and foster lifelong interest and confidence in science among NWT youth. Additionally, Aurora Research Institute's STEM Outreach Program was awarded \$540,000 through NSERC's PromoScience funding to support its project "On-the-Ground Year-Round: Hands-On STEM Outreach for NWT Youth and Educators." This three-year investment enables ARI to grow program capacity, expand outreach to more communities, offer additional teacher training and equipment loans, and meet increasing demand for free, locally relevant STEM programming across the Northwest Territories.
- Aurora Research Institute received \$1.5 million from Environment and Climate Change Canada's Climate Action and Awareness Fund to support community-based climate action and education initiatives in the NWT. Through this funding, ARI will engage thousands of students, educators, and community members in activities focused on climate change impacts, adaptation strategies, biodiversity protection, and Indigenous Knowledge integration, helping northern communities build resilience and take local action toward Canada's climate goals.

INTRODUCTION

Afin de se conformer à sa valeur fondatrice qu'est la reddition de comptes, le Collège Aurora a revu son processus de mise en œuvre des priorités établies dans son plan stratégique pour en faire des buts et des objectifs réalisables qui engageraient la responsabilité de l'établissement au complet. Le présent plan directeur simplifié est le fruit de ces démarches, qui ont pour but d'assurer notre transparence vis-à-vis des personnes que nous servons partout aux Territoires du Nord-Ouest (TNO).

Accord relatif au mandat du Collège Aurora

L'accord relatif au mandat du Collège Aurora décrit les responsabilités partagées par le Conseil des gouverneurs du Collège Aurora et le ministère de l'Éducation, de la Culture et de la Formation (MECF) du gouvernement des Territoires du Nord-Ouest (GTNO). L'accord de mandat 2025-2028, accompagnée du plan directeur 2024-2027, tracent la voie du Collège dans son processus de transformation en université polytechnique. L'accord relatif au mandat met de l'avant des domaines de spécialisation de l'enseignement et de la recherche et identifie les étapes clés permettant de poursuivre l'orientation stratégique de l'établissement. Le plan de mise en œuvre servira de feuille de route pour faire progresser le Collège dans les domaines suivants :

- Transformation en université polytechnique*
- Renforcement de la gouvernance
- Amélioration de l'infrastructure
- Réalisation des quatre piliers stratégiques du Collège :
 - L'excellence de l'enseignement et de la recherche
 - L'apprentissage avant tout
 - L'établissement de relations
 - L'efficacité organisationnelle

L'accord relatif au mandat cible aussi les indicateurs de rendement clés qui permettront de mesurer les améliorations dans le cadre de chacun des piliers stratégiques.

* Le Collège Aurora fait l'objet d'une restructuration organisationnelle dans le cadre de sa transformation en université polytechnique. Le budget 2025-2026 tient compte de certains éléments de cette transformation, notamment l'harmonisation des ressources stratégiques et les ajustements au financement en fonction de l'évolution des priorités. Ces changements encouragent à la fois la transparence et la viabilité fiscale à long terme tandis que le Collège consolide la base de ses programmes polytechniques, ses efforts d'innovation et la réussite de ses étudiants.

Conseil des détenteurs du savoir traditionnel

Le Collège Aurora est un établissement unique dans le paysage de l'éducation postsecondaire canadien, par son engagement à l'égard de la réconciliation au moyen d'un système tricaméral. Ce système est composé d'un Conseil des gouverneurs, d'une Commission des études et d'un Conseil des détenteurs du savoir traditionnel. Les 13 membres du Conseil des détenteurs du savoir traditionnel, essentiel au succès du Collège Aurora, ont été élus en avril 2024 et sont des Ténos d'ascendance dénée, inuvialuite et métisse. L'objet de ce Conseil est de promouvoir les politiques et décisions opérationnelles qui favorisent à la fois la réussite des étudiants et du personnel autochtones au Collège Aurora et la prospérité générale du Collège. Il s'occupe de concevoir et de superviser la mise en œuvre d'un cadre qui guidera le Collège dans tous les domaines liés à la prise de décisions stratégiques et opérationnelles et qui respectera et honorera les visions du monde, les traditions, les cultures et l'histoire des peuples autochtones des TNO.

Orientation stratégique

L'orientation stratégique du Collège Aurora est donnée par l'accord relatif au mandat, et découle du plan stratégique de l'établissement. Les progrès réalisés dans le cadre de l'orientation stratégique sont présentés dans le plan directeur, comme le prévoit le paragraphe 49(2) de la Loi sur l'éducation postsecondaire, et dans le rapport annuel, conformément à l'article 18 de la Loi sur le collège Aurora et au paragraphe 50(1) de la Loi sur l'éducation postsecondaire,], qui sont tous deux publiés chaque année.

Pour renforcer les liens entre son plan stratégique, son plan directeur et ses activités quotidiennes, le Collège Aurora a mis en place un comité d'orientations stratégiques. Ce comité dirigera l'élaboration du prochain plan stratégique et veillera à ce qu'il soit en phase avec les autres documents stratégiques de l'établissement, tels que le plan d'enseignement, le plan de recherche et le plan stratégique de marketing et de gestion des effectifs, et ce, par l'entremise d'un système d'objectifs en cascade. Il est également chargé d'assigner des priorités stratégiques aux différentes divisions de l'établissement. Les objectifs des divisions et des programmes ou domaines servent ensuite de base pour définir les objectifs et les résultats dans le plan directeur, ainsi que les indicateurs de performance individuels. Cette initiative vise à ce que chaque employé du Collège Aurora puisse voir en quoi son travail contribue à l'orientation stratégique de l'établissement et renforce la reddition de comptes en ce qui concerne les mesures présentées dans le plan directeur.

Points saillants du rapport 2024-2025

Le rapport annuel du Collège Aurora met en lumière ses réussites de l'année. Voici quelques faits saillants sur le rapport portant sur le plan directeur :

- Le Collège Aurora a reçu une subvention de 625 018 \$ grâce au Programme pour la formation et l'innovation en milieu syndical de la Stratégie canadienne de formation en apprentissage – volet Investissements dans l'équipement de formation, pour améliorer les programmes de formation des apprentis existants et lancer de nouveaux programmes. Au cours de l'année scolaire 2024-2025, l'accent a été mis sur l'acquisition de matériel et de fournitures, sur l'élaboration de programmes d'études et sur l'accréditation. De nouveaux programmes seront lancés au cours des années scolaires 2025-2026 et 2026-2027.

- Le travail s'est poursuivi concernant la mise au point par le Collège Aurora de microcertifications adaptées au contexte de l'emploi dans le Nord. Ce projet pluriannuel de plus d'un million de dollars, subventionné par CANNOR, a facilité de multiples consultations auprès de groupes d'intervenants et d'experts en la matière. Le Collège s'apprête à mettre à l'essai des programmes de microcertifications au cours de l'année scolaire 2025-2026.
- Le Programme de technologie de l'environnement et des ressources naturelles a proposé pour la première fois un camp d'été pilote aux élèves en fin de secondaire qui souhaitent poursuivre des études scientifiques; huit élèves provenant de partout aux TNO ont participé au programme et le Collège les a exemptés des frais d'inscription. À l'issue de ce camp d'été intense, au cours duquel ils ont travaillé avec des aînés autochtones, l'un des conseillers académiques du Collège et des étudiants de première et deuxième année du Programme, les élèves ont obtenu des crédits pour le cours ENSC0105 en sciences de l'environnement, qui compteront pour l'obtention de leur diplôme du Programme. Ce projet a eu un effet positif direct sur les élèves qui y ont participé.
- En 2024, le programme de promotion des sciences, technologies, ingénierie et mathématiques (STIM) de l'Institut de recherche Aurora (IRA) a reçu le Prix du Conseil de recherches en sciences naturelles et en génie du Canada (CRNSG) pour la promotion des sciences, en reconnaissance de ses contributions exceptionnelles à la promotion de l'enseignement des sciences au Canada. Le leadership de l'IRA dans la mise en place d'expériences d'apprentissage des STIM pratiques et de grande qualité, qui intègrent les connaissances autochtones et encouragent l'intérêt et la confiance en la science chez les jeunes des TNO, dans les collectivités moins desservies, a permis au programme de se démarquer. Celui-ci a en outre reçu 540 000 dollars grâce à une subvention de promotion des STIM par le Programme PromoScience du CRSNG pour appuyer son projet « Sur le terrain, tout au long de l'année : Activités pratiques de sensibilisation aux STIM pour les étudiants, les éducateurs et les communautés des TNO ». Ce financement sur trois ans permet à l'IRA d'accroître la portée du programme, d'étendre ses activités de sensibilisation à un plus grand nombre de collectivités, d'offrir une formation supplémentaire aux enseignants, d'obtenir des prêts d'équipement et de répondre à la demande croissante de programmes en STIM gratuits et pertinents à l'échelle locale dans l'ensemble des TNO.
- L'IRA a reçu 1,5 million de dollars de la part du Fonds d'action et de sensibilisation pour le climat d'Environnement et Changement climatique Canada afin de soutenir les initiatives communautaires d'action et d'éducation en matière de climat aux TNO. Grâce à ce financement, l'IRA fera participer des milliers d'étudiants, d'éducateurs et de membres des collectivités à des activités axées sur les impacts du changement climatique, les stratégies d'adaptation, la protection de la biodiversité et l'intégration des connaissances autochtones, afin d'aider les collectivités ténoises à devenir plus résilientes et à prendre des mesures à l'échelle locale qui aideront le Canada à atteindre ses objectifs climatiques.

ABOUT AURORA COLLEGE

VISION

Through the transformation of Aurora College into a polytechnic university, we will establish a university in the North and for the North that creates equitable learning, research, and career opportunities for residents across the Northwest Territories and beyond.

MISSION

Demonstrate leadership in the delivery of relevant and meaningful education, research, and Reconciliation actions rooted in strong connections to Northern land tradition, community, and people.

VALUES

HONOURING NORTHERN LAND, PEOPLE, AND CULTURE

We value the uniqueness of this land and the people who live here. We respect the land, water, air, and animals. We work with community leaders, organizations, and individuals to strengthen collaboration and build relationships with the communities we call home.

EXCELLENCE AND INTEGRITY

We are dedicated to supporting our students, faculty, and staff in their pursuit of academic excellence. We hold ourselves to the highest standards in our teaching, research, and ethical behaviour. We always strive to incorporate emerging practices and approaches to ensure continuous improvement.

INCLUSIVENESS AND DIVERSITY

We welcome the richness that comes from different perspectives, backgrounds, and experiences. We foster a culture of diversity, equity, and inclusion that celebrates different ways of being, knowing, seeing, and doing. We recognize the unique needs of individuals and work to support their success in their journey at Aurora College.

INNOVATION

We foster a culture of innovation, curiosity, and constant exploration. We inspire and nurture these qualities, striving to find new and exciting ways to meet the unique needs of the North.

ACCOUNTABILITY

We believe that accountability is key to building trust and creating meaningful impact in our communities. We hold ourselves to the people we serve – our students, staff, and community members- and ensure that our actions, processes, and programs reflect this commitment.

À PROPOS DU COLLÈGE AURORA

VISION

Grâce à la transformation du Collège Aurora en une université polytechnique, nous établirons une université pour la population du Nord qui créera des occasions équitables d'apprentissage, de recherche et de carrière pour les résidents des Territoires du Nord-Ouest et d'ailleurs.

MISSION

Faire preuve de leadership dans la prestation d'initiatives de formation, de recherche et de réconciliation pertinentes et utiles, fondées sur des liens solides avec la terre, les traditions, les collectivités et les résidents du Nord.

VALEURS

HONORER LA TERRE, LES PEUPLES ET LES CULTURES DU NORD

Nous valorisons le caractère unique de ce territoire et des personnes qui y vivent. Nous respectons la terre, l'eau, l'air et les espèces sauvages. Nous travaillons avec les dirigeants communautaires, les organisations et les individus pour renforcer la collaboration et établir des relations avec les collectivités dans lesquelles nous vivons.

EXCELLENCE ET INTÉGRITÉ

Nous nous engageons à soutenir nos étudiants, nos enseignants et notre personnel dans leur quête d'excellence académique. Nous nous imposons les normes les plus élevées en matière d'enseignement, de recherche et de comportement éthique. Nous nous efforçons toujours d'intégrer les nouvelles pratiques et approches afin d'assurer une amélioration continue.

INCLUSIVITÉ ET DIVERSITÉ

Nous saluons la richesse qui découle de la diversité des points de vue, des origines et des expériences. Nous encourageons une culture de la diversité, de l'équité et de l'inclusion qui valorise les différentes façons d'être, d'apprendre, de voir et d'agir. Nous reconnaissons les besoins uniques des individus et nous nous efforçons de les aider à réussir leur parcours au Collège Aurora.

INNOVATION

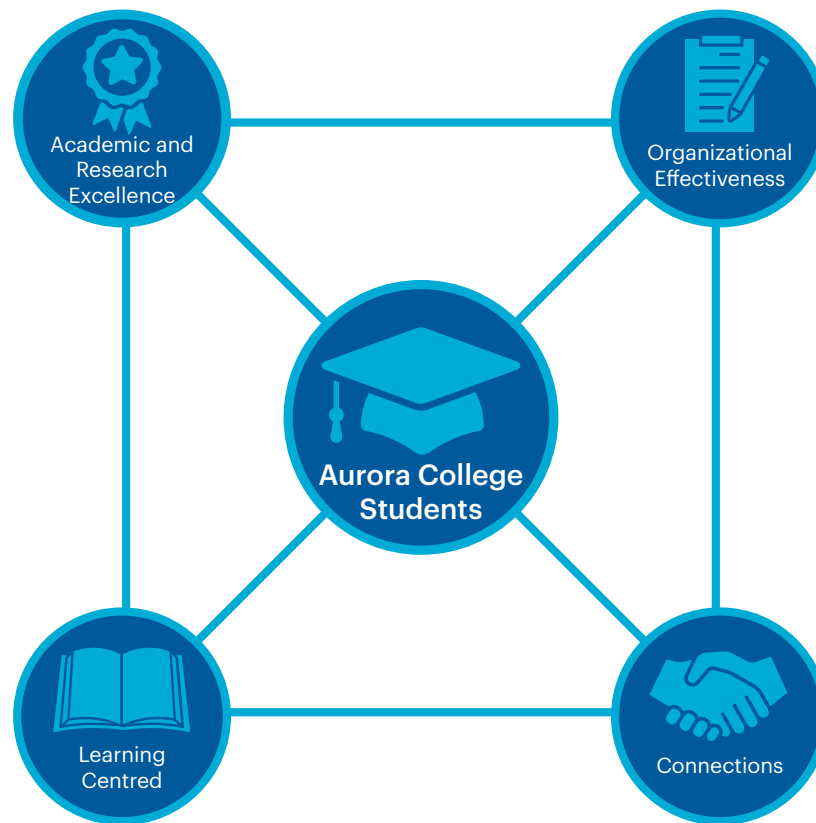
Nous promouvons une culture de l'innovation, de la curiosité et de l'exploration constante. Nous encourageons et entretenons ces qualités, en nous efforçant de trouver des moyens nouveaux et passionnants de répondre aux besoins uniques du Nord.

REDDITION DE COMPTES

Nous croyons qu'il est essentiel de rendre des comptes pour instaurer la confiance et exercer une influence positive sur nos collectivités. Nous avons des responsabilités vis-à-vis des personnes que nous servons – nos étudiants, notre personnel et les membres de la collectivité – et nous veillons à ce que nos actions, nos processus et nos programmes reflètent cet engagement.

Strategic Pillars

The four strategic pillars form the basis of the priorities in the 2024-2027 Strategic Plan. These pillars work together to create an environment that is caring and committed to supporting student success across the NWT.



Four strategic pillars set the direction for Aurora College and represent the primary areas of activity for the next three years.

CORPORATE PLAN STRATEGIC PRIORITIES 2025-2026

Under each strategic pillar, a number of strategic priorities were identified as a focus for the 2025-2026 academic year. The associated goals and measurements are grouped according to the strategic priority they will advance and clearly identify the area responsible for enacting the outcome. Each pillar also includes KPIs identified in the 2025-2028 Aurora College Mandate Agreement that will be used to measure progress in each area.

Academic and Research Excellence

Strategic Priority	Goal	Responsibility	Measurement
Academic and Research Excellence			
1.1 Invest in teaching and learning technology and resources that enable students and faculty to explore new ideas and approaches.	Enhance teaching and learning through strategic investment in technology, resources, and professional development. This includes integrating innovative tools, supporting faculty training, and leveraging open-access materials to foster dynamic, inclusive, and future-ready educational environments.	Education & Training	<ul style="list-style-type: none"> Invest in new technology and equipment to expand trades delivery to include Fundamentals of Mechanics, Fundamentals of Welding, Fundamentals of Pipe Trades and Automotive Service Technician Apprenticeship Level 1. Increase faculty and student engagement with technology-enabled learning tools and resources. Track training completion rates and feedback surveys to assess satisfaction, perceived usefulness and the frequency of tool/resource use.
	Corporate Services and Administration will support revisiting policies and procedures related to academic freedom to support new ideas and approaches to academia.	Corporate Services and Administration	<ul style="list-style-type: none"> Complete a thorough environmental scan and subject matter expert engagement to revise the College policy on academic freedom and submit for Board approval by June 2026.
1.2 Support the use of multiple assessment options to accommodate different learning preferences	Ensure all programs incorporate Universal Design for Learning and alternative assessments to accommodate diverse learning preferences.	Education & Training	<ul style="list-style-type: none"> Develop a process for annual curriculum review tracking the percentage of programs that have implemented UDL strategies and diverse assessment methods with a goal of programs having alternative assessment options in 25% of courses by the end of 2025-2026. Develop a UDL compliance review for all new courses and programs before approval.

Strategic Priority	Goal	Responsibility	Measurement
1.2 Support the use of multiple assessment options to accommodate different learning preferences	Provide resources and training on Universal Design for Learning (UDL) and alternative assessments to support all programs in implementing multiple assessment methods.	Education & Training	<ul style="list-style-type: none"> The College, through the CLTI, will develop and distribute resources to support instructors in their understanding and implementation of the principles of UDL and inclusive assessment strategies. We will track faculty participation through training attendance records, completion of professional development modules, or certification in UDL and alternative assessment strategies.
1.3 Support investment in faculty and staff by expanding professional development opportunities.	Ensure faculty and staff have opportunities to engage in professional development that aligns with innovative teaching and learning strategies and/or relevant professional standards.	Education & Training	<ul style="list-style-type: none"> Establish a process for tracking and supporting instructors to move through their certification in adult education instruction requirements with a goal of 75% of instructors to have completed these requirements.
	Provide all faculty and staff with access to professional development opportunities through college-wide PD sessions, STPD, LTPD, program-specific training, and other relevant initiatives.	Vice Presidents, Operations	<ul style="list-style-type: none"> Integrate professional development milestones into performance evaluations and career progression plans. The institution will achieve its minimum spend in STPD funding for the 2025-2026 academic year.

Strategic Priority	Goal	Responsibility	Measurement
1.3 Support investment in faculty and staff by expanding professional development opportunities.	Encourage peer-to-peer and international collaborations among faculty and staff, including collaborations with other post-secondary institutions, to enhance knowledge exchange, research opportunities, and global engagement.	Vice Presidents, Operations	<ul style="list-style-type: none"> A process will be developed so staff who participate in national and international learning opportunities can share their new knowledge college-wide. In 2025-2026, 50% of staff who participated in these types of collaborations will share their experience. Percentage increase in the number of peer-to-peer and international collaborations among faculty and staff, including joint research projects, co-authored publications, guest lectures, and partnerships with other post-secondary institutions, tracked annually. Document participation in international conferences, exchange programs, and peer-to-peer workshops.
1.3 Support investment in faculty and staff by expanding professional development opportunities.	Encourage peer-to-peer and international collaborations among faculty and staff, including collaborations with other post-secondary institutions, to enhance knowledge exchange, research opportunities, and global engagement.	ARI	<ul style="list-style-type: none"> Measure and report on new research collaborations during the 2025-2026 academic year including total numbers and dollar values from collaborations.

1.4 Strengthen pathway options and transitional supports for all students to continue post-secondary education.	We will work cross divisionally to create a micro-credentialing pathway with applicable policy and processes developed to support learners wanting shorter duration training that ladders into post-secondary Education pathways.	Education & Training	<ul style="list-style-type: none"> • In consultation with GNWT ECE, establish standards for the development and implementation of high quality industry-relevant micro-credentials to support re-skilling and up-skilling in the NWT labour market. • Update College policies and procedures to support the delivery of micro-credentials. • Pilot delivery of at least 3 micro-credentials. • Document existing pathway options for students across academic programs.
Strategic Priority	Goal	Responsibility	Measurement
1.6 Increase opportunities for students to participate in research that is relevant to the societies and environment of the NWT.	Implement Mobilize, Grants and Awards program (G&A). Communicate to the College community and partners and measure uptake.	ARI	<ul style="list-style-type: none"> • Aurora College, Aurora Research Institute has increased our applied research capacity in 2024-2025 by expanding and administered three internal funding programs for Aurora College staff and students. Funds are administered through a college review committee which makes recommendations to the Vice President Research. There will be approximately \$300K in funding for applied research projects (total number will depend on application sizes and numbers) in 2025.
	Create more opportunities for students to participate in research through faculty-led projects.	Education & Training	<ul style="list-style-type: none"> • Conduct a scan of academic programs and identify areas and resource requirements for student participation in faculty-led research projects. • Divisionally, explore ways to recognize participation in research activities.

Academic and Research Excellence KPIs

1. Number of students who acquire employment closely related to their interests

- This KPI is supported by work in strategic priorities 1.2, 1.4, and 2.8

2. Number of students who acquire employment in Northern Communities that are closely related to their interests

- This KPI is supported by work in strategic priorities 1.1, 1.4, 1.6, 2.6, and 2.8
- For KPI #1 and #2, this information will be collected in Aurora College's new graduate student survey. The information gathered in 2025-2026 will serve as a baseline for future years' growth.

3. Increase in proportion of students who succeed in completing a degree

- This KPI is supported by work in strategic priorities 1.2, 1.3, 1.4, 2.5, 2.7, and 2.8
- For KPI #3 this is measured through tracking the percentage of students who graduated with a certificate, diploma, or degree from a cohort within a period which is twice the actual full-time program duration. Because of the reporting timelines, data will be from the previous academic year.
- Aurora College will develop a method to meaningfully collect this data in the 2025-2026 academic year for reporting in the 2026-2027 academic year.

4. Feedback from communities indicating that students have made a positive difference in the community

5. Feedback from employers who report students were well prepared for their job

- These KPIs are supported by work in strategic priorities 1.1, 1.3, 1.4, 1.6, 2.6, and 2.8
- For KPI #4 and #5, Aurora College will develop a method to meaningfully collect this data in the 2025-2026 academic year for reporting in the 2026-2027 academic year.

6. Awards acknowledging educational or research innovation

- This KPI is supported by work in strategic priorities 1.6 and 2.6
- Aurora College has just implemented a new internal awards program through ARI. Because of the reporting timelines, data will be from the previous academic year and 2024-2025 data will be reported in the next Corporate Plan.

Learning Centred

The learning centred pillar focuses on providing learners with programs and services that are adaptive and flexible to help learners meet their academic and personal goals.

Strategic Priority	Goal	Responsibility	Measurement
Learning Centred			
2.1 Strengthen and expand holistic learner supports.	Student Affairs will develop online and distributed services and resources for all students.	Student Services	<ul style="list-style-type: none"> Student Affairs will review, revise, update, and expand the Student ToolKit section of the Aurora College website ensuring information is up to date and accurate for the 2025-2026 academic year. Student Affairs will provide universal access to wellness and tutoring supports via online appointment bookings and MS Teams video connections.
2.2 Ensure support and advising are consistent for all learners throughout their student life cycle.	We will develop an Academic Advising Program that is accessible to all students.	Student Services	<ul style="list-style-type: none"> Academic advisor team will meet with 85% of all first year Aurora College students prior to or within the first month of their program start date and 65% of all students during the 2025-2026 academic year.
		ARI and Student Services	<ul style="list-style-type: none"> Continue phased-in approach to academic advising by ensuring academic advisors have training in research-based short-term work and career pathways.
2.3 Ensure programming, services and supports provide equitable and meaningful opportunities for Indigenous learners	The IKHC Framework will inform a phased-in approach to advancing its Implementation Plan based on accomplishing goals in three phases – Phase One: 1-2 years, Phase Two: 3-5 years, and Phase Three: 5+ years	Office of the President	<ul style="list-style-type: none"> Through a process of working groups and whole group virtual meetings, the IKHC will complete Phase One of their Implementation Plan focused on accomplishing goals within a 1 to 2-year timeframe, indicating priority actions, responsibilities, and funding possibilities. This will result in recommendations moving forward to the Board of Governors for review and approval.

Strategic Priority	Goal	Responsibility	Measurement
	Revise and enhance curriculum content to reflect diverse cultural perspectives, with a particular emphasis on incorporating Indigenous knowledge and contributions to promote inclusive and relevant learning for all students.	Education & Training	<ul style="list-style-type: none"> Health services will create a mapping document of Indigenous knowing, being and doing concepts/content in each program. This mapping document will serve as a guide for future mapping in other program areas. The library will increase prominence and awareness efforts of our Indigenous collections; create booklists of Indigenous author and topic resource holdings; hold events that feature Indigenous writing.
2.4 Provide a culturally safe and supportive learning environment for all.	Collaborate in organizing and creating a framework for staff training and development, including GNWT-related cultural safety and competency sessions, to ensure a supportive, inclusive, and respectful environment for all.	EDI committee	<ul style="list-style-type: none"> Increase completion rate of the Living Well Together training modules among Aurora College employees from 25% completed to 50% completed.
		Vice Presidents, Operations	<ul style="list-style-type: none"> A list of required and suggested GNWT training modules to support anti-racism and cultural safety will be identified and communicated to staff. Goal to increase completion rate of the Equitable Workplace Cultivating Attitudes of Anti-Racism and Allyship Training from 5% completed to 15% completed.

Strategic Priority	Goal	Responsibility	Measurement
2.5 Continue to strengthen learner-staff relationships to support academic success.	Create student events and opportunities for representation, engagement, and community building, ensuring that learners have a voice in shaping their educational experience and fostering stronger connections with staff and peers.	Education and Training	<ul style="list-style-type: none"> All program advisory committees will incorporate a student (or recent graduate) position in their membership.
		Education & Training with Student Services	<ul style="list-style-type: none"> Establish formal and informal mechanisms to recognize and support student leadership in events and initiatives.
	Establish a dedicated faculty advisor program that provides personalized guidance and mentorship to students, fostering strong academic relationships and supporting their educational and career goals.	Education & Training	<ul style="list-style-type: none"> Pilot extending the School of Human and Health Services faculty advisor program into other program areas. Business Administration will incorporate this approach in 2025-26. Evaluate the effectiveness of the program.

Strategic Priority	Goal	Responsibility	Measurement
2.6 Demonstrate a college-wide learner-centred approach through cross-departmental collaboration	Use a collaborative approach to establish high-quality new program initiatives to meet the varied needs of Aurora College students.	Education & Training	<ul style="list-style-type: none"> Launch General Studies in fall of 2025 with both in-person and distance learning opportunities. Establish a plan for new part-time delivery option for the Personal Support Worker program.
	Initiate an institution-wide review of existing research activities to identify areas for growth and determine the necessary resources to support expansion and development.	Vice Presidents, Operations	<ul style="list-style-type: none"> Conduct a scan of academic programs and identify areas and resource requirements for student participation in faculty-led research projects. Divisionally, explore ways to recognize participation in research activities.
2.7 Recruit, develop, and retain a skilled and knowledgeable College team.	Corporate Services and Administration staff will participate in staff orientation opportunities as both learners and educators.	Corporate Services and Administration	<ul style="list-style-type: none"> Provide information and training to College staff on policy changes and updates.
	Provide professional development opportunities that empower staff to grow in their roles, enhance their skills, and stay engaged with emerging trends and best practices.	Education & Training	<ul style="list-style-type: none"> CLTI to organize and deliver a speaker series on current trends in post-secondary teaching and learning. Goal for 80% of staff to participate in some form of professional development in the academic year.

Strategic Priority	Goal	Responsibility	Measurement
2.8 Increase the availability of alternative learning pathways and supports to promote learner success	Develop and implement a micro-credentialing system that offers learners the opportunity to gain recognized, skills-based certifications to enhance their career readiness and lifelong learning opportunities.		<ul style="list-style-type: none"> See 1.4

Learning Centred KPIs

1. Growth in students graduating

- This KPI is supported by work in strategic priorities 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.2, 2.2, and 4.1
- This will be reported as the percentage of students graduating as per the definition in Academic and Research Excellence KPI #1 but extended to include graduates of trades programming, micro-credential completion, and developmental studies completion. Because of the reporting timelines, data will be from the previous academic year. Immediate growth is not anticipated due to the time required for students to complete their programs.
- Aurora College will develop a method to meaningfully collect this data in the 2025-2026 academic year for reporting in the 2026-2027 academic year.

2. Growth in the number of communities represented in the student body

3. Growth in students attracted from other Northern jurisdictions

- These KPIs are supported by work in strategic priorities 1.1, 2.3, 2.4, 2.6, 3.3, 3.4, and 3.5
- For KPI #4 and #5, Aurora College will develop a method to meaningfully collect this data in the 2025-2026 academic year for reporting in the 2026-2027 academic year.

Connections

The connections pillar focuses on establishing, strengthening, and supporting partnerships with the Indigenous governments, communities, industry, the GNWT, non-governmental organizations, and other academic institutions.

Strategic Priority	Goal	Responsibility	Measurement
Connections			
3.2 Establish partnership agreements with Indigenous governments, industry, NWT organizations, and academic institutions with an emphasis on being responsive to northern employment needs.	Adult upgrading programs to continue to explore options to update the adult recognition model (ARM) to align with ongoing adult upgrading curriculum development work underway to transition from AB to BC (K-12) curriculum alignment work underway within the school.	Communities & Extensions	<ul style="list-style-type: none"> Increased number of adult upgrading learner success stories celebrating successful entry into AC post-secondary education pathways while also offering adult learner the option to earn an <i>NWT Secondary School Diploma</i>.

Strategic Priority	Goal	Responsibility	Measurement
3.3 Commit to ongoing engagement with communities and partners, focused on ensuring the institution remains relevant.	With input from across the College, review, update, implement and share the annual Outreach and Recruitment Plan. The plan sets out goals and tactics to reach target audiences through a number of products, events and activities.	Communications	<ul style="list-style-type: none"> • Maintain the evergreen Recruitment Events Calendar detailing events and activities at Aurora College, in the communities, in the schools, etc. that provide opportunities for outreach and engagement. • In cooperation with other divisions and areas of the College, reach out to all NWT schools with Grade 9 students and higher to organize school visits, both virtual and in-person; to encourage schools to arrange campus visits or attend Open Houses; to encourage schools to invite the College to events such as career fairs, post-secondary fairs, grad nights, etc. • Work with Campus Recruitment Committees, programs, student services, ARI, STEM Outreach, and others to organize participation at events and the resources and materials to support outreach and recruitment.

Strategic Priority	Goal	Responsibility	Measurement
3.4 Enhance our presence and visibility among NWT primary and secondary students to encourage interest in Aurora College programs	Develop marketing, recruitment and social media resources and advertising targeted specifically at high school-aged students and their interests.	Communications	<ul style="list-style-type: none"> • Research and develop social media and other promotional materials of interest to high school students placed strategically on media platforms youth use frequently. • Highlight special courses or activities of interest to high school students, such as dual credits, open studies courses, Trades Awareness Program, ENRTP summer camps, etc. • Sponsor and attend events and activities of interest to high school students and young people.
3.5 Identify and promote the unique strengths and attractions of attending Aurora College in the NWT	Work with campuses, programs and communities to update or create information on various platforms and through various methods that highlight AC campuses, campus communities and the unique strengths and attractions of each.	Communications	<ul style="list-style-type: none"> • Create and maintain a regional events calendar annually, as well as establish campus recruitment teams to help lead recruitment activities at all three campuses.
3.7 Actively develop relationships with academic institutions on a national and international level	Cultivate institutional and researcher specific relationships to advance College priorities.	ARI	<ul style="list-style-type: none"> • Document the existing research partnerships, quantified and quality of these, and track changes over time. Quantify the strength of research partnerships by the amount of research support procured in collaboration with research partners.

Connections KPIs

1. Increase in amount and proportion of non-GNWT funding

- This KPI is supported by work in strategic priorities 3.2, 3.7, 3.3, and 4.3
- Because of the reporting timelines, data will be from the previous academic year. Expanding funding streams is a challenge. Immediate growth is not anticipated, but efforts will be made to pursue available opportunities.
- 2023-2024 – College had 78% funded by GNWT
- 2024-2025 – no immediate increase in non-GNWT funding expected

2. Increase in students financially supported by industry or non-government and civil society organizations.

- This KPI is supported by work in strategic priorities 3.2, 3.3, and 4.3
- For KPI #2, Aurora College will develop a method to meaningfully collect this data in the 2025-2026 academic year but data may be limited by privacy laws. Sponsorship agreements are external to Aurora College operations.

3. Increase in externally supported research by number of projects and dollar value

- This KPI is supported by work in strategic priority 3.7

Number of projects
2024-2025 number: 60
2025-2026 goal: 62

Dollar value:
2024-2025 dollar value: approximately \$3M
2025-2026 goal: \$3.1M

Organizational Effectiveness

The organizational effectiveness pillar focuses on being transparent, accountable, and responsive to recognize the need for integrated planning, operational excellence, and continuous quality improvement.

Strategic Priority	Goal	Responsibility	Measurement
Organizational Effectiveness			
4.1 Create thriving campus locations that leverage the unique opportunities at each site.	Corporate Services and Administration staff will implement and enhance technology with a focus on enhancing the learning experience and is user-friendly.	Corporate Services and Administration	<ul style="list-style-type: none"> Upgrade hardware to increase the network capacity for campus locations by December 2025. Create classroom spaces to support online/hybrid learning.
	Strengthen and expand Campus Recruitment Committees to ensure input and participation from all areas of the College. Ensure that College is able to take advantage of a variety of local and regional recruitment and outreach opportunities.	Communications	<ul style="list-style-type: none"> Each Marketing & Communications Officer will co-chair a CRC with Campus Director, and will help lead local and regional recruitment and outreach activities.
4.3 Expand, increase, and support processes to provide communication to and from internal and external stakeholders focused on institutional vision and direction.	Increase focus on pro-active communications with external partners and stakeholders, sharing good news stories more regularly and widely.	Communications	<ul style="list-style-type: none"> Created tailored communication groups to share short and relevant updates from the College. Measure the number of communications sent. Create regular schedule and mailing list for AC newsletter that maintains standard line-up of information and is distributed no less than three times between September and June. Update website to improve user experience.

Strategic Priority	Goal	Responsibility	Measurement
4.6 Modify and establish internal systems, structures, and supports to allow for the institutions continued growth	Implementation of Symplicity Software	Student Services	<ul style="list-style-type: none"> Improved internal work flow and communication efficiencies for staff and students will be found through the use of both the Advocate and Insight software systems
	Implementation of Residence Software	Student Services	<ul style="list-style-type: none"> Monthly reporting on vacancy rates will be available and improved accuracy in tracking furniture and fixture inventory in our student residence locations will be found.
	The Board of Governors, in conjunction with senior staff, will host the external review of College facilities, policies, procedures, and programs onsite by assessors from the Campus Alberta Quality Council.	Office of the President	<ul style="list-style-type: none"> Completed CAQC quality assurance report received
	We will complete the institutional Quality Assurance Evaluation.	Office of the President	<ul style="list-style-type: none"> CAQC recommendation submitted to Minister of ECE

Organizational Effectiveness KPIs

1. Increased peer recognition of the quality of faculty

- This KPI is supported by work in strategic priorities 1.1, 1.2, 1.3, 1.6, 2.5, and 2.7
- For KPI #1, Aurora College will develop a method to meaningfully collect this data in the 2025-2026 academic year for reporting in the 2026-2027 academic year.

2. Increased student ratings of the learning experience

- This KPI is supported by work in strategic priorities 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, and 4.6

This information is collected in the Annual Student Survey. Because of the reporting timelines, data will be from the previous academic year. Because the overall rankings were very high, the goal is to maintain the percentage rankings while increasing the total number of respondents and variety of programs represented by respondents.

Category	2023-2024"% 'strongly agree' or 'agree'	2024-2025 Goal
Aurora College provides me with relevant and meaningful education	(n=161, response rate of 30.9%)	96% n=205
Aurora College provides a culturally safe learning environment	96.3%	89% n=205
Aurora College celebrates different ways of knowing, being and doing	88.8%	91% n=205
Aurora College encourages my creativity	91.3%	89% n=205
Aurora College encourages my success	89.4%	95% n=205
Aurora College provides quality program instruction	95%	95% n=205
	91.3%	91% n=205

3. Decreasing graduation cost/student to the taxpayer

- This KPI is supported by work in strategic priority 4.6
- For KPI #3, Aurora College will develop a method to meaningfully collect this data in the 2025-2026 academic year for reporting in the 2026-2027 academic year.

REPORTING ON 2024-2025

Note that much of the work in these areas is ongoing and not limited to what is reported here.

Academic & Research Excellence		Status (Achieved, Partially Achieved, or Not-Achieved – carry forward)
1.1	We will invest in teaching and learning technologies and resources that enable students and faculty to explore new ideas and approaches	<p>Achieved and Ongoing –</p> <ol style="list-style-type: none"> 1. Updating of multiple policies to support new ideas and approaches. 2. The reopening of the Centre for Learning and Teaching Innovation reflects an investment in teaching and learning resources, including instructional designers and Articulate licenses for interactive course development. 3. Electronic Health Record implemented in Health Services skills lab. 4. The Grants and Awards (G&A) internal to the College, started in the Fall of 2024 and will run subject to financing, internally funded through an allocation by the RAC. Projects related to this strategic priority may be supported by this initiative. To date (May 2025), 10 awards valued at ~\$150K, have been awarded to staff and students.
1.2	We will support the use of multiple assessment options to accommodate different learning preferences	<p>Achieved and Ongoing –</p> <p>School of Health and Human Services increased implementation of universal design for learning (UDL) principles.</p>
1.3	We will support investment in faculty and staff by expanding professional development opportunities	<p>Achieved and Ongoing -</p> <ol style="list-style-type: none"> 1. Expanded on PD opportunities through the introduction of the Faculty Learning Series - 3 have been organized thus far and it had significant attendance. 2. The Grants and Awards (G&A) internal to the College, started in the Fall of 2024 and will run subject to financing, internally funded through an allocation by the RAC. Projects related to this strategic priority may be supported by this initiative. To date (May 2025), 10 awards valued at ~\$150K, have been awarded to staff and students. 3. 11 staff from across the College completed a 6-course certificate in Curriculum Development and Instructional Design

Academic & Research Excellence		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
1.4	We will strengthen pathway options and transitional supports for all students to continue post-secondary education	<p>Achieved –</p> <ol style="list-style-type: none"> Two academic advisor positions now staffed to support students on their transition to post-secondary education. Program Heads have work with Academic Advisors to map student pathways. Program Heads meet regularly with Admissions Officer to ensure pathway options are explored. In addition to internal funding programs, at each of the research centers we apply for summer students and internships funding (such as CIGan and ECO Canada) to attract students for work experiences on projects, activities on campus/in the communities
1.5	We will increase opportunities for students to participate in research that is relevant to the societies and environment of the NWT.	<p>Achieved –</p> <ol style="list-style-type: none"> Summer student employment and technician opportunities in applied research through Aurora Research Institute, including ARI funding programs. The School of Health and Human Services has consulted ARI for possible placement options for the Nursing Practice VI and VII (Community & Leadership courses)- 1 placement was identified in the winter 2025 allowing two students to work directly with a researcher on a health related project. The Grants and Awards (G&A) internal to the College, started in the Fall of 2024 and will run subject to financing, internally funded through an allocation by the RAC. Projects related to this strategic priority may be supported by this initiative.
1.6	We will ensure pathways for students in Community Learning Centres and campuses are documented in the Academic Plan.	<p>Partially achieved in 2024-2025 -</p> <ol style="list-style-type: none"> More online courses were delivered from both the campuses and community learning centres. With the closures of the CLCs scheduled for June 30, 2025, the ongoing course development and delivery will become the sole responsibility of the adult upgrading team in the School of Developmental Studies. In 2025-2026, ongoing work to transition from Alberta to BC curriculum will continue to take place which will include incorporating quality assurance measures to guide ongoing online course development and delivery to ensure quality.
1.7	Each community Learning Centre will deliver at least one course online that may lead to a post-secondary certificate or diploma.	<p>Not Achieved –</p> <p>CLC closures required reevaluation of this initiative and the expansion of distance education across all of the areas of the College is carried over to the 2025-2026 academic year.</p>

Academic & Research Excellence		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
1.8	A program development unit will be established, and Program Advisory Committees will be established for all programs. We will engage with GNWT departments, employers, Indigenous governments and organizations will be included; the Indigenous Knowledge Holders Council (IKHC) will be built into the approval process.	<ol style="list-style-type: none"> 1. Partially Achieved and Ongoing – Through one-time funding from the Centre for Learning and Teaching Innovation was re-established with an instructional designer position focused on course and program development. 2. PSW, PN and BSN programs all have a Program Advisory Committee which meets twice per year. 3. Carried over – IKHC is in the process of establishing its framework.
1.9	The first year of General Studies Diploma will be implemented by Fall 2025. The pathway for potential Bachelor of Education (BEd) and Bachelor of Social Work (BSW) students through General Studies is clear and well defined.	Achieved – General studies set to launch fall 2025 with a face to face delivery in Fort Smith and an online delivery.
1.10	The partner institution for the Bachelor of Education program will be confirmed and Memorandum of Understanding (MOU) signed	Partially Achieved – MOU is in the approval process with the partner institution. Expected approval June 2025
1.11	The partner institution for the Bachelor of Social Work program will be confirmed and Memorandum of Understanding (MOU) signed	Partially Achieved – MOU is in the approval process with the partner institution. Expected approval June 2025
1.12	We will use the NWT Labour Market demand information to make decisions about the types of programs that are required to enhance the economic and social development of the NWT.	<p>Achieved –</p> <ol style="list-style-type: none"> 1. White paper on the first “made in the North degree” recommendation based on NWT labour market analysis. 2. Micro-credential development based on stakeholder consultations.

Learning Centred		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
2.1	We will strengthen and expand holistic learner supports.	Partially Achieved – <ol style="list-style-type: none"> 1. Through partnership with NWTel the student mental health speaker series was introduced 2. Aurora College has invested in Symplicity's Insight and Advocate systems that help ensure students are connected with the supports they may require. These systems are in the process of being launched for Summer of 2025.
2.2	We will ensure support and advising are consistent for all learners throughout their student life cycle.	Partially Achieved – <ol style="list-style-type: none"> 1. Two Academic Advisor positions staffed.
2.3	We will ensure programming, services, and supports provide equitable and meaningful opportunities for Indigenous learners.	Partially Achieved – <ol style="list-style-type: none"> 1. Student Life and Wellness programs across all three campuses have invested in supporting Indigenous learners through connections with elders, smudging ceremonies, and traditional foods.
2.4	We will continue to strengthen learner-staff relationships that support academic success.	Achieved – <ol style="list-style-type: none"> 1. School of Health and Human Services holds a "Casual Café" once per month. This is attended by the Indigenous Cultural Advisor, faculty and students and is an opportunity for faculty and students to bring lunch and interact.
2.5	We will demonstrate a college-wide learner-centred approach through cross-departmental collaboration.	Achieved – <ol style="list-style-type: none"> 1. General Studies development has included participation from multiple program areas across the College. 2. A partnership has been created with the ELCC program to participate in the Trade Show Teddy Bear Hospital and to offer a mutual placement in the Nursing Practice II course (BSN students attend the playgroup practicum with ELCC students). 3. Aurora Research Institute staff collaborate with programs in Education & Training to support research activities.
2.6	We will recruit, develop, and retain a skilled and knowledgeable College team.	Partially Achieved – <ol style="list-style-type: none"> 1. Implement plan for increasing skills, cross-training, or succession planning for current staff to ensure gaps are addressed.
2.7	We will increase the availability of alternative learning pathways and supports to promote student success.	Achieved – <ol style="list-style-type: none"> 1. General Studies entrance requirements include flexible pathways for students who do not meet all of the entrance requirements.

Connections		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
3.1	We will maintain an open, welcoming, and respectful community within our institution.	Partially Achieved – <ol style="list-style-type: none"> 1. EDI committee and Pride Pals committees organized outreach activities to promote an inclusive environment across the College 2. SEMM Programming has prioritized ongoing and relevant communications with new students transitioning into post-secondary to help welcome them to Aurora College and prepare them for the college life.
3.2	We will establish partnership agreements with Indigenous governments, industry, NWT organizations, and academic institutions with an emphasis on being responsive to Northern employment needs.	Achieved and Ongoing – <ol style="list-style-type: none"> 1. Finance will work with the funding organizations to complete agreements on time, within the regulatory framework, and in a respectful manner. 2. For Behchoko program delivery of PSW, we collaborate with Tlicho government so that students can attend face to face one day per week.
3.3	We will commit to ongoing engagement with communities and partners, focused on ensuring the institution remains relevant.	Achieved – <ol style="list-style-type: none"> 1. Each of the research centres engages with community partners to ensure the institution's research priorities remain relevant. 2. School of Health and Human Services holds regular meetings with main practice partner NTHSSA (STH) to discuss issues and plan.
3.4	We will enhance our presence and visibility among NWT primary and secondary students to encourage interest in Aurora College programs.	Achieved – <ol style="list-style-type: none"> 1. STEM outreach from each research centre is active and engages secondary and primary schools. In 2024-2025 there were 349 outreach events in 16 communities. Through the NSERC PromoScience Grant and Organization Awards Aurora College was awarded \$540,000 funding to support its project "On-the-Ground Year-Round: Hands-On STEM Outreach for NWT Youth and Educators." This three-year investment enables ARI to grow program capacity, expand outreach to more communities, offer additional teacher training and equipment loans, and meet increasing demand for free, locally relevant STEM programming across the Northwest Territories. 2. Environment and Natural Resources Technology program piloted a summer on-the-land for upper level high school students to obtain post-secondary credit.

Connections		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
3.5	We will identify and promote the unique strengths and attractions of attending Aurora College to NWT residents.	<p>Achieved and Ongoing –</p> <ol style="list-style-type: none"> 1. For the first time (2025), ARI offered the Research Assistant Grant (open to students and community members) and the Student Research Award through the Grants and Awards Program. This funding attracts students and community members to develop skills and applied research experience (paid opportunity). <p>The Mobilize Grant Program offers a Student Training Fund for up to 2 students a year for training and mentorship on a research project.</p> <p>ARI administers a Research Associate Program and the affiliation promotes northern researchers, it is our equivalent to adjunct status (no teaching responsibilities).</p> <p>ARI has well established research teams, existing and new projects, that attract researchers and community members.</p>
3.6	We will establish partnerships that build research capacity around Northern research priorities.	<p>Achieved and Ongoing –</p> <ol style="list-style-type: none"> 1. ARI has over 60 active research projects with the majority clustered around environmental monitoring, waste, permafrost, health, food security, makerspace, water, and STEM outreach. We have a range of partners from communities to universities, governments of all levels. We engage community members in ethics review, grant review, collaborations, as well as providing them with professional development and access to technology. <p>Aurora Research Institute received \$1.5 million from Environment and Climate Change Canada's Climate Action and Awareness Fund to support community-based climate action and education initiatives in the NWT. Through this funding, ARI will engage thousands of students, educators, and community members in activities focused on climate change impacts, adaptation strategies, biodiversity protection, and Indigenous Knowledge integration, helping northern communities build resilience and take local action toward Canada's climate goals.</p>

Connections		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
3.7	We will actively develop relationships with academic institutions on a national and international level.	<p>Achieved and Ongoing –</p> <ol style="list-style-type: none"> 1. South Slave Research Center is collaborating with faculty from Wilfrid Laurier University on food security in Fort Smith. <p>North Slave Research Center has a number of collaborations with faculty from Queen's University, Laurier, and others, bringing in graduate students to collaborate on projects in and around Yellowknife.</p> <p>Western Arctic Research Center has a number of collaborations with faculty from Carleton University, Laurier, and others on research projects in the Beaufort Delta.</p>
3.8	We will create a clear pathway for potential students within communities to succeed in post-secondary programming and achieve their goals.	<p>Achieved –</p> <ol style="list-style-type: none"> 1. For PSW we have expanded options to attend by offering a face to face option at Inuvik and Fort Smith campus. Students can also choose blended option of distance and face to face

Organizational Effectiveness		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
4.1	We will create thriving campus locations and Community Learning Centres that leverage the unique opportunities of each site.	<p>Partially Achieved –</p> <ol style="list-style-type: none"> 1. Increase network capacity for campus locations. Completed work to open additional capacity within GNWT in Feb 2025 [funded by the College]; additional hardware to be procured to complete the work. 2. NSRC, SSRC, WARC each has a host of activities from speakers' series, to STEM outreach activities, to makerspace workshops in collaboration with partners, to engaging outside researchers (Principal Investigators and graduate students).
4.2	We will explore additional options and availability for students in campus communities that support housing and child care needs.	<p>Partially Achieved –</p> <ol style="list-style-type: none"> 1. Aurora College is exploring how to maximize student housing usage by offering shared accommodations.

Organizational Effectiveness		Status (<i>Achieved, Partially Achieved, or Not-Achieved – carry forward</i>)
4.3	We will expand, increase, and support processes to provide communication to and from internal and external stakeholders focused on institutional vision and direction.	Achieved and Ongoing – 1. The ARI website is updated regularly to provide communication on a regular and ongoing basis
4.4	We will demonstrate responsive actions to the changing needs and opportunities of Northern communities who seek to provide growth opportunities for their residents.	Achieved and Ongoing – 1. Three examples of technology deployed in response to community changing needs are GIS mapping capacity building activities with Inuvialuit and Gwich'in, as well as drone pilot training, and building access to makerspace technologies, workshops, experiences in communities. Increasing interest in local food production and distribution is a new emerging area of interest where we are starting to look to build partnerships.
4.5	We will create a workplace environment that fosters and supports opportunities that attract and retain quality talent focused on serving the needs of Northern learners.	Partially Achieved – 1. Two Aurora College employees accessed the Indigenous Management Development and Training Program to further their education/training 1. Staff engaged in diverse professional development activities
4.6	We will modify and establish internal systems, structures, and supports to allow for the institution's continued growth.	Partially Achieved – 1. The Finance team worked to streamline financial processes by optimizing systems, automating workflows, and improving reporting to enhance efficiency and support the institution's growth.
4.7	The Board of Governors, in conjunction with senior staff, will host the external review of college facilities, policies, procedures, and programs onsite by assessors from the Campus Alberta Quality Council.	Not Achieved – 1. Carry forward the site visit for CAQC is expected in Fall of 2025.
4.8	We will complete the institutional Quality Assurance Evaluation.	Not Achieved – 1. Carry forward results of the institutional Quality Assurance Evaluation will be received after the site visit, expected late 2025/early 2026.

AURORA COLLEGE OPERATING BUDGET 2025-2026

Revenue Sources

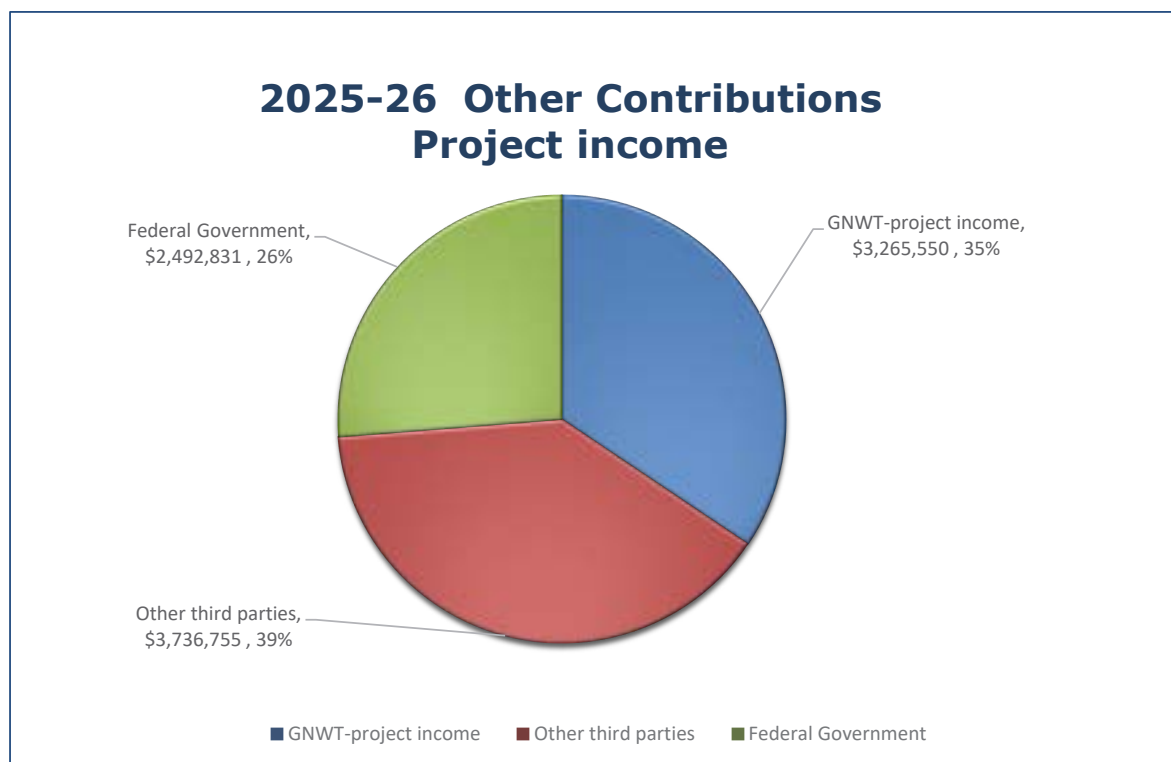
Contribution

The Department of Education, Culture and Employment (ECE) provides approximately 61% of Aurora College's revenue for general operations. ECE contributions for the 2025-2026 fiscal year of \$33,006,396 include funding for the following areas:

- Corporate Services and Administration
- Pooled Services
- Student Affairs
- Academic and Provost
- Community and Extensions
- Aurora Research Institute

Project income

The College provides education and research services to private companies, federal and territorial government departments, agencies, and corporations through contractual arrangements. The estimated other contributions are \$9,495,136.



Own source revenue

Aurora College generates own source revenue from tuition fees, room and board, interest income, and other income.

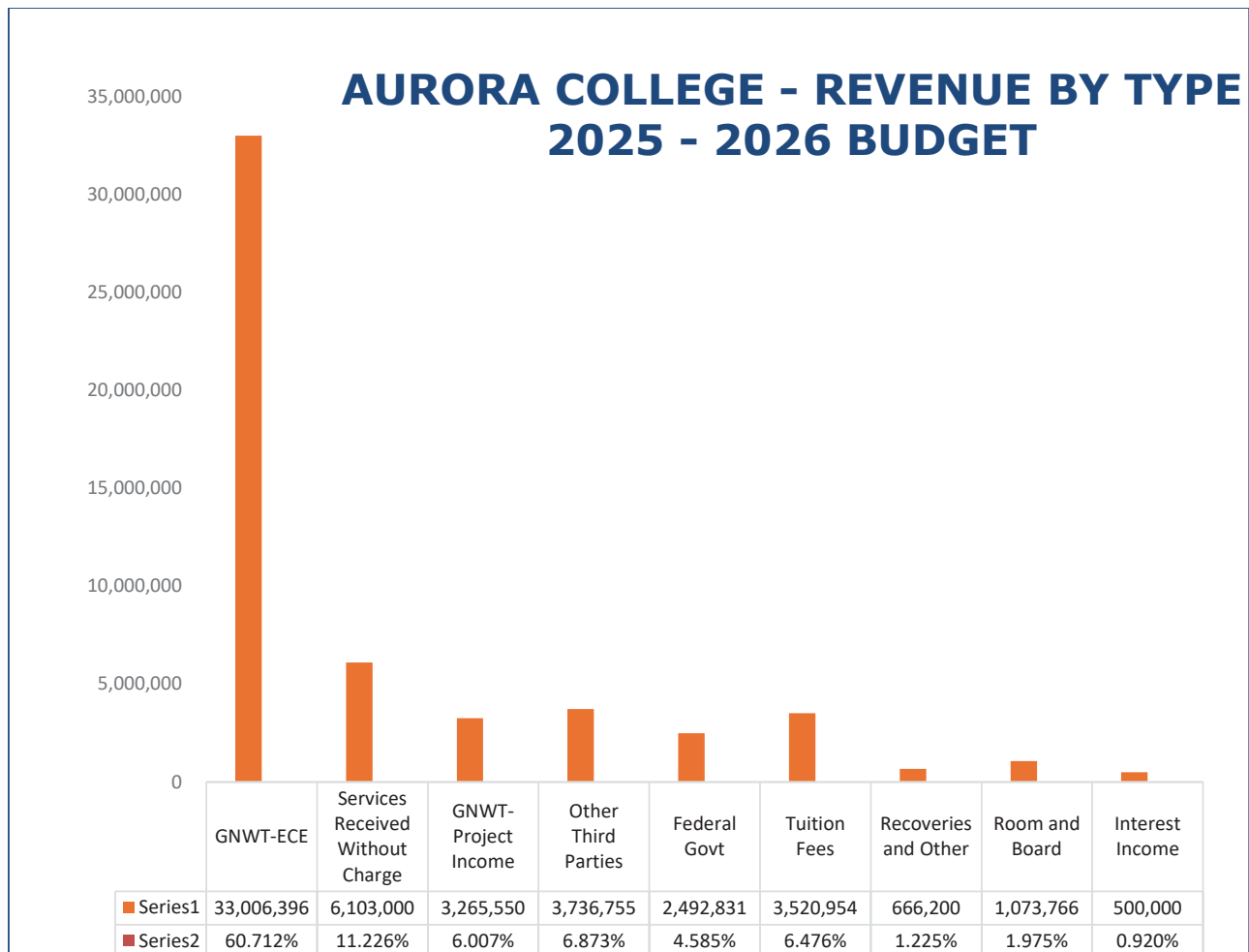
Government contributions-services received without charge

The Government provides certain services without charge to Aurora College. The estimated value of the services is projected at \$6,103,000. These services are recognized as expenses with an offsetting credit to revenues in order to reflect the full cost of Aurora College's operations.

Other sources of revenue

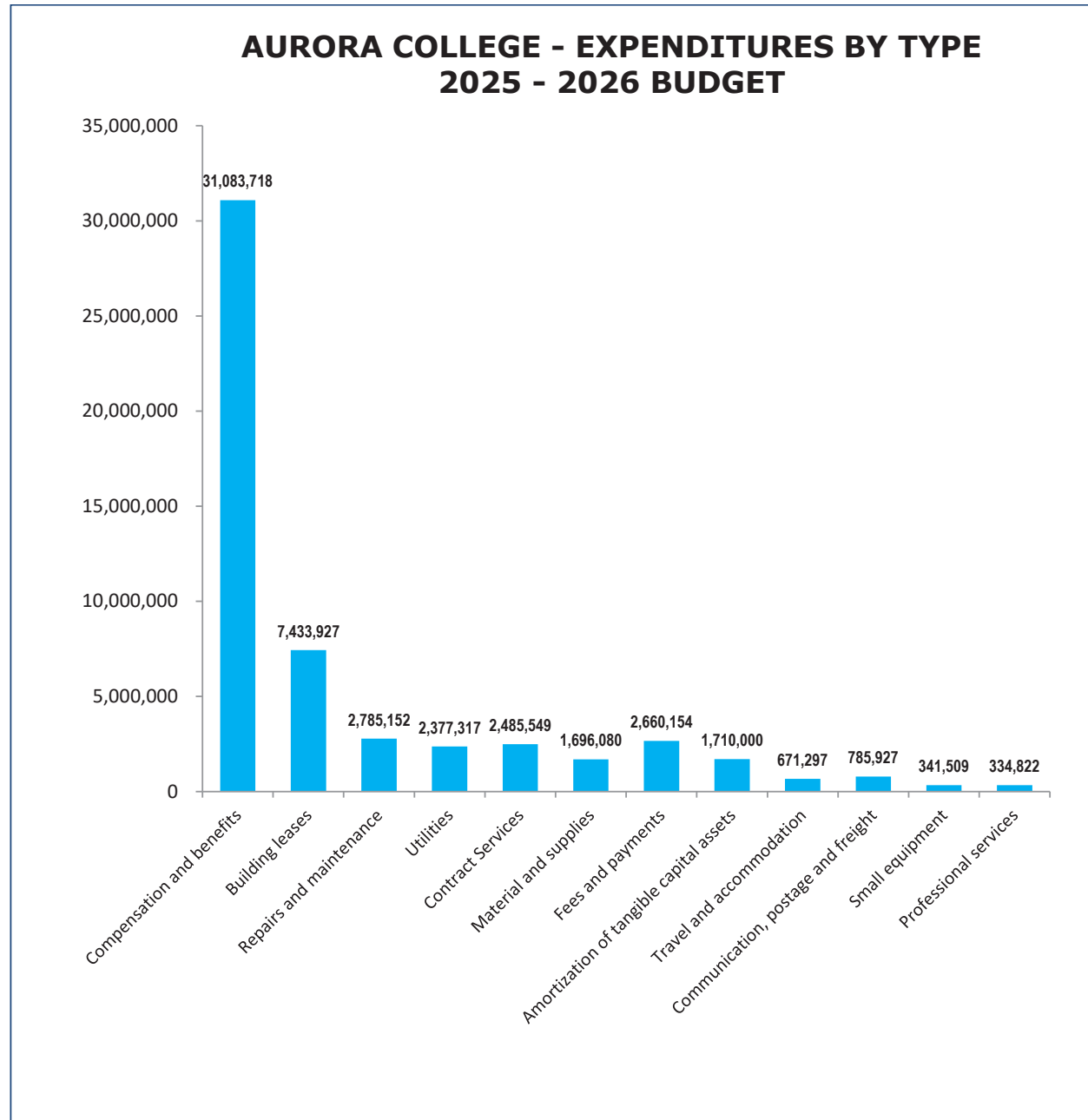
Other sources of revenue included:

Other Contributions-Project Income	
Government of the Northwest Territories	\$3,265,550
Other third party contributions	\$3,736,755
Federal Government	\$2,492,831
Services Received without Charge	\$6,103,000
Tuition fees	\$3,520,954
Recoveries and other	\$666,200
Room and board	\$1,073,766
Interest Income	\$500,000



Expenditures

Expenditures are grouped into twelve objects of expenditures as the following: Compensation and benefits, Building leases, Repairs and maintenance, Utilities, Contract services, Materials and supplies, Fees and payments, Amortization of tangible capital assets, Travel and accommodation, Communication, postage, and freight, Small equipment and Professional services.



Budget Summary – By Function

	2023-2024 <u>Budget</u>	2023-2024 <u>Actual</u>	2024-2025 <u>Budget</u>	2025-2026 <u>Budget</u>
<u>Revenues</u>				
Government contributions	\$33,049,500	\$33,536,000	\$30,910,500	\$33,006,396
Total ECE Contributions	\$33,049,500	\$33,536,000	\$30,910,500	\$33,006,396
<u>Other Contributions</u>				
Government of the Northwest Territories	10,562,574	11,816,000	8,509,764	3,265,550
Other third party contributions	4,643,019	2,470,000	5,883,809	3,736,755
Federal government	6,324,444	2,449,000	4,449,740	2,492,831
<u>Own Source Revenue</u>				
Services Received without Charge	5,369,018	6,103,000	7,863,642	6,103,000
Tuition fees	1,955,313	2,368,000	2,657,712	3,520,954
Recoveries and other	760,252	896,000	1,055,200	666,200
Interest Income	200,000	1,078,000	780,000	500,000
Room and board	1,010,000	813,000	975,000	1,073,766
Western Arctic Research Expansion		2,263,000		
Total Other Revenues	\$30,824,620	\$30,256,000	\$32,174,867	\$21,359,056
Total Revenues	\$63,874,120	\$63,792,000	\$63,085,367	\$54,365,452
<u>Expenditures</u>				
Academic and Provost	\$21,573,061	\$21,610,000	\$20,081,860	\$20,335,967
Student Affairs	12,611,227	12,169,000	11,187,923	4,110,603
Pooled Services	7,864,966	10,734,000	8,882,125	6,875,996
Community and Extensions	11,882,796	8,215,000	8,733,351	2,242,146
Aurora Research Institute	8,514,969	6,441,000	8,332,925	4,933,023
Corporate Services and Admin	-	-	5,867,183	15,867,717
Financial and Accounting	2,499,398	2,511,000	-	-
Total Expenditures	\$64,946,417	\$61,680,000	\$63,085,367	\$54,365,452
Surplus/(Deficit)	(\$1,072,297)	\$2,112,000	-	-

Budget Summary – By Expense Category

	2023-2024 <u>Budget</u>	2023-2024 <u>Actual</u>	2024-2025 <u>Budget</u>	2025-2026 <u>Budget</u>
<u>Revenues</u>				
Government contributions	\$33,049,500	\$33,536,000	\$30,910,500	\$33,006,396
<i>Total ECE Contributions</i>	\$33,049,500	\$33,536,000	\$30,910,500	\$33,006,396
<i>Other Contributions</i>				
Government of the Northwest Territories	10,562,574	11,816,000	8,509,764	3,265,550
Other third party contributions	4,643,019	2,470,000	5,883,809	3,736,755
Federal government	6,324,444	2,449,000	4,449,740	2,492,831
<i>Own Source Revenue</i>				
Services Received without Charge	5,369,018	6,103,000	7,863,642	6,103,000
Tuition fees	1,955,313	2,368,000	2,657,712	3,520,954
Recoveries and other	760,252	896,000	1,055,200	666,200
Interest Income	200,000	1,078,000	780,000	500,000
Room and board	1,010,000	813,000	975,000	1,073,766
Western Arctic Research Expansion		2,263,000		
<i>Total Other Revenues</i>	\$30,824,620	\$30,256,000	\$32,174,867	\$21,359,056
<i>Total Revenues</i>	\$63,874,120	\$63,792,000	\$63,085,367	\$54,365,452
<u>Expenses</u>				
Compensation and benefits	\$36,899,843	\$37,915,000	\$37,468,182	\$31,083,718
Building leases	8,108,105	7,789,000	7,476,267	7,433,927
Repairs and maintenance	2,140,402	2,067,000	3,390,530	2,785,152
Utilities	2,531,247	2,644,000	3,064,548	2,377,317
Contract services	5,115,996	3,603,000	2,672,216	2,485,549
Materials and supplies	2,474,441	1,776,000	2,153,798	1,696,080
Fees and payments	2,067,964	1,596,000	1,972,551	2,660,154
Amortization of tangible capital assets	1,700,000	1,514,000	1,850,000	1,710,000
Travel and accommodation	1,270,082	1,172,000	1,033,519	671,297
Communication, postage and freight	1,073,703	798,000	946,264	785,927
Small equipment	791,948	586,000	603,987	341,509
Professional services	772,686	220,000	453,505	334,822
<i>Total Expenditures</i>	\$64,946,417	\$61,680,000	\$63,085,367	\$54,365,452
<i>Surplus/(Deficit)</i>	(\$1,072,297)	\$2,112,000	-	-

Budget - Aurora College Segmented

	Corporate Services and Administration	Pooled Services **	Student Affairs	Academic and Provost	Community and Extensions	Aurora Research Institute	2025-2026 Total
Revenues							
Government contributions	\$13,026,952	\$4,434,795	\$4,059,903	\$7,851,752	\$2,242,146	\$1,390,848	\$33,006,396
Other Contributions							
Government of the Northwest Territories	-	-	-	3,040,550	-	225,000	3,265,550
Other third party	1,000,000	-	-	1,768,411	-	968,344	3,736,755
Federal government	-	-	-	402,500	-	2,090,331	2,492,831
Services Received without Charge	-	2,441,200	-	3,661,800	-	-	6,103,000
Tuition fees	115,000	-	28,000	3,377,954	-	-	3,520,954
Recoveries and other	252,000	-	22,700	233,000	-	158,500	666,200
Room and board	973,766	-	-	-	-	100,000	1,073,766
Interest Income	500,000	-	-	-	-	-	500,000
	\$15,867,718	\$6,875,995	\$4,110,603	\$20,335,967	\$2,242,146	\$4,933,023	\$54,365,452
Expenses							
Compensation and benefits	\$7,561,263	1,860,000	\$3,693,903	\$13,467,911	\$2,195,344	\$3,165,298	\$31,943,718
Building leases	5,791,188	-	-	1,606,261	8,477	28,000	7,433,926
Repairs and maintenance	437,695	2,077,611	-	248,863	-	20,983	2,785,152
Utilities	90,811	-	-	2,260,105	-	26,400	2,377,316
Contract Services	524,925	363,588	104,800	657,316	3,225	831,695	2,485,549
Material and supplies	477,010	-	227,250	694,771	18,746	278,303	1,696,080
Fees and payments	267,000	665,000	34,200	754,631	6,865	72,458	1,800,154
Amortization of tangible capital assets	-	1,710,000	-	-	-	-	1,710,000
Travel and accommodation	111,893	-	35,000	322,353	6,695	195,357	671,297
Communication, postage and freight	544,420	-	6,650	72,712	2,494	159,652	785,927
Small equipment	61,513	199,796	8,800	56,299	300	14,800	341,509
Professional services	-	-	-	194,745	-	140,077	334,822
	\$15,867,718	\$6,875,995	\$4,110,603	\$20,335,967	\$2,242,146	\$4,933,023	\$54,365,452
Annual surplus (deficit)	-	-	-	-	-	-	-

**Corporate Services & Admin includes revenues and expenses for the President's Office



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