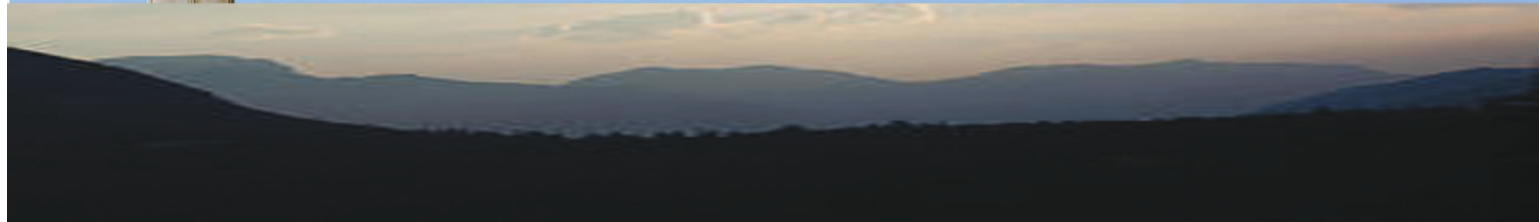




**IIG - All Nations Institutional Service Plan  
2006/07 to 2008/09**



**"Our Perspective is Indigenous,  
our approach is caring and our  
goal is your success."**



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## I. LETTER FROM BOARD CHAIR AND PRESIDENT

May 19, 2006

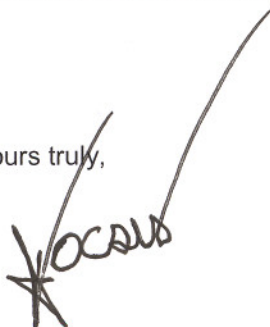
Honourable Murray Coell  
Minister of Advanced Education  
PO Box 9882  
Stn Prov Govt  
Victoria, BC  
V8V 9T6

Dear Minister Coell:

Attached is the *IIG-All Nations Institute's* three year Institutional Service Plan prepared under the guidelines provided by your Ministry. As an Indigenous-based institution with a mandate that focuses on assisting Indigenous people to achieve self-determination and self-government, the *IIG-ANI* plays a vital role in providing a centre for education, research, and public commentary while serving as a role model for operational efficiency, accountability, professionalism and as a catalyst for positive change.

This Institutional Service Plan addresses our immediate objectives and requirements. It should be understood that our targets and goals may shift with the needs of the educational market, including Aboriginal communities. The *IIG-ANI* offers a unique learning environment, where a global viewpoint is fostered using Indigenous perspectives. Our phenomenal success will continue with the Ministry of Advanced Education's financial commitment.

Yours truly,



---

**Sean Kocsis**, President



---

**Lillian Howard**, Board Chair



## II. INSTITUTIONAL OVERVIEW

### A. Description

#### 1. History

The *IIG-All Nations Institute* is Canada's first autonomous, Indigenous-controlled public post-secondary institution. It was designated as a provincial institute with authority to grant its own certificates, diplomas and degrees, under the British Columbia's *College and Institute Act* in 1995.

In 2001, the Board of Governors decided to hire a new president and charge him with revitalizing the organization. The overall goal was to increase aboriginal educational success in a responsive dynamic environment. In this regard, the *IIG-ANI* has undergone a total transformation, including relocation of our facilities, shedding old programming, creating new courses and programs, increasing staff numbers, capturing efficiencies and eliminating redundancies.

The *IIG-ANI's* performance since its rebirth has been remarkable, making it into one of the strongest performers in the British Columbia public post-secondary system. The schools' enrolment has stabilized at a record breaking level; staff morale is excellent; finances are in order; the students are progressing in their studies; we are developing new programs, partners, and relationships and possess the flexibility to "experiment" in many areas of business. We are currently, debt-free, have ceased using deficit financing, operate within a balanced budget, have experienced the fastest growth rate in BC and are apolitical.

Perhaps most importantly, the *IIG-ANI* has "unity" in terms of goals, aspirations, behaviours, and organization. To date, the *IIG-ANI* has surpassed our institutional challenges and look forward to leading the Province in Aboriginal Educational successes.

#### *Current Facility in Burnaby, BC.*



We celebrated the Grand Opening of our new facility in Burnaby, in March 2006. Attendance and support from key members of government and our communities was outstanding. We are excited about the opportunity for the IIG-ANI to continue its growth, development and responsiveness to Aboriginal learners and communities of British Columbia.

*Grand Opening, March 2006.*



**Reflections by J. Nuraney, MLA (Lib.):**

*"IIG-All Nations is an entrepreneurial organization and was recently selected as a finalist by the Burnaby Board of Trade for excellence in business management. They are fulfilling the very important role of providing an opportunity to Indigenous and all students who might not be given the opportunity otherwise to enroll in other universities. Despite an open-door policy and fully qualified professors, the IIG-ANI boasts the lowest overall post-secondary fees in British Columbia. Not only that, they are the fastest growing university in the province, yet still manage to maintain small classes. This is truly an amazing achievement. In my mind, the IIG-ANI is a working and flourishing example of what capacity-building is and should aspire to be."*

(Legislative Session: Second Session, 38<sup>th</sup> Parliament, Volume 7, Number 12 – March 22, 2006)

**Reflections by G. Robertson MLA (NDP):**

*“After visiting the IIG-ANI for that Grand Opening, it is an impressive facility. Their work to turn it into something unique and very vibrant is impressive. I think it deserves great recognition. I was very impressed, too, by the community support that was most evident at their grand opening – a very broad and diverse community represented there. Certainly, we’d like to see that school, that institution, succeed and look forward to hearing the progress that the minister and staff make in strengthening that relationship.”*

(Legislative Session: Second Session, 38<sup>th</sup> Parliament, Volume 9, Number 8 – April 25, 2006)

## 2. Description

The *IIG-All Nations Institute* provides quality, university programming from an Indigenous perspective in an optimistic, opportunities orientated environment leading to growth, enrichment, self-sufficiency and self-respect for members of our communities.

The *IIG-ANI* is a new type of public, post-secondary institution. One that is based upon Indigenous perspectives, a unique operating model and the vision to become “a comprehensive full range institution (from adult basic education through to diploma, university transfer and degree completion); one which is apolitical, accountable, efficient and effective. We have an academic focus, are responsive to the needs of learners, and are professional in our operations.”

The Organizational culture of the *IIG-ANI* follows a framework of Aboriginal holistic decision making and current business practices that include:

- Aboriginal culture, beliefs and values are integrated into every aspect of the organization
- Consensus rather than hierarchical management structure
- Open honest communication and shared decision making
- Recognition and maximization of all staff strengths
- Family orientation
- The appropriate use of technology, forming trusted relationships with partners and sharing accurate information with employees and suppliers
- Continual performance improvement through innovation and responding rapidly to market changes
- The delivery of results for the business and its stakeholders

The *IIG-ANI* is succeeding in the dynamic working world of Advanced Education in British Columbia. Our strategic plans and organizational plans are living documents that must be as dynamic as the objectives they target.

## B. Strategic Direction

## 1. Mission

The “working” mission of the *IIG-ANI* has evolved into providing university programming from an Indigenous perspective in an optimistic, opportunities oriented environment that leads to growth, enrichment, self-sufficiency and self-respect for members of the Institute community. Our mission can be summarized as: “to aspire, to dig deep and grow.”

## 1. Vision

Our collective vision for the *IIG-ANI* is continued growth, maturity and excellence. We will become a comprehensive full range institution (from adult basic education through to diploma, university transfer and degree completion) with an academic focus, responsive to the needs of our community, offer Indigenous perspectives and shall be professional in its operations. “Professional” means that we will be apolitical, accountable, efficient and effective, with qualified staff, credible programs, and a tolerant but respectful work place based upon a Carver model of governance.

## 2. Values

The *IIG-ANI* operates daily within the following values:

- Celebrate our Aboriginal heritage, and cultural beliefs
- Be the best post-secondary institution in British Columbia
- Be positive role models to encourage and support our Aboriginal youth
- Be proud of our Aboriginal ways, our successes and our strengths
- Respect and honour our personal families, our work family, and our student family
- Foster an environment of respect, acceptance, tolerance and innovation
- Maintain a holistic team oriented work environment





### III. PLANNING CONTEXT

#### C. Planning Schematic

The current IIG-ANI Strategic Plan 2004-2007 focuses on four main components:

- provide the best possible service and education to our students
- preserve what is special about us
- continue to grow
- stay within budget

Our Strategic Plan is presented and endorsed by all faculty, staff, management and board members. As of December 1, 2003 all components of the Strategic Plans Phases I & II have been achieved. The *IIG-ANI* is in the process of completing the goals of the Strategic Plan Phase III, also known as the Rebal Man Plan. Approximately 87% of our goals have been achieved. The Strategic Plan will be evaluated and developed for a further three years during the fiscal 2006/2007 year. Our Rebal Man Plan is as follows:

#### The R.E.B.A.L.M.A.N. Plan

<b>R</b> esearch	<ol style="list-style-type: none"> <li>1. Create <i>Director of Research</i> position</li> <li>2. Dedicate resources to this office through time release</li> <li>3. Develop research/confidentiality policies</li> <li>4. Develop new project</li> <li>5. Self-sustaining</li> </ol>
<b>E</b> lip	<ol style="list-style-type: none"> <li>1. Create <i>Director of ELIP</i> position</li> <li>2. Create revenue generation vehicle</li> </ol>
<b>B</b> udget	<ol style="list-style-type: none"> <li>1. Maintain tight financial controls</li> <li>2. No deficit financing</li> <li>3. Grow 2-5% annually</li> <li>4. Provide pay increase annually</li> <li>5. Develop fundraising capacity</li> </ol>
<b>A</b> ppreciation	<ol style="list-style-type: none"> <li>1. Develop strategic alliances and partners</li> <li>2. Profile development &amp; staff enhancement</li> <li>3. Maintain level of articulation</li> <li>4. Offer credible programs/courses: Tribal Admin, Psychology, Commerce</li> </ol>
<b>L</b> ook	<ol style="list-style-type: none"> <li>1. New business face</li> <li>2. New student ID</li> <li>3. Revamp computer lab</li> <li>4. Adopt computing operating system</li> <li>5. Improve Elder programming</li> </ol>
<b>M</b> ove	<ol style="list-style-type: none"> <li>1. Immediate solicitation of the Ministry</li> <li>2. Search for alternative sites</li> </ol>
<b>A</b> re	<ol style="list-style-type: none"> <li>1. Develop ABE program</li> <li>2. Coordination of pre-university programming</li> </ol>
<b>N</b> ame	<ol style="list-style-type: none"> <li>1. Develop an inclusive &amp; descriptive working name</li> </ol>



## D. Environmental Scan

An environmental scan indicates that one of the consequences of the current economic boom in British Columbia is that enrollment in university transfer programs are declining. In contrast, a significant percentage of the Aboriginal population has not been able to share in BC's prosperity, as observed by high unemployment rates. Moreover, there is a significant majority of the Aboriginal population living off reserve, with a high concentration in urban areas. This highlights the need for increased educational opportunities in urban based institutes.

In stating that our goal is our student's success, it is important to explore the provincial political context, Aboriginal population, age, unemployment, student enrolment and student completion demographics, and community needs.

### 1. Political Context

The political context is derived from three sources: a) the Federal government; b) the Provincial government; and c) First Nations political bodies.

A minority Federal Conservative government was elected January 2006 with 124 seats in Parliament, replacing a Liberal majority government that had been in power for some 13 years. The recent Federal Conservative budget released on May 2, 2006 did not fund the 5.1 billion dollar *Kelowna Accord*.

The Provincial government strongly endorsed the *Kelowna Accord*, and the Premiere is on record as stating that the honour of the Crown is at stake and that there is a need to close the socio-economic gaps between Aboriginal and non-Aboriginal peoples.<sup>1</sup> In fact, the Honourable Iona Campagnolo, Lieutenant Governor of BC during her Speech from the Throne stated: "*The status quo is not an option.*"<sup>2</sup> Despite these comments, there seems to be no concrete measures taken by the Provincial government.

At the provincial level, we have seen a joining of forces by the three organizations representing First Nations in BC. On March 17, 2005, they agreed to "a unity of purpose" with the signing of the Leadership Accord.<sup>3</sup>

### 2. Aboriginal Populations

With a rising population of Aboriginal peoples in Canada, there is a significant need for public post-secondary education for and by Aboriginal peoples in an urban setting. The British Columbia 2001 census data indicates that the provincial Aboriginal population (urban and on-reserve) is 170,020 and 70% of these individuals live off reserve, in urban areas. The registered Indian population for British Columbia is 16% (120,044), of Canada's total population of 748,371 for registered Indians. Approximately half of the registered Indian population in BC also live off reserve. The 2003 census data from the Metis National Council indicates that the Métis population of Canada had increased to approximately 292,310 members, which represent approximately 30% of the Aboriginal population in Canada.<sup>4</sup> Most notably, the geographic profile of the prime college-age Aboriginal population indicates a significant majority live off reserve.<sup>5</sup>

<sup>1</sup> Term Aboriginal and Non-Aboriginal identified by Statistics Canada. Vancouver Sun, May 3, 2006

<sup>2</sup> 14 Feb. 2006 – Victoria BC, 2006 Legislative Session: 2<sup>nd</sup> Session, 38<sup>th</sup> Parliament

<sup>3</sup> Union of BC Chiefs, *Backgrounder "A New Relationship"*, retrieved online May 2006

<sup>4</sup> Aboriginal population includes, registered Indians, Métis people and non-registered Indians. BC Statistics, Statistics Canada, Métis National Council and Indian and Northern Affairs Reports.

<sup>5</sup> A Data Profile of the Current and Future Socio-economic Structure of the Douglas College Region, BC Stats, May 2006.

Statistics Canada recorded 615 individual First Nations bands on their registry in December 2005. Of those 615 bands 32% (198 bands) are located in British Columbia. Fifty-two percent of the registered Indian population in Canada are between the ages of 20-54, representing a significant demographic for continued education.

### 3. Aboriginal Unemployment Rates

BC Statistics reported that the provincial unemployment rate for March 2006 is 4.4%. In contrast, the Aboriginal employment rate for individuals living off reserve, on a 12-month average is 13.4%, which is significantly higher than the non-Aboriginal population in BC. This information does not necessary reflect the actual unemployment rate as it does not include on reserve unemployment statistics, which could be as high as 30-40% depending on geographical location and local economic development and resources.

### 4. Aboriginal Student Populations

There are increasingly more students wishing to attend post secondary, however, federal funding levels for various bands have not matched this demand. This leads to Aboriginal students seeking alternative funding for their post secondary education. The Special Report on Aboriginal Former Student Outcomes from the 1995, 1997, 1999 and 2001 BC College and Institute Student Outcomes Surveys indicate that Aboriginal students range from 2.8% to 4.1% of the student population. It is imperative that we work to increase Aboriginal student populations in public post secondary.

#### *IIG-ANI Students and Staff*



## 5. Aboriginal Completion Rates

Graduation rates from high school are lower for Aboriginals as compared to non-Aboriginals. In particular, Aboriginals participate in the Math 12 course at a rate of 7%, which is much lower than compared to non-Aboriginals, who participate at a rate of 33%. However, successful completion rates in Math 12 are 73% for Aboriginal peoples as compared to a success rate of 86% for non-Aboriginal peoples. In 2003/2004 there were 1611 Aboriginal grade 12 graduates in British Columbia. This represents a 46% completion rate as compared to an 81% completion rate for non-Aboriginals.

### E. Internal Scan

The total number of Aboriginal students enrolled at the *IIG-ANI* has increased from 65% in 2001 to approximately 80% in 2005. The average *IIG-ANI* student is a 36 year old Aboriginal female, single mother, residing in an urban setting in British Columbia. Based on student interviews and statistical surveys, our students are looking for rigorous programs that will allow them to continue their education and enter the work force in a variety of areas.

### 1. Student Enrolments

Full time student enrolments are a key marker for the Ministry in determining success of student recruitment and the robustness of an Institution. The *IIG-ANI* has experienced tremendous growth in enrollments based on the fact that we offer a wide variety of courses and programs, from an Indigenous perspective in a comfortable and non-threatening learning environment. The charts below clearly indicate that over the past five years there has been steady substantial growth in *IIG-ANI* enrolments, making it the fastest growing school, on a percentage basis, in British Columbia. Data has been obtained from the Preliminary Report Based on Central Data Warehouse Submissions.

#### Annual Growth

YEAR	HEADCOUNT	FTE
2001	222	51.8
2002	308	63.6
2003	420	96.4
2004	503	127.6
2005	579	129
2006	279	146.55

The following chart was prepared by the Ministry and also illustrates the rapid growth of the *IIG-ANI*.

### HISTORY OF INSTITUTIONAL GROWTH IN BRITISH COLUMBIA 2000/01 TO 2003/04

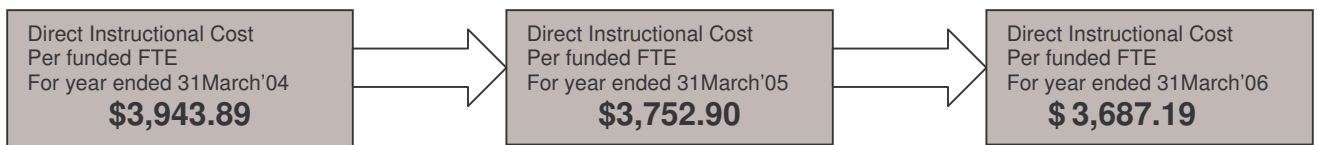
	2000/01			2001/02			2002/03			2003/04			% CHG ACTUAL FTE's 00/01-03/04	
	FUNDED	ACTUAL	UTIL. RATE	FUNDED	ACTUAL	UTIL. RATE	FUNDED	ACTUAL	UTIL. RATE	FUNDED	ACTUAL	UTIL. RATE		
<b>INSTITUTIONAL TOTALS</b>														
<b>BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY</b>	9987	9052.8	90.60%	10713.4	11651.1	108.8%	10784	11987.4	111.20%	117.19	12061.8	102.9	33.20%	
<b>CAMOSUN COLLEGE</b>	5570.6	5572.8	100.00%	6132.6	5715.3	93.2%	6114	5785.4	94.60%	6296	5884.5	93.5	5.60%	
<b>CAPILANO COLLEGE</b>	5091.3	4736.3	93.00%	5388.1	4886.3	90.7%	5390	4932.2	91.50%	5499	5050	91.8	6.60%	
<b>COLLEGE OF NEW CALEDONIA</b>	2835.2	2546.4	89.90%	3259.1	2829.6	86.8%	3186	2821.3	88.60%	3304	2750.9	83.3	8.00%	
<b>COLLEGE OF THE ROCKIES</b>	1523.5	1307.7	85.80%	1647.1	1676.3	101.8%	1675	1782.7	106.40%	1648	1645.2	99.9	25.90%	
<b>DOUGLAS COLLEGE</b>	6424.2	6224.6	96.90%	6765	7094.2	104.9%	6810	6651	97.70%	6889	6869.5	99.7	10.40%	
<b>EMILY CARR INSTITUTE OF ART AND DESIGN</b>	977	1003.3	102.70%	1061.3	986	92.9%	1061	982	92.60%	1061	1079	101.7	7.50%	
<b>INSTITUTE OF INDIGENOUS GOVERNANCE</b>	190	51.8	27.30%	125	63.6	50.9%	129	96.4	74.70%	129	127.6	98.9	146.30%	
<b>JUSTICE INSTITUTE</b>	183	245.5	134.20%	209.9	209.3	99.7%	206	201.4	97.80%	206	201.5	97.8	17.90%	
<b>KWANTLEN UNIVERSITY COLLEGE</b>	7820.5	7479.2	95.60%	8381.5	8224.4	98.1%	8461	8521.6	100.70%	8767	8857.2	101	18.40%	
<b>LANGARA COLLEGE</b>	5239.8	5486.9	104.70%	5544.7	5607.9	101.1%	5611	5791.8	103.20%	5649	5924.3	104.9	8.00%	
<b>MALASPINA UNIVERSITY COLLEGE</b>	5446.3	5164.6	94.80%	5941.7	5700.2	95.9%	6013	5640.3	93.80%	6209	5842	94.1	13.10%	
<b>NICOLA VALLEY INSTITUTE OF TECHNOLOGY</b>	188	165.3	87.90%	229.2	185.5	80.9%	220	199.9	90.90%	228	182.6	80.1	10.50%	
<b>NORTH ISLAND COLLEGE</b>	2275	1979.8	87.00%	2497.9	2195.3	87.9%	2518	2198.6	87.30%	2527	2157.8	85.4	9.00%	
<b>NORTHERN LIGHTS COLLEGE</b>	1595	1363.7	85.50%	1771.1	1592.5	89.9%	1760	1471	83.60%	1756	1507.6	85.9	10.60%	
<b>NORTHWEST COMMUNITY COLLEGE</b>	1632	1238.7	75.90%	1782.7	1470.4	82.5%	1821	1581.6	86.90%	1770	1371.5	77.5	10.70%	
<b>OKANAGAN UNIVERSITY COLLEGE</b>	6210.6	5203.6	83.80%	6750.5	5913.1	87.6%	6738	6296.7	93.50%	6973	6876.2	98.6	32.10%	
<b>OPEN LEARNING AGENCY</b>	2634	2522.5	95.80%	2654	2429.4	91.5%	2654	2375	89.50%	2654	2079.5	78.4	17.60%	
<b>SELKIRK COLLEGE</b>	2229.8	2226	99.80%	2391.9	2483.6	103.8%	2398	2075.4	86.50%	2417	1998.7	82.7	10.20%	
<b>UNIVERSITY COLLEGE OF THE CARIBO</b>	5228.5	4917.4	94.00%	5796.9	5650.7	97.5%	5797	5546	95.70%	6053	5592	92.4	13.70%	
<b>UNIVERSITY COLLEGE OF THE FRASER</b>	4385.8	4841.8	110.40%	5194.9	5234.3	100.8%	5233	5517.9	105.40%	5455	5472.2	100.3	13.00%	
<b>VANCOUVER COMMUNITY COLLEGE</b>	7476	6993.5	93.50%	8174	8306.3	101.6%	8018	8611.8	107.40%	8173	7505.2	91.8	7.30%	
<b>SECTOR TOTAL</b>	85143.1	80324.2	94.30%	92412.6	90105.3	97.50%	92597	91067.5	98.30%	95382	91037.9	95.40%	13.30%	

Post Secondary Finance BC Ministry of Advanced Education 08-04-2004



## 2. Finances

By increasing workloads, eliminating redundancies, reducing costs, and operating proficiently, the *IIG-ANI* has become more efficient. See the flow chart below which is based on recalibrated targets for FTE's provided by the Ministry of Advanced Education:



## 3. Research and Development

At our current state of development, attempts to provide research as found at larger universities are futile. However, our focus is on the need for Aboriginal research “by and for” Aboriginal peoples through the development of initiatives such as public commentary series, open forums, focus groups and dialogues with the public.



## F. Strategic Issues and Priorities

Our strategy to a large extent has been dictated by the need to grow in the absence of resources and support. This has resulted in the identification of issues and priorities that are clearly aligned with the requirement to be successful both for our students and Institution as a whole. If we are to survive, we have to continue to grow, stay within the budget, and preserve what is special about us. Because we do not have the luxury of a resource intense organization, we have to use what we have and to focus on immediate “gain for the least pain”. Therefore, the focus will be on generation of partners, revenue enrolment, reputation/legitimacy, and capital appearance.

### 1. Programming

The *IIG-ANI* has a variety of certificate, diploma and degrees that are approved by the Education Council with the full support of the *IIG-ANI* Board of Governors. Our curriculum is a unique fusion between mainstream education and Aboriginal content, one that fosters indigenous values, cultures and beliefs. The *IIG-ANI* ensures that the indigenous perspective is maintained in all programs, while ensuring that all courses are academically rigorous and meet the provincial standards for transfer credit. Our programs are designed to ensure transfer credibility so that our students can continue with further education or be work ready for the labour market.

The *IIG-ANI* has approved programs and related credentials in:

#### Associate of Arts Programs

General Arts	Criminology
Social Work	First Nations Studies

#### Diploma Programs

Business Administration	International Relations
Human Resources	Accounting Management
Public Administration	Tribal Administration

#### Certificate Programs

Psychology Certificate	Animal Welfare and Wildlife Management Certificate
------------------------	--

#### Adult Basic Education

- University Preparation Program – Adult Dogwood
- First Step Community and Access Program

The *IIG-ANI* continues to develop new programming based on needs assessments and market studies. We are committed to the continued evaluation of courses and programs to ensure that the needs of Aboriginal learners and the communities in BC are being met.

Our qualified course development team meets on a monthly basis to review status on course articulation, course/program development, admission/registration issues, writing accreditation and other related projects. Between 1995 and 2003 the school has progressed from 83.3% of its courses articulated (0% directly transferable) to 100% articulated (54.1% directly transferable). From 2001 to 2003 direct transferability advanced from 15.6% to 54.1%. From 2003 to 2004 our direct transferability has seen continual increase.

## 2. Leased Premises

The *IIG-ANI* is currently located in Burnaby BC with new classroom facilities. After a year of renting alternative off site space, the new classroom facilities have enhanced our learning environment. The current premises meet the needs of the Institute and students, in the short term. Based on our current growth patterns, the Burnaby location as is, will not be viable leading to the need for the *IIG-ANI* and the Ministry to work together to establish a permanent home for the *IIG-ANI* and its students.

## 3. Recruitment

Our recruitment efforts are based on our annual strategic marketing and operation plans. Recruitment is limited by the dearth of resources.

## 4. Finances

The *IIG-ANI* is in an unusual position in the BC public post-secondary system in that we are operating without deficits, have a balanced budget, meet Ministry targets and do not utilize deficit financing. Our funding has remained static for the last five years. In order to continue to meet the goals and objectives set by the Institute and your Ministry, we will require additional funds and support from the Provincial government. With our current resources hitting a ceiling, the *IIG-ANI* must have the support of the Ministry of Advanced Education as identified by Minister Coell during the legislative debates:

***Reflections by Honourable Murray Coell MLA (Lib.):***

*“They’re doing a great job. We’re working with them to see how we can help them grow in the future...I think the opening of new classrooms and renovations to their institution is a commitment on our part – also a commitment on our part to work with them to help them grow. They’re a new institution with a bright future.”*

(Legislative Session: Second Session, 38<sup>th</sup> Parliament, Volume 11, Number 7 – May 11, 2006)

## IV. GOALS, OBJECTIVES AND PERFORMANCE MEASURES

### G. Institutional Goals

Our primary goal is to provide students with accessible, affordable, high quality and relevant post-secondary education from an Aboriginal perspective. We also aim to:

- Provide students with the skills and knowledge for the workforce and the economy and to respond to critical shortages in the labour market
- Maintain FTEs at 143 as targeted by the Ministry
- Enhance integration of courses and partnerships with local universities, colleges and institutes
- Improve quality of education and encourage a cycle of excellence among students and staff
- Promote team work and wellness within the IIG-ANI
- Increase communications and reporting effectiveness
- Improve marketing and advertisement of IIG-ANI
- Have no deficit and a balanced budget

### H. Institutional Objectives

Our primary objective is to provide a comfortable, supportive, professional, energetic and low-cost learning environment to Aboriginal and Non-Aboriginal students. Our objectives are as follows:

- Promote *IIG-ANI* and recruit new students
- Offer more quality transferable courses to students
- Strengthen and build new partnerships
- Strengthen and build the *IIG-ANI*'s research capacity
- Continue to research and analyze the community needs and cost-effectiveness of future and new programs
- Programs will be examined for performance on a term by term basis
- Program enrolments, teaching loads and course frequency will be evaluated on an annual basis (or as needed)
- All teaching staff will have a minimum of a Master of Arts degree and be encouraged to complete their Doctorate degrees
- All teaching staff will have expertise in their area of study
- Continue performance evaluations for all faculty and staff
- Encourage staff interaction and skill sharing
- Recruit and promote from within
- Faculty teaching hours will be reviewed (as needed)
- Seek greater efficiency



## I. Key Criteria

### 1. Capacity and Accessibility

The Ministry of Advanced Education provides the *IIG-ANI* with enrolment targets for the upcoming three years. The *IIG-ANI*'s enrolments and funding have been capped at 143 FTE's for the 2006/07 to 2008/09 period. These targets are not reflective of the current state of operations and it is anticipated that the *IIG-ANI* will surpass the Ministry's targets and continue its successful growth pattern. The operations model of our landlord has restricted the functioning of our Institute which has impacted accessibility.

### 2. Efficiency and Quality

The *IIG-ANI* works toward increasing the flexibility, quantity and student satisfaction with university transfers. *IIG-ANI* has many evaluation processes to ensure student satisfaction with programming and instruction. Between the 2003/2004 and 2004/2005 academic year student surveys indicated a 16% increase in satisfaction from 78% in 2004 to 94% satisfaction in 2005.

### 3. Comprehensiveness

The *IIG-ANI* assesses community needs and programming that is relevant to Indigenous students. Breadth and employability are constants in program development and implementation. The Performance Measures, Baselines and Targets below are provided by the Ministry and it should be noted that the Former Student Outcome Surveys are utilized to determine this information and the Baseline data should be interpreted with caution due to the size of the survey respondents. The *IIG-ANI* expects to exceed the baseline information during the next three years.

Performance Measures	Baselines	2006/07 Targets	2007/08 Targets	2008/09 Targets
Total Student Spaces	143	143	143	143
Total credentials awarded	28	26	26	25
Number and percent of public post-secondary students that are Aboriginal	188 or 47.6%	Maintain or increase	Maintain or increase	Maintain or increase
Student spaces in development programs	34	Maintain or increase	Maintain or increase	Maintain or increase
Skill development	74.9% average	Meet or exceed 85%	Meet or exceed 85%	Meet or exceed 85%
Student assessment of quality of education	50%	Meet or exceed 90%	Meet or exceed 90%	Meet or exceed 90%
Student assessment of quality of instruction	83.3%	Meet or exceed 90%	Meet or exceed 90%	Meet or exceed 90%
Student satisfaction with transfer	83.3%	Contribute to system level benchmark 90%	Contribute to system level benchmark 90%	Contribute to system level benchmark 90%
Student assessment of usefulness of knowledge and skills in performing job	100%	Meet or exceed 90%	Meet or exceed 90%	Meet or exceed 90%
Student outcomes – unemployment rate	14.3%	Maintain below rate for persons with high school	Maintain below rate for persons with high school	Maintain below rate for persons with high school

## J. Performance Measures

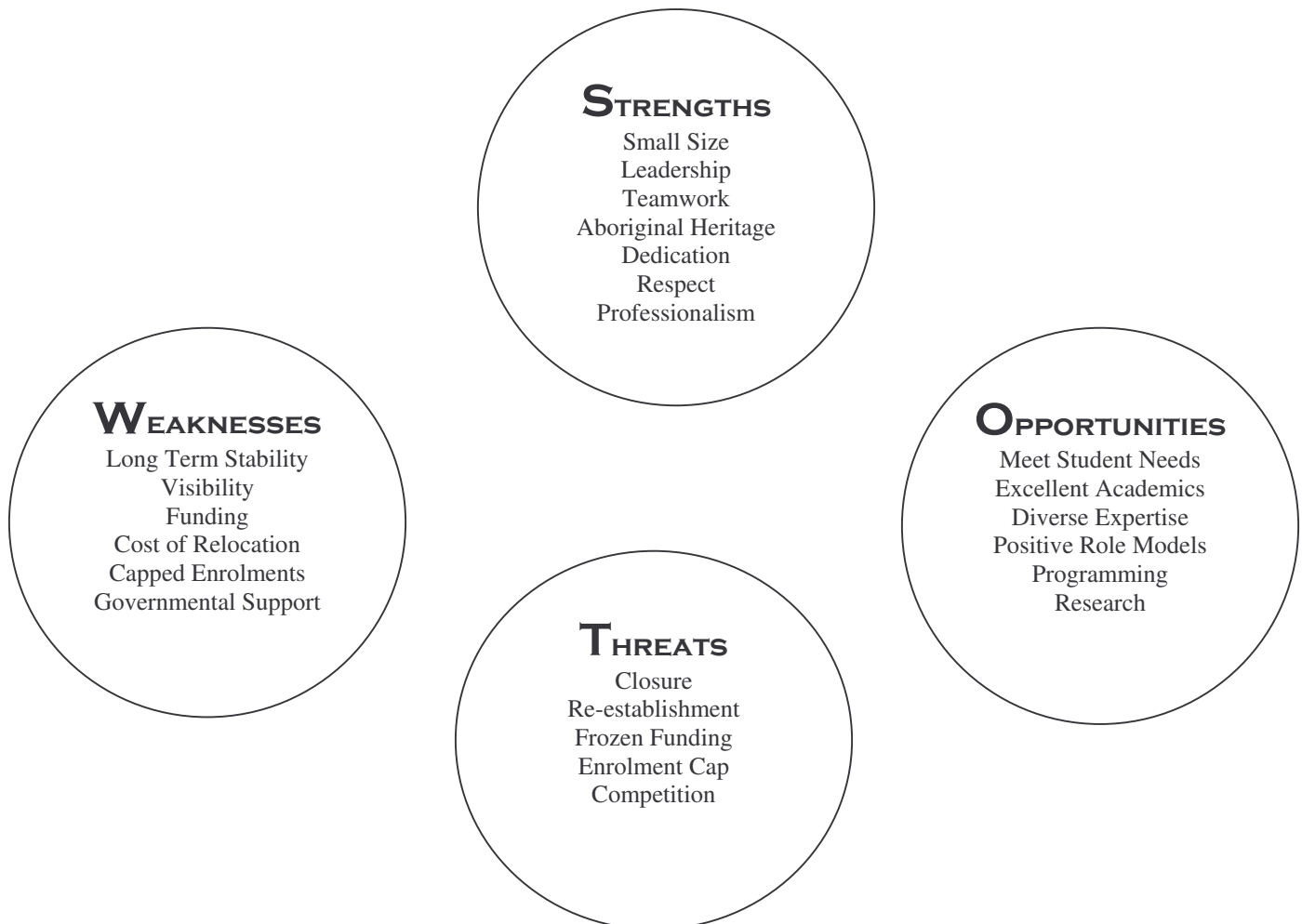
### 1. Annual Organizational Evaluations and Planning

The *IIG-ANI* employs several planning and evaluation strategies to ensure excellence. Two major planning initiatives are the development of the annual Strategic Plan and the development of the annual Operational Plan.

On an annual basis the *IIG-ANI* staff, faculty and management meet to re-assess the strengths and weaknesses of the Institution and to determine direction and resource allocation for the upcoming year. In July 2005, the *IIG-ANI* performed our third annual SWOT Analysis (Strengths, Weakness, Opportunities, and Threats) of the Institute.

The Analysis section is composed of two parts: “performance indicators” and “analysis”. Performance indicators provide objective measurements of the operations of the school. Analysis allows one to draw conclusions from the data. Overall, it is clear that *IIG-ANI* has steadily improved, especially during the last two years, and has surpassed the Ministry targets for the first time in its history.

#### The S.W.O.T. Analysis



## 2. Evaluation and Accountability

Our flat line organizational structure of the *IIG-ANI* emphasizes strong teamwork and cooperation, where all employees work together to achieve results and to meet targets. This has led to a very strong sense of ownership and family among *IIG-ANI* employees and responsibility for success is inclusive. However, individual staff evaluation and assessment is necessary. Ultimately, each employee is accountable to the President of the *IIG-ANI* and the President is accountable to the Board of Directors and the Ministry of Advanced Education. Faculty and the Institution as a whole are also accountable to the students they serve. The *IIG-ANI* has developed a rigorous personnel evaluation format to ensure excellence from all staff, faculty and management.

## 3. Innovation

The *IIG-ANI* has exhibited some unique practices in areas ranging from academics to management systems in an effort to increase overall performance and employee/student satisfaction. For instance, the *IIG-ANI* has instituted the following, within the last three years: Collaborative teaching, Two hat policy, Functional Work Teams, Education sponsorship, Labour days, an Industrial Relations model, Staff meetings-communication, Hiring Circles, New employee mentor program, Our Gift, Our Guarantee.

## V. SUMMARY FINANCIAL OUTLOOK

Summary Financial Outlook	2006/07	2007/08	2008/09
<b>Revenues</b>	\$2,828,480	\$2,927,480	\$3,110,917
<b>Expenditures</b>			
<b>Salaries</b>	\$1,771,932	\$1,978,660	\$2,187,065
<b>Amortisation</b>	\$117,600	\$172,100	\$167,100
<b>Other</b>	\$908,810	\$736,410	\$714,410
<b>Total Expenditures</b>	<b>\$2,798,342</b>	<b>\$2,887,170</b>	<b>\$3,068,575</b>
<b>Surplus (Deficit)</b>	<b>\$30,138</b>	<b>\$40,310</b>	<b>\$42,342</b>