



**ENHANCING REGIONAL COLLABORATION** 10  
Atlantic Provinces Community College Consortium Annual Report 11



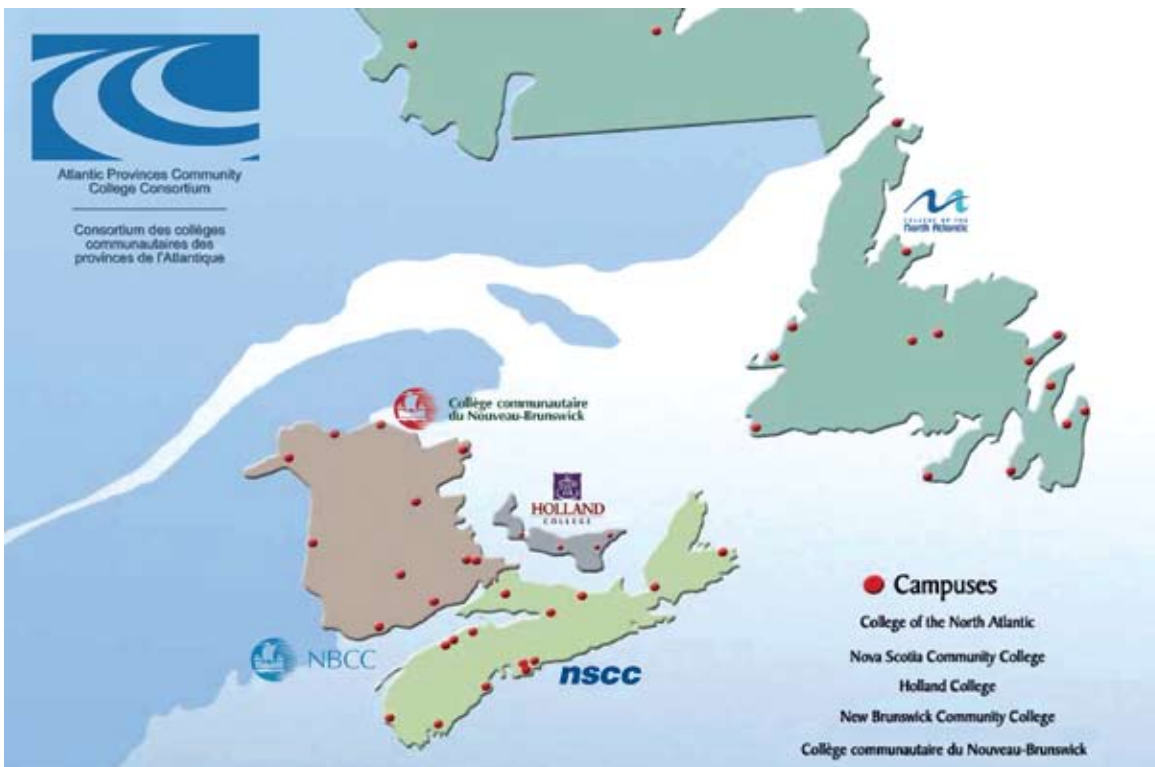
Atlantic Provinces Community  
College Consortium

Consortium des collèges  
communautaires des  
provinces de l'Atlantique



# Community Colleges

A key element in building a stronger Atlantic Canada



50 campuses plus learning centers located in both **urban and rural** settings throughout the region serving in excess of 25,000 full-time and 60,000 part-time students

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## Message from Board Chair



I was honored to act as chairperson of the Atlantic Provinces Community College Consortium (APCCC) board of Directors throughout the year. It has been a pleasure to support the APCCC's office p, in collaboration with other members of the board and its committees, with a view to fulfilling the mandate of the Consortium, which is to foster collaboration between the public community colleges in Atlantic Canada.

The 2010-2011 Annual Report highlights activities and initiatives of the APCCC. Those achievements represent the efforts of a group of top-level executives or officials of Atlantic Canada's community colleges and officials from each department responsible for post secondary education and training. They are convinced that community colleges play a determining social and economic role in Atlantic Canada.

The board of the APCCC witnessed significant changes during 2010-2011. The Government of New Brunswick converted its college network into two modern and autonomous Crown Corporations which reflect the provincial linguistic duality. The APCCC is also pleased to underline the active participation of le Collège Acadie Î.-P.-É., the French language community college in Prince Edward Island.

Furthermore, the APCCC continued to strengthen partnerships with other institutions, government departments, company managers and the media in order to bring to the forefront the issue of skilled worker shortages. This problem must be considered a top priority in Atlantic

Canada if we are to maintain prosperity, productivity and social development. Teaching institutions that are members of the APCCC play a key role in preparing skilled workers. It is important to profile this key role and ensure the member institutions are supported in this mandate.

The Consortium members also contribute to population growth strategies through their work at the international level. Colleges in Atlantic Canada are drawing an increasing number of foreign students. Thus, the Consortium is working with governments in order to support regional strategies for immigration, a highly needed contribution to support our regional population and its economy.

Finally, the APCCC made continued efforts to increase the capacity of community colleges to engage in applied research activities. Numerous strategic partnerships have made it possible for community colleges to obtain important federal and provincial grants with a view to delivering applied research activities.

I wish to congratulate our employees as well as our members for their dedication towards collaboration, which in 2010-2011 has produced excellent results and renewed awareness of the value of our institutions and our graduates.

Liane Roy  
*Chair, Board of Directors*



## Message from Executive Director



The past year has been a year of significant change in Atlantic Canada's Community Colleges. The most significant change having occurred in New Brunswick. Previously the community college system in New Brunswick was operated within the provincial government. The proclamation of the New Brunswick Community Colleges Act during the past year has established two self-governed college entities: one organized in the English language and the other in the French language. This has, of course, resulted in significant organizational, operational, and leadership changes within the two newly established colleges. During the year both of the newly established colleges have appointed their own President and C.E.O. These changes have also had an impact on our consortium as we now welcome two college members from New Brunswick in place of the single member entity that existed previously.

Leadership changes have also been experienced at our member colleges in Nova Scotia and Newfoundland and Labrador. During the past year both the Nova Scotia Community College and the College of the North Atlantic have embarked on a search for a new President.

Our colleges have also experienced physical change during the past year. Many campuses have benefited from significant infrastructure investment through the Knowledge Infrastructure Program and provincial investments. These investments provided much needed capacity enhancement and modernization of campus facilities.

It has been rewarding to work with our member colleges through these significant changes and to witness the

benefits of our regional collaboration. The infrastructure investments have long been a priority among our member colleges and are the culmination of significant regional and national efforts to draw attention to these needs. I was also particularly pleased to see the level of collaboration among our member colleges as New Brunswick managed its college transformation. New Brunswick college staff drew on the experiences and practices of our partners and in turn contributed to dialogue on a number of governance and operational issues.

This report outlines the work of the consortium over the past year. Much of that work is accomplished through various committees consisting of representatives from our member colleges. I am grateful to the committee members for their significant contributions. The other significant aspect of APCCC work involves engagement with organizations outside the college community. Advocacy, engagement, and collaboration with external organizations are critically important to community colleges and to the success of APCCC. Through these types of efforts opportunities emerge and the profile of colleges is enhanced.

It continues to be a pleasure to work with the consortium members and I want to express my appreciation to the board, and to college staff that I work with regularly, for their support, assistance, and cooperation.

Ken MacRae  
*Executive Director*



## About APCCC

The Atlantic Provinces Community College Consortium (APCCC) is an interprovincial body promoting and supporting the strategic development of regional collaboration, coordination, and sharing of resources among the Atlantic community colleges. This consortium, which reports annually on its activities to the Council of Atlantic Premiers through the Council of Atlantic Ministers of Education and Training, was established in August 1998. It is officially recognized through a Memorandum of Understanding signed by the provincial ministers responsible for community colleges and the presidents of the community colleges from New Brunswick, Newfoundland and Labrador, Nova Scotia and Prince Edward Island.

APCCC partners consist of the Council of Atlantic Premiers, Council of Atlantic Ministers of Education and Training, Department of Post-Secondary Education, Training and Labour of the Province of New Brunswick, Department of Education of the Province of Newfoundland and Labrador, Department of Labour and Advanced Education of the Province of Nova Scotia, Department of Innovation and Advanced Learning of the Province of Prince Edward Island and the New Brunswick Community College, Collège communautaire du Nouveau-Brunswick, College of the North Atlantic, Nova Scotia Community College and Holland College.

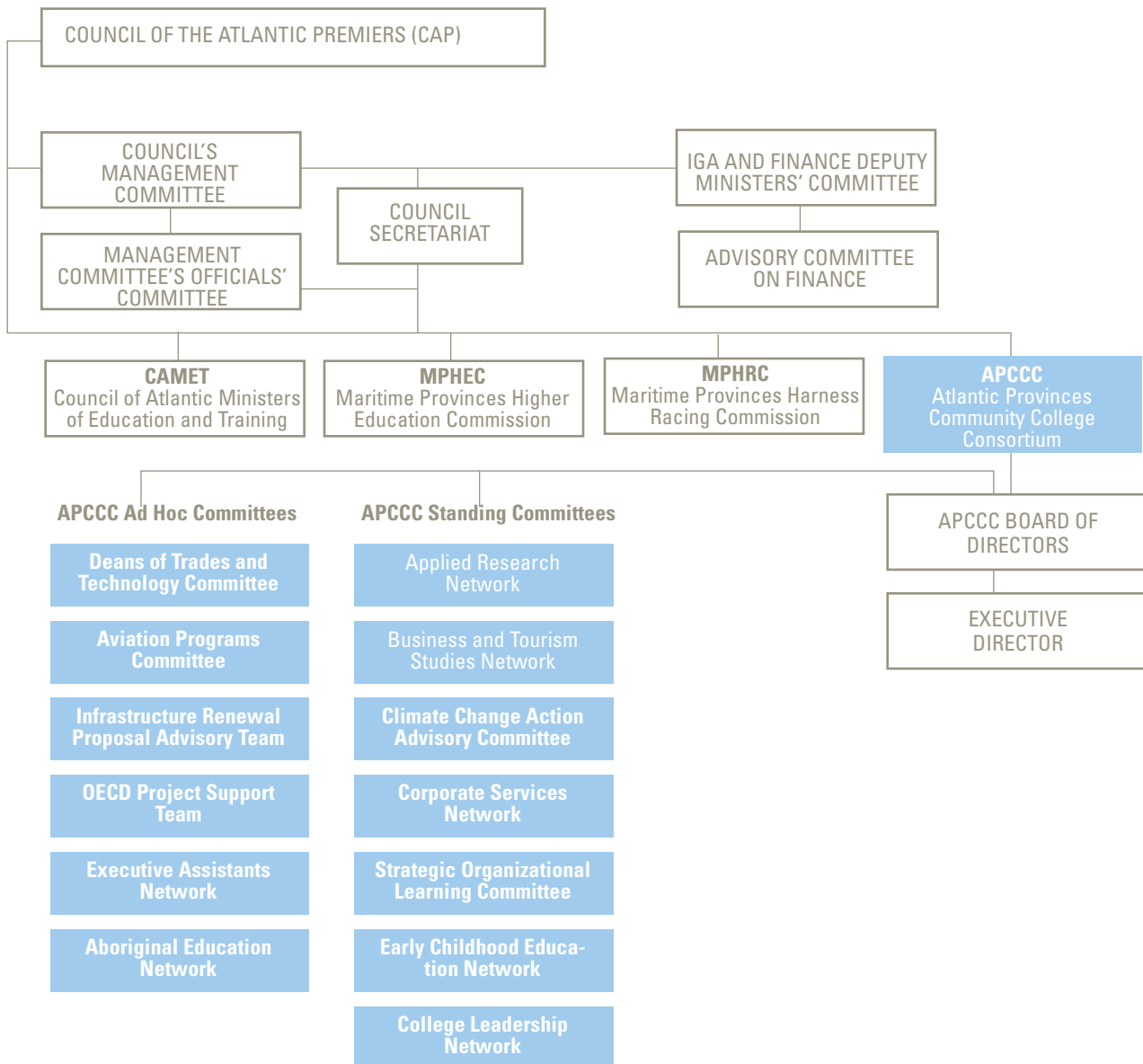
The consortium is governed by a Board of Directors consisting of the presidents and vice presidents/or designates from each community college, and assistant deputy ministers and/or designates from each government department responsible for community colleges. The Chair of the Board rotates annually from among the college presidents.

The Board meets three times per year to provide direction to the administration, management and affairs of the consortium. The consortium is staffed by an Executive Director whose role is to advance the agenda of the Board on a day-to-day basis.

50 campuses plus  
learning centres in  
both urban and rural settings  
throughout the region.



# Atlantic Provinces Community College Consortium (APCCC) Organizational Chart





## APCCC Board for 2010 – 2011

COLLEGE/PROVINCE	BOARD MEMBER
College of the North Atlantic	Bruce Hollet, Interim President
College of the North Atlantic	Cyril Organ Vice President Academic and Learner Services
Province of Newfoundland and Labrador	Bruce Belbin, Assistant Deputy Minister
Holland College	Brian McMillan, President
Holland College	Michael O’Grady, Vice President Innovation, Enterprise & Strategic Development
Province of Prince Edward Island	Susan MacKenzie, Director
Collège communautaire du Nouveau-Brunswick	Liane Roy, President, Chair, APCCC
New Brunswick Community College	Marilyn Luscombe, President
New Brunswick Community College	Bill Best, Vice President Academic
Province of New Brunswick	Yves Pelletier Assistant Deputy Minister
Nova Scotia Community College	Don Bureaux, Acting President
Nova Scotia Community College	Bruce Tawse, Acting Vice President Academic and CLO
Province of Nova Scotia	Wayne Doggett, Executive Director
Council of the Atlantic Premiers (CAP) and Council of Atlantic Ministers of Education and Training (CAMET)	Rhéal Poirier, Assistant Secretary to CAP and Secretary to CAMET
Atlantic Provinces Community College Consortium	Ken MacRae Executive Director



## Mission, Values and Strategic Directions

As a partnership among the five Atlantic community colleges and the four Atlantic departments responsible for education and training, the APCCC assists colleges and governments in providing the most effective and efficient college programming possible, reflecting the following values:

### Quality

Continuous improvement in the quality of programs, practices and teaching

### Accessibility

Program, delivery, and support services that optimize training availability

### Mobility

Portability of learning and credits throughout the post-secondary education system in Atlantic Canada

### Relevance

Effective and responsive interaction among learners, workforce and community

### Accountability

Evidence of value and cost effectiveness of public and learner investment

### Scholarship And Research

Commitment to the pursuit of knowledge, innovation and commercialization

These values form the basis for the APCCC's strategic directions which are designed to enhance the quality and cost-effectiveness of the community college systems in the Atlantic Provinces through the pursuit of cooperative and collaborative initiatives. More specifically, the 2010-2011 Business Plan focused on:

- Learning;
- Regional Development; and,
- Accountability & Communication.

Atlantic Canada college students  
enjoy a **17% annual return**  
on their educational investment.

- *The Economic Contribution of the Atlantic Community Colleges - EMSI*



## Board Meetings

In accordance with the principles outlined in the Memorandum of Understanding establishing the consortium, the APCCC Board met two times in 2010-2011 to provide direction to the work of the consortium and to share knowledge and experiences important to the growth and development of Atlantic colleges. Specifically, the board met as follows:

**SEPTEMBER 23, 2010**

Via Video Conference

**JANUARY 12, 2011**

Dieppe, New Brunswick

These meetings provided board members the opportunity to develop a better awareness and appreciation of accomplishments, activities and strategic issues that are important to advancing community college mandates.

The agendas for meetings are structured around the identification and discussion on strategic issues and input into the consortium's operational plans. In addition to the strategic dialogue among board members and providing direction into the day-to-day operations of the consortium, the meeting format provided for inclusion of strategic guests. For example, the January meeting included representatives from the Atlantic Population Table and allowed for a discussion on the colleges role and contribution towards regional population strategies. Including these guests in meetings has added to the regional dialogue on advancing the scope and breath of college programs and services in support of regional development.



## Regional Collaborative Networks

To ensure the objectives of the business plan are met, the APCCC establishes regional collaborative networks. These networks take the form of standing or ad hoc committees consisting of representatives from partner colleges, to advance the goals and objectives of its business plan and to collaborate around strategic issues. During the 2010-2011 reporting period, the following APCCC Standing Committees and Ad Hoc Committees were active:

### APCCC STANDING COMMITTEES

#### **APPLIED RESEARCH NETWORK**

Dr. Audrey Penner, HC  
Debbie Boudreau, NBCC  
Dr. Mohammad Iqbal, CNA  
Dr. Sylvain Poirier, CCNB  
Dr. Kevin Quinlan, NSCC (Chair)  
Ken MacRae, APCCC

#### **STRATEGIC ORGANIZATIONAL LEARNING TEAM**

Janet Byrne, NSCC  
Claudine Lowry, NSCC  
Kevin Deveau, CNA (Chair)  
Garry Pinto, CNA  
Gerry Seaward, HC  
Ryan Johnston, HC  
Leslie Smith, NBCC  
Ken MacRae, APCCC

#### **ABORIGINAL EDUCATION NETWORK**

Winnie Montague, CNA  
Shelley Carter-Rose, NSCC (Chair)  
Andy Gallant, HC  
Doug Dolan, NBCC  
Luc Leblanc, CCNB  
Ken MacRae, APCCC

#### **CORPORATE SERVICES NETWORK**

Blake Cryderman, CNA (Chair)  
Joanne O'leary, CNA  
Christin Lanteigne, CCNB  
Kent Shaw, NBCC  
Andy Gallant, HC  
Ken Jones, NSCC  
Dwayne MacLeod, NSCC  
Ken MacRae, APCCC

#### **EARLY CHILDHOOD EDUCATION NETWORK**

Dr. Robert Williston, NBCC  
Victoria Cobham, NBCC  
Michelle Richard, NBCC  
Brenda Tobin, CNA  
Andrea Kelland, CNA  
Carmella Singleton, CNA  
Paul Cyr, CCNB  
Kim Gillis, HC  
Susan Ashley, HC (Co-Chair)  
Rosemary White, HC (Co-Chair)  
Lorraine Mockford, NSCC  
Kelly Kennedy-Pippy, NSCC  
Ken MacRae, APCCC

#### **APCCC AD HOC COMMITTEES**

Executive Assistants Network  
Giselle Borden, CNA  
Tina Brewer, NBCC  
Diane Arseneault, CCNB  
Christabell Pinchin, NSCC  
Sandi White, HC (Chair)  
Ken MacRae, APCCC



## Key Accomplishments and Deliverables

During the reporting period, the Atlantic Provinces Community College Consortium (APCCC), a partnership between community colleges and Atlantic government departments responsible for community colleges, provided leadership and resources in advancing collaborative and cooperative initiatives which are consistent with its approved business plan for 2010-2011. The APCCC Board of Directors provided direction to the work of the Consortium and shared knowledge and experiences important to the growth and development of Atlantic colleges.

The day-to-day operations of the consortium are vested with the office of the Executive Director. Under his leadership and through a committee and network structure consisting primarily of college employees, the objectives of the 2010-2011 business plan were advanced as highlighted.

### Learning

Learning continues to be a key theme for the APCCC. Within this theme the APCCC undertook activities to:

- advance the learning and knowledge of college staff;
- enhance learning pathways for students;
- inform the policy and decision making of APCCC partners.

### **ADVANCING THE LEARNING AND KNOWLEDGE OF COLLEGE STAFF**

The APCCC provides a forum for college members to share knowledge, experiences, and practices. Meeting agendas for the Board, as well as for the various standing and ad hoc committees, continue to allow time for member exchange and updates. These networking opportunities are a valued learning opportunity for college staff and often result in follow-up action that benefits one or more of the member colleges or their staff. During the year, two new network groups were formed for the purpose of advancing knowledge and sharing expertise. These two new groups were the

Aboriginal Education Network and the Executive Assistants Network.

The *Strategic Organizational Learning Team (SOLT)* is a committee of the APCCC that leads organizational learning and development and supports common strategic directions in the APCCC's learning-centered colleges. SOLT strives to organize at least one regional learning event per year as well as identifying and promoting other activities and events available to faculty and staff. SOLT organized professional development events in recent years have been planned and targeted for different staff groups including faculty; management; and support staff. SOLT events are hosted by member colleges on a rotational basis.

During the 2010-11 year, SOLT held two professional development events. From June 8th-10th SOLT held a professional development event in Mill River, Prince Edward Island on the theme of *Leading Change*. This event was targeted at management staff and dealt with the various aspects of managing change. The event was attended by approximately 50 people from all member colleges.

A second event was hosted from October 26th-28th at St. Andrews, New Brunswick. This event was designed for support staff and the theme was *Creating a Culture of Service Excellence*. Approximately 60 people attended the St. Andrews sessions.

In addition to delivering its own professional development opportunities, the APCCC and its member colleges contribute to other regional and national development efforts including college leadership programs offered through the Association of Canadian Community Colleges (ACCC). Member colleges contribute and participate in the ACCC's president and vice-president development programs.



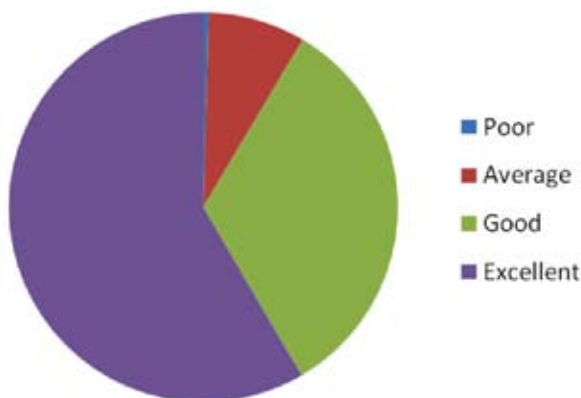
Key Accomplishments and Deliverables (cont.)

APCCC Learning Events

STRATEGIC ORGANIZATIONAL LEARNING TEAM

DATE	THEME	TARGET GROUP	LOCATION
Spring 2007	Program Development Institute	Faculty	Rocky Harbour, NL
Fall 2007	Learning Centered Trades Training Workshop	Faculty	Halifax, NS
Fall 2009	Assessment & Evaluation	Faculty	Oak Island, NS
Spring 2010	Leading Change	Management	Mill River, PE
Fall 2010	Creating A Culture Of Service Excellence	Support Staff	St. Andrews, NB

SOLT – Saint Andrews Learning Event Participation Overall Evaluation



The APCCC Board identified an opportunity to create a network for college executive assistants. The *Executive Assistant Network* was created as a means to share best practices and explore learning opportunities for college staff working in senior executive assistant roles. A small organizing committee was formed and held several meetings during the year to plan learning events. The inaugural learning event was hosted by NSCC in Dartmouth, Nova Scotia in April. The well-attended event was based upon the theme of Executive Assistants as Leaders in *Community Colleges*. During the year plans were developed for a second event to be hosted by Holland College in 2011.



## Key Accomplishments and Deliverables (cont.)

### ENHANCING LEARNING PATHWAYS FOR STUDENTS

The APCCC was also active in a number of areas to enhance pathways for college learners. In support of providing college students with pathways to build on their college credentials, all member colleges continue to negotiate transfer agreements with other post-secondary institutions both in the Atlantic region and beyond. Generally speaking, these agreements provide recognition of student learning in our member colleges and provide credit towards a further credential. To facilitate the dissemination of information pertaining to these agreements, APCCC published the *2011 Guide to Block Transfer Agreements* for graduates of Atlantic Colleges. This guide provides Atlantic college students with current information about transfer agreements available should they wish to continue with their education beyond graduation from college. The number of transfer agreements available to Atlantic college graduates totals more than 325. Increasingly our member colleges are seeing students accumulate multiple credentials and availing themselves of the transfer opportunities provided in these arrangements. There are large numbers of college students that subsequently attend university and vice-versa.

The examples above reflect the continued emphasis on developing educational pathways through partnerships, articulation agreements, joint degree programs and flexible access. Atlantic colleges continue to forge partnerships with other institutions including an increasing number of programs developed with universities. Colleges are also focusing on flexible delivery mechanisms to meet the needs of today's learners. These include part time programs and e-learning, or distributed learning opportunities. Colleges recognize that today's learners use multiple-pathways to success.



### INFORMING POLICY AND DECISION MAKING

Research contributes to learning as it informs policy and practice. During the year the APCCC participated in the study by the Council of Atlantic Ministers of Education and Training into the economic impact of international students. APCCC was represented on the research steering committee and all colleges participated in the research. The research involved a survey of students and the gathering of supplementary data from educational institutions and governments. The research was completed and the report was delivered in 2010. The report findings assist institutions in understanding the contributions of international students as well as their perceptions and expectations. The report also serves to inform policy and practice and contributes to a broader understanding of the impact of international students and the role that they can play in addressing Atlantic labour market and population challenges.



## Key Accomplishments and Deliverables (cont.)

### The Economic Impact of Post Secondary International Students in Atlantic Canada By: Dalhousie, School of Public Administration Highlights

- International students spend \$2.64 for every dollar spent by Atlantic provincial governments for their education and health care.
- Direct spending by international students averaged \$29,000.
- The total annual economic impact of Atlantic international students amounted to \$565 million.
- International students surveyed were generally pleased with Atlantic Canada and its educational institutions.
- 40% of the international students surveyed expressed interest in applying for permanent Canadian residency.

Early in the 2010-11 year, the APCCC received the report Community College Framework for Aboriginal Education from Hatcher Research Associates. The report was commissioned by the APCCC to provide an action plan to imbed cultural diversity supports within the college system. Acting on one of the first recommendations of the report, the APCCC established an Aboriginal Education Network. This committee met during the year to consider and act upon the report recommendations. The Network is also a mechanism for the colleges to collaborate and share experiences and knowledge in the area of aboriginal education.

The APCCC, with support from Springboard Atlantic, also commissioned a study during the year to identify

opportunities for colleges in the innovation (applied research) continuum. A steering committee consisting of representatives from each member college, along with the APCCC Executive Director, oversaw the project. An RFP was issued and eventually awarded to Novus Consulting of Halifax.

The consultants were asked to deliver a plan of action which provides a strategy to advance innovation in Atlantic Canada by identifying industry partners that will benefit from collaborations with colleges in synergistic areas of research. The Consultant was also asked to define areas where this relationship will be enhanced and intensified to better connect the links in the innovation chain model, particularly in recognizing areas where collaboration between colleges and universities best serves industry and creates the most value.

The consultant's report was received in March 2011 and distributed to member colleges. The study recommendations are valuable to APCCC's member colleges as they strive to strengthen college applied research in support of Industry and in support of our regional economy. The APCCC's Applied Research Network will be addressing the recommendations contained in the report.

## Regional Development

Community Colleges are a key component to building productivity and competitiveness in Atlantic Canada. Colleges encourage business formation and sustainability by growing the local talent pool, by re-skilling displaced workers, by offering customized workplace training, and by providing applied research and development support. The APCCC member colleges are keenly aware of the contributions they make to their local and regional economies and



## Key Accomplishments and Deliverables (cont.)

acknowledge their role in building and supporting communities in partnership with local government.

### COMMUNITY COLLEGES IMPACT

Community Colleges impact the regional economy in many ways. Many of the impacts are not readily quantifiable, such as the role that colleges play in business formation, or their role in attracting and supporting new firms and industry to the region. Other intangibles such as contribution to culture and quality of life are equally difficult to measure. Atlantic colleges do, however, attempt to quantify the impact of their core operation to the regional economy. The most recent economic impact study commissioned by the APCCC revealed that Atlantic community colleges contribute approximately \$2.9 Billion annually as a result of their operations and the impact that their students have in the regional economy.

Atlantic Canada college students enjoy a 17% annual return on their educational investment – the Economic Contribution of Atlantic Community Colleges - *EMSI*

### INFRASTRUCTURE

In order to deliver state of the art programs and prepare students for the jobs of today, it is important that college infrastructure is up to date. Much of the infrastructure in Atlantic Canada was aged and in need of upgrading and or replacement and for a number of years the APCCC and its member colleges have been advocating for investment in college infrastructure. Similar messages were delivered on a national level through the Association of Canadian Community Colleges.

The Knowledge Infrastructure Program (KIP) was announced in 2009 as part of Canada’s Economic Action Plan. Atlantic community colleges were prepared, had identified their needs, and were ready to participate in this program. With funding assistance provided through the federal government KIP program and from our provincial governments, the APCCC member colleges were able to secure a significant number of infrastructure projects that have vastly improved their ability to continue to deliver high quality programming. During the reporting period many of the projects funded under this program took shape and were completed. In addition to the economic impact associated with the construction of these projects, the investments will continue to contribute to regional development as they improve our college’s ability to deliver on their mandates. The APCCC and its member colleges are grateful to our federal and provincial governments for their investments in college infrastructure and their acknowledgement of the vital role and contribution of colleges towards regional development.

\$139 million invested in 17 campuses through the Knowledge Infrastructure Program and provincial governments.

### HUMAN RESOURCES

In the report, People without Jobs, Jobs without People, Dr. Rick Miner describes the demographic challenges faced by Canada and the phenomenon of unemployed people at a time when employers are facing a shortage of skilled workers. He points out that Canada’s economy will suffer serious damage due to an inadequate supply of workers



## Key Accomplishments and Deliverables (cont.)

with the advanced skills associated with post-secondary education. The report anticipates a national workforce shortfall of 1.5 million people by 2011 and growing to 2.7 million by 2031. Dr. Miner's report also highlights an important second factor: the knowledge economy and the premium it places on advanced skills. An increasing proportion of positions will demand education beyond secondary school. The report indicates that in 2011, 70% of new jobs will require a PSE credential, and that this will rise to 77% by 2031. Currently, only 60% of Canadians between the ages of 25 and 64 meet the test. Miner concludes that by 2016, 550,000 persons without a PSE credential will not qualify for the jobs that will be available, with that number rising steeply in subsequent years.

The issues highlighted by Dr. Miner's report are complex and require a number of strategies to be employed by a number of partners and governments. Solutions will have to include population strategies; skills upgrading strategies; strategies to increase productivity; and strategies to ensure more of Canada's population enter post secondary education and are able to participate in today's job market. Community Colleges are uniquely positioned to play a significant role in these solutions.

Atlantic Canada's Community Colleges are a key component in addressing the advanced skill requirements of the future workforce and they are a significant component of the continued economic and social well-being of the region. Atlantic Canada Colleges contribute to the region's economic development by enhancing the skills of our population. Our colleges offer a variety of courses and programs ranging from academic upgrading through to training for careers requiring advanced skills.

In order to ensure colleges continue to deliver quality programs that meet the needs of the region, colleges work to forge close relationships with employers, industry, and governments. Atlantic Canada colleges continually review programs and they utilize program advisory committees to solicit business and industry input into curriculum development.

In addition to offering regular programs to the public, community colleges also respond and support the needs of business and other organizations through the provision of customized training. Often the ability of the region's colleges to respond and assist with skills upgrading is a key success factor to attracting and retaining business. *The APCCC's Corporate Service Network* members have been actively

engaged with businesses and industries all over Atlantic Canada in the provision of customized and contracted training programs. The network has provided APCCC member colleges with opportunities to share information and best practices and to develop mechanisms to promote regional training and development services available through community colleges. APCCC member colleges have a regional program sharing protocol for customized and contracted training programs. The protocol allows a member college to access customized training programs already developed by other member colleges. The protocol is an excellent example of regional collaboration in support of Atlantic Canada's training and development needs. The APCCC also supports the efforts of its member colleges to address the human resource needs of the region through dialogue and cooperation with various associations and sector councils. The APCCC is a member of the Construction Sector Council's Labour Market Information working group. That group analyzes sector activity and anticipated



## *Key Accomplishments and Deliverables (cont.)*

major projects in order to forecast labour supply needs and the responses necessary to meet those needs. The Construction Sector Council released its 2010 Construction Looking Forward Report and during the reporting period was working on the 2011 version of the report.

APCCC has regular interaction with various sector council organizations. During the year the APCCC took part in the formation of an Atlantic education and training sector group. The group is known as the Education and Training Formation Atlantic (ETFA). The role of the group is to promote and position Atlantic Canada's education and training sector to secure global market opportunities. The group is examining opportunities to export the region's education and training product. The work also includes examining opportunities to attract international students. This work also links to regional population strategies and the role that international students and immigrants can play in addressing human resource needs for the region.

### **SUPPORTING IMMIGRATION STRATEGIES**

In addition to the work of the ETFA which was outlined above, the consortium is working to support regional immigration strategies in a number of ways. Immigration is integral to support our regional population and our economy. An aging workforce coupled with declining birth rates is creating a demographic challenge for Canada. One of those challenges is sustaining a skilled workforce.

APCCC member colleges provide a host of programs and services that support immigrants. These include language training services, academic upgrading programs, and the assessment and recognition of prior learning for the purpose of training credentials and program placement.

Consortium members also contribute to population strategies through their international work. Atlantic colleges have a growing base of international students. In addition, colleges are forging international relationships leading to faculty and student exchange opportunities. Colleges also work in the area of international development. The APCCC office serves as an Atlantic Canada focal point partner contact for the Canadian Immigration Integration Project (CIIP). The CIIP aims to contribute to more successful labour market outcomes for skilled worker immigrants by developing a model of effective preparation in their country of origin. With funding from Human Resources and Social Development Canada (HRSDC) and in partnership with Citizenship and Immigration Canada (CIC), the Association of Canadian Community Colleges (ACCC) has piloted the CIIP in three countries: China, India and the Philippines. It works with skilled workers to help them develop a more realistic understanding of what is involved in labour market integration; to assist them make informed choices about the steps they should take and to develop an Individual Integration Plan; and to encourage them to take appropriate action so that they are better equipped for entry to Canada. The APCCC is a point of contact for CIIP clients intending to immigrate to Atlantic Canada. The CIIP has recently been renewed and is expanding to a number of additional target countries.

### **SUPPORT FOR UNDER-REPRESENTED GROUPS**

As noted earlier, immigration will be a key element in addressing Canada's demographic and labour market challenges. Another key component will be maximizing the skills of our existing labour pool. There are significant segments of our population who do not have the skill levels required to succeed in today's labour market. Many do not have the post-secondary credential that is critical to their



## Key Accomplishments and Deliverables (cont.)

individual success and to the country's competitiveness and prosperity. These population segments are sometimes referred to as under-represented groups as they are under-represented in post-secondary education and they are under-represented in the skilled workforce. They include people with literacy challenges; people who have not completed high school; single parents; and minority and aboriginal groups.

Community colleges offer many programs to assist people who do not possess the requisite skills to fully participate in the labour force. These include academic upgrading programs; transition programs; and literacy intervention programs.

In 2009 the APCCC completed a research project aimed at establishing a diversity framework for community colleges. The project focused on creating a framework and an action plan to imbed cultural diversity supports within the college system, with a particular focus on aboriginal groups. An Aboriginal Education Committee was established to examine and implement the report recommendations and to serve as a vehicle for collaboration and sharing of best practice in this area. During the reporting period the committee held meetings to advance work in the area of aboriginal education. Significant work is taking place in the region's college system to address the needs in this area. Examples of the work include: developing aboriginal education strategic plans; providing aboriginal student advisors; providing culturally safe and welcoming places; involving elders in campus activities; developing new programming; providing customized training to match community and business needs; and providing outreach and career exploration opportunities.

Studies have shown that approximately 40% of the region's population is not functioning at the literacy levels necessary to adequately cope and participate in today's

society. APCCC and its member colleges provide support to improve literacy. These supports range from research and development of intervention strategies through to literacy and academic upgrade programming. In the fall of 2009 the Council of Atlantic Ministers of Education and Training developed a literacy action plan for Atlantic Canada. The plan provides strategies across a broad spectrum including early childhood, public education, and adult and workplace literacy. The APCCC endorses the plan and has been involved in providing support to the plan.

### RESEARCH

*The Applied Research Network* was active in advancing the capacity of colleges to support the regions research and innovation agenda. Through the Applied Research Network, the APCCC continued to foster strategic partnerships to enhance the college presence and participation in applied research.

Atlantic colleges are partners in Springboard Atlantic, an agency funded by the Atlantic Innovation Fund to support commercialization of university and college research and innovation. Springboard provides support for the colleges to employ Industrial Liaison Officers to work with small and medium size enterprises to assist them with their research and innovation needs. In addition, Springboard provides funding support for commercialization projects. During the year, the APCCC and its member colleges were active in discussions and processes leading to the successful renewal of Springboard Atlantic funding for a three year period.

Another key partnership is with the Natural Sciences and Engineering Research Council (NSERC). APCCC member colleges are NSERC eligible, having met the requisite standards, and continue to pursue opportunities for NSERC support of research initiatives. The APCCC liaises with NSERC



## *Key Accomplishments and Deliverables (cont.)*

and other funding agencies to ensure member colleges are up to date on program announcements and criteria and to ensure colleges are given ample opportunity in program design.

The APCCC Executive Director is also a member of the Atlantic Federal Science & Technology Council (AFSTC). The council consists of federal government departments in Atlantic Canada with mandates dealing with science and technology. The AFSTC exists to foster cooperation and collaboration within the member federal departments and to share knowledge and leverage various programs and initiatives.

The APCCC continued its efforts to enhance the capacity of colleges to carry out applied research. During the year the APCCC promoted a funding proposal to allow colleges to develop more research capacity and to enable faculty to become more involved in research activities. In addition, the Applied Research Network committee devoted significant attention to enhancing the organizational capacity of member colleges in the area of applied research. The network advanced college efforts to develop applied research office infrastructure and the institutional policies and procedures necessary to support research.

As noted earlier in this report, the APCCC commissioned a study by Novus Consulting to provide a strategy to advance innovation in Atlantic Canada by identifying industry partners that will benefit from collaborations with colleges in synergistic areas of research. The study recommendations will serve to guide colleges as they continue to grow their research capacity, and will focus their efforts in the areas of greatest opportunity and benefit to our region.

APCCC and its member colleges also work on the national front to secure a larger role for community colleges in applied research. Such efforts include advocacy initiatives with the federal government, as well as initiatives to document and report on research work undertaken. These efforts have met with success in recent years, including initiatives in the 2010 budget to significantly strengthen the College and Community Innovation Program, a partnership of ACCC with the Natural Sciences and Engineering Research Council (NSERC), in concert with the other federal granting councils. The budget tabled in March 2011 also featured initiatives to support new Industrial Research Chairs at colleges.

## Profiling Atlantic Community Colleges

APCCC made a number of presentations and participated in a number of meetings with external groups as a means of profiling colleges and engaging in dialogue on matters of

interest to Atlantic colleges. Highlights include:

- A presentation to senior ACOA officials;
- A presentation to the House of Commons Standing Committee on Finance as part of their pre-budget consultations;
- A presentation to the Council of Atlantic Ministers of Education and Training;
- Participation in meetings with Springboard Atlantic;
- Participation as a member of the Atlantic Federals Sciences and Technology Council;
- Participation in the newly formed Education & Training Formation Atlantic (sector council), and
- Numerous other meetings with partners in government, industry, and the education sector.



## *Key Accomplishments and Deliverables (cont.)*

In the Fall of 2010 the Presidents of APCCC member colleges, as well as the Executive Director, attended sessions organized by the Association of Canadian Community Colleges in Ottawa. These sessions were designed to inform government on the role of community colleges and the opportunities that colleges provide. Over the course of two days, College Presidents from across the country were able to meet with members of parliament, cabinet ministers, party leaders, senators, and senior government officials. The sessions are an excellent vehicle to profile community colleges and to discuss areas of common interest.

The APCCC hosted a reception for Atlantic delegates at the Association of Canadian Community College's Annual Conference which was held this past year in Niagara Falls, Ontario. The reception was attended by approximately one hundred guests.

### **GOVERNANCE AND OPERATIONS**

The composition and membership of APCCC changed during the reporting year. The province of New Brunswick proclaimed the New Brunswick Community Colleges Act. The Act introduces a number of reforms for the community college system, the most significant of which involves the creation of two distinct corporations: The New Brunswick Community College (NBCC); and the Collège communautaire du Nouveau-Brunswick (CCNB). As a result of this transformation the membership and governance structure of the APCCC has been changed to reflect membership of two colleges from New Brunswick rather than the one combined membership that had existed. In addition, the APCCC has taken steps to admit the Collège Acadie Î.-P.-É. to the consortium. Efforts are underway to make the necessary amendments to the memorandum of understanding

governing the operation of the APCCC. In the interim, the Collège Acadie Î.-P.-É. has been invited to participate in APCCC meetings as an observer.

### **KEY ACCOMPLISHMENTS (SUMMARY TABLE)**

- Providing regional professional development events for college faculty & staff
- Providing a forum for member exchange; updates; and sharing of best practice
- Establishing new regional networks in support of Aboriginal Education and College Executive Assistants
- Enhancing student pathways through block transfer agreements and flexible delivery options.
- Working with Industry and sector councils to address the human resource needs of the region
- Advancing the capacity of member colleges to carry out applied research
- Researching opportunities for colleges to focus applied research efforts
- Sharing resources
- Supporting regional immigration strategies
- Providing professional development opportunities for college executive assistants
- Addressing critical infrastructure needs in member colleges
- Assisting member colleges to embrace and support cultural diversity
- Profiling Atlantic Canada colleges
- Engaging in research on the economic impact of international students
- Providing services to potential immigrants as a focal point partner for CIIP



## Financial Overview And Accountability

The APCCC is established pursuant to a Memorandum of Understanding signed by the consortium partners. The consortium is governed by a Board which meets at least three times per year. The day to day affairs of the consortium are managed by the Executive Director.

The APCCC submits an annual business plan and budget to the Council of Atlantic Ministers of Education and Training (CAMET).

The APCCC submits an annual report to CAMET and periodically meets with CAMET to provide updates and to discuss issues of interest.

The MOU establishing the Atlantic Provinces Community College Consortium requires each province and college partner to contribute to a trust fund managed by the Council

of Atlantic Premiers' Secretariat for purposes of supporting the goals and objectives of the consortium's business plan.

For the reporting period, the consortium operated on a budget of approximately \$158,000 which included cash contributions from the Council of Atlantic Premiers, the four Atlantic Provinces and the four member colleges. These contributions, were used to support the office of the Executive Director and participation in consortium-related activities. As part of its accountability for the expenditure of public funds, the consortium is audited by the Council of Atlantic Premiers' auditor, PricewaterhouseCoopers.

The following Statement of Change in Trust Fund Balance summarizes the financial activity in the reporting period. The non-cash, in-kind contributions of member colleges are not captured in the statement.



Council of Atlantic Premiers Trust Funds  
 Atlantic Provinces Community College Consortium  
 Statement of Change in Trust fund Balance  
 For the year ended March 31, 2011

	2010-11 Budget \$	2010-11 Actual \$	2009-10 Actual \$
<b>REVENUE</b>			
Contributions from			
Council of Atlantic Premiers	80,000	80,000	80,000
Province of New Brunswick	11,250	11,250	11,250
Province of Newfoundland and Labrador	11,250	11,250	11,250
Province of Nova Scotia	11,250	11,250	11,250
Province of Prince Edward Island	11,250	11,250	11,250
NBCC	6,500	6,500	2,500
CCNB	6,500	6,500	2,500
College of the North Atlantic	6,500	6,500	2,500
NSCC	6,500	6,500	2,500
Holland College	6,500	6,500	2,500
Professional Development Event Fees	-	11,000	2,183
Interest	250	582	127
	<b>157,750</b>	<b>169,082</b>	<b>147,310</b>
<b>EXPENDITURES</b>			
Salaries & Operating	129,750	123,333	124,521
Projects	12,000	16,681	11,844
Travel	16,000	12,907	13,845
	157,750	152,921	150,210
Change in trust fund balance during the year	-	16,161	(2,900)
Trust Fund balance – Beginning of year	23,327	23,327	26,227
<b>Trust Fund balance – End of year (note 1)</b>	<b>23,327</b>	<b>39,488</b>	<b>23,327</b>

Note 1 – As at March 31, 2011 an amount of \$14,961 of the trust balance is balance is reserved for strategic organizational learning activities.

# APCCC Partners



Atlantic Provinces Community  
College Consortium

Consortium des collèges  
communautaires des  
provinces de l'Atlantique

**nsc**



NBCC



Collège communautaire  
du Nouveau-Brunswick



**HOLLAND**  
COLLEGE



COLLEGE OF THE  
North Atlantic



Council of Atlantic ministers  
of Education and Training  
Conseil atlantique des ministres  
de l'Éducation et de la Formation



THE COUNCIL OF  
ATLANTIC PREMIERS  
LE CONSEIL DES PREMIERS  
MINISTRES DE L'ATLANTIQUE

