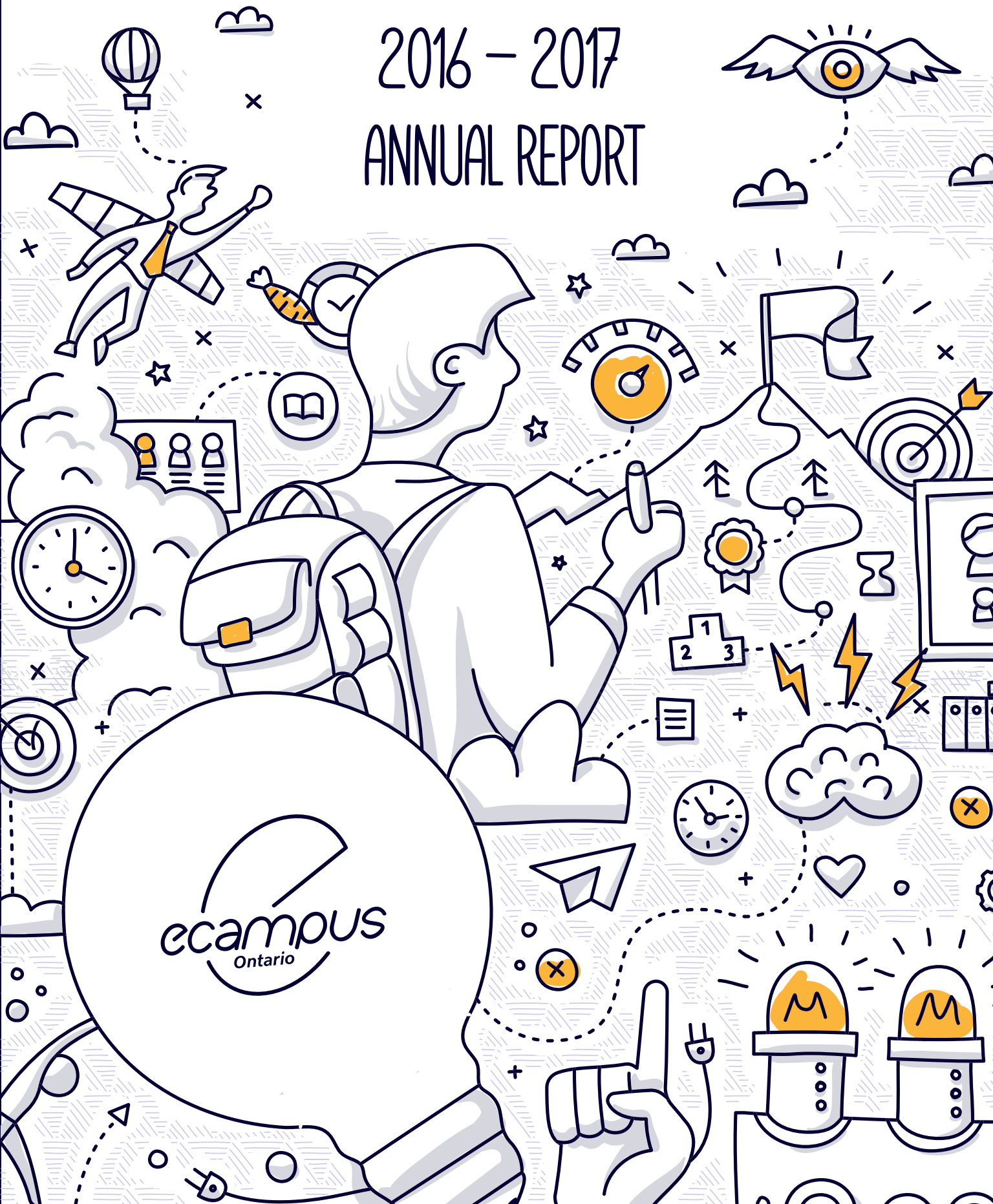
2016 – 2017 ANNUAL REPORT



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MESSAGE FROM THE CO-CHAIRS

eCampusOntario has had an incredible year. It has been a year of activity, ambition and learning which has revealed the depth and talent of Ontario's 45 publicly-funded post-secondary institutions. Our students are passionate about their learning; our educators are passionate about their teaching, and our administrators are leaders with a vision for the future of online and technology-enabled education in the province.

It is no wonder the pages of this report are so dynamic. Each activity, event, or initiative is unique and contributes to a continuous sense of forward momentum. Each achievement also carries the hallmark creativity of our CEO, David Porter. Under David's leadership, eCampusOntario has come of age as a catalyst for change in the Ontario post-secondary education system.

Our sincerest thanks go to the Government of Ontario for their continued support of eCampusOntario and the work our members have accomplished to date. This support illustrates the vision of our government. It is a vision that not only recognizes the talent of our post-secondary institutions but also extends and supports the cultures of experimentation, innovation, and creativity our institutions foster.

An Annual Report also provides us with an opportunity to look ahead. As co-chairs of the eCampusOntario Board of Directors, we believe institutions are stronger together. Post secondary education will face many challenges in the coming decade, and we need all hands-on deck to drive change and keep pace at our institutions. Learners, educators, administrators, colleges and universities all have a role to play. Together, we can make Ontario a global leader in online and technology-enabled learning. eCampusOntario is ready to lead.

Judith Morris,

President and CEO
Lambton College

Dr. Franco Vaccarino,

President and Vice-Chancellor
University of Guelph

MESSAGE FROM THE CEO

eCampusOntario has embarked on a bold mission to widen access to post secondary education and training in Ontario. The organization is succeeding in turning this vision into reality with the help of an online and technology-enabled strategy that supports all 45 member institutions. This strategy is evidenced through a focused set of program activities that took place in 2016—2017 fiscal year.

eCampusOntario's work began in early 2016 with a call for proposals to all institutions to encourage cross-institutional collaboration in key areas of high labour demand. The organization funded 63 of 174 submitted proposals, with 76% of the successful proposals featuring collaborative efforts between Ontario's universities and colleges. A total of $17.7M in funding was awarded to these proposals for new program development, the conversion of existing programs for online delivery, and the creation of openly licensed content that can be customized and localized by faculty across the post secondary sector. A complementary Research and Innovation Fund, aimed at supporting excellence and leading-edge practitioner research received 135 proposals. Of these proposals, 45 were awarded funding totaling $2.6M for projects in theme areas such as quality assurance, accessibility, openness, business models, labour market alignment, and innovative pedagogical practices.

During 2016–2017, eCampusOntario also pursued professional learning and innovation activities with faculty and students. This work revolved around three key themes: rethinking learning resources, rethinking learning experiences, and rethinking learning recognition. The focus for rethinking learning resources was the establishment of an Open Textbook Library for Ontario in partnership with BCcampus. This project was realized in June 2017 and was accompanied by a $1M grant from the Ministry of Advanced Education and Skills Development to incent adoption and adaptation of additional open textbooks and resources in areas of high demand. In addition, eCampusOntario partnered with Ryerson University and other member institutions and organizations to create an open publishing infrastructure for Ontario that is slated to be launched in the fall of 2017.

Activities and initiatives relating to the practice of rethinking learning experiences were largely carried out with the help of students. This allowed eCampusOntario to easily identify fruitful areas for development and collaboration. The Student Experience Design (SXD) Studio, which took place in January 2017, was quickly followed by the SXD Kickstart event at the MaRS innovation centre in March 2017. There, students worked directly with the vendor community to further expand on their ideas. Virtual and augmented reality (VR/AR) are two key themes that were identified and further developed with the help of SXD. In 2017, eCampusOntario invested in a set of VR licenses that are currently offered to campuses for action research projects. This technology can be accessed through eCampusOntario's Educational Technology Sandbox.

To address the experiential learning requirements of students and the goals set by MAESD, eCampusOntario has also invested in additional Sandbox technologies for institutions to use and explore. These include an Open Badging initiative that offers students recognition for alternative learning and Riipen.com, an experiential learning platform. These resources directly address students' need to demonstrate valuable competencies achieved through informal methods of learning.

In summary, eCampusOntario has been proactive in serving its members through the achievement of targets outlined in the 2016–2018 strategic plan. The organization and its board have boldly launched new activities that will position Ontario institutions as proponents and practitioners of leading-edge and technology-enabled learning.

David Porter

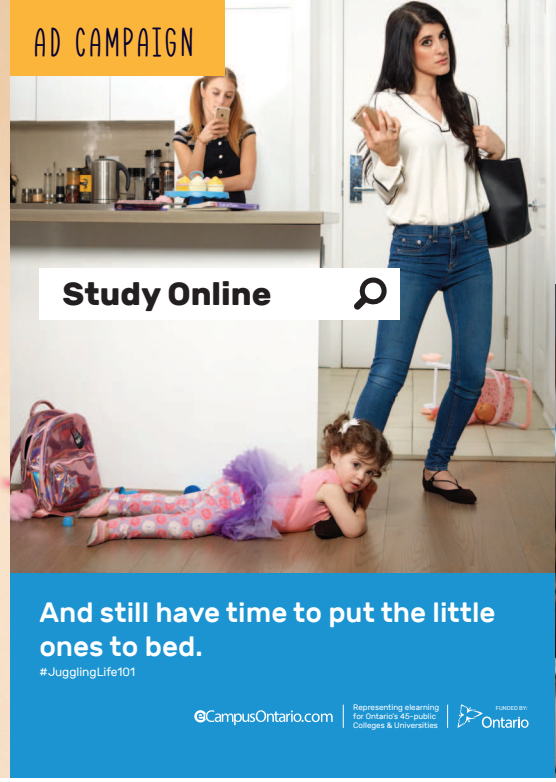
CEO

NEW OFFICE

Fight the Fees

STRATEGIC PARTNERSHIPS

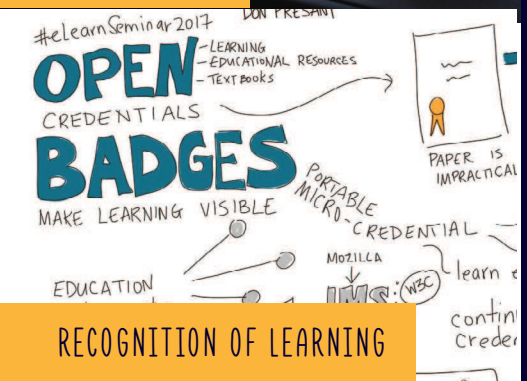
AD CAMPAIGN



PRESS CONFERENCE

YEAR IN

SPONSORSHIPS



RECOGNITION OF LEARNING

ecampus Ontario

NEW LOGO

OPEN EDUCATION ONTARIO SEMINAR

REVIEW

eCampusOntario
FUNDING INNOVATION IN EDUCATION

PROPOSAL FUNDING

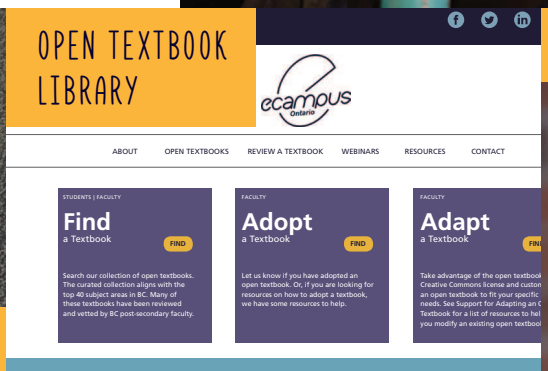
SEMINAR + SHOWCASE

SXD KICKSTART EVENT

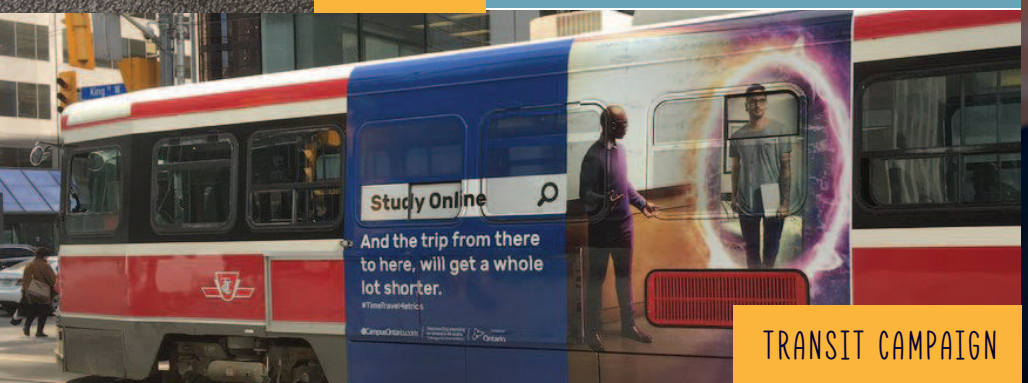
OPEN EDUCATION RESOURCES SEMINAR

SOCKS!!

OPEN TEXTBOOK LIBRARY



DAVID PORTER



TRANSIT CAMPAIGN

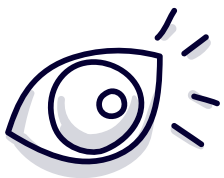
PORTAL

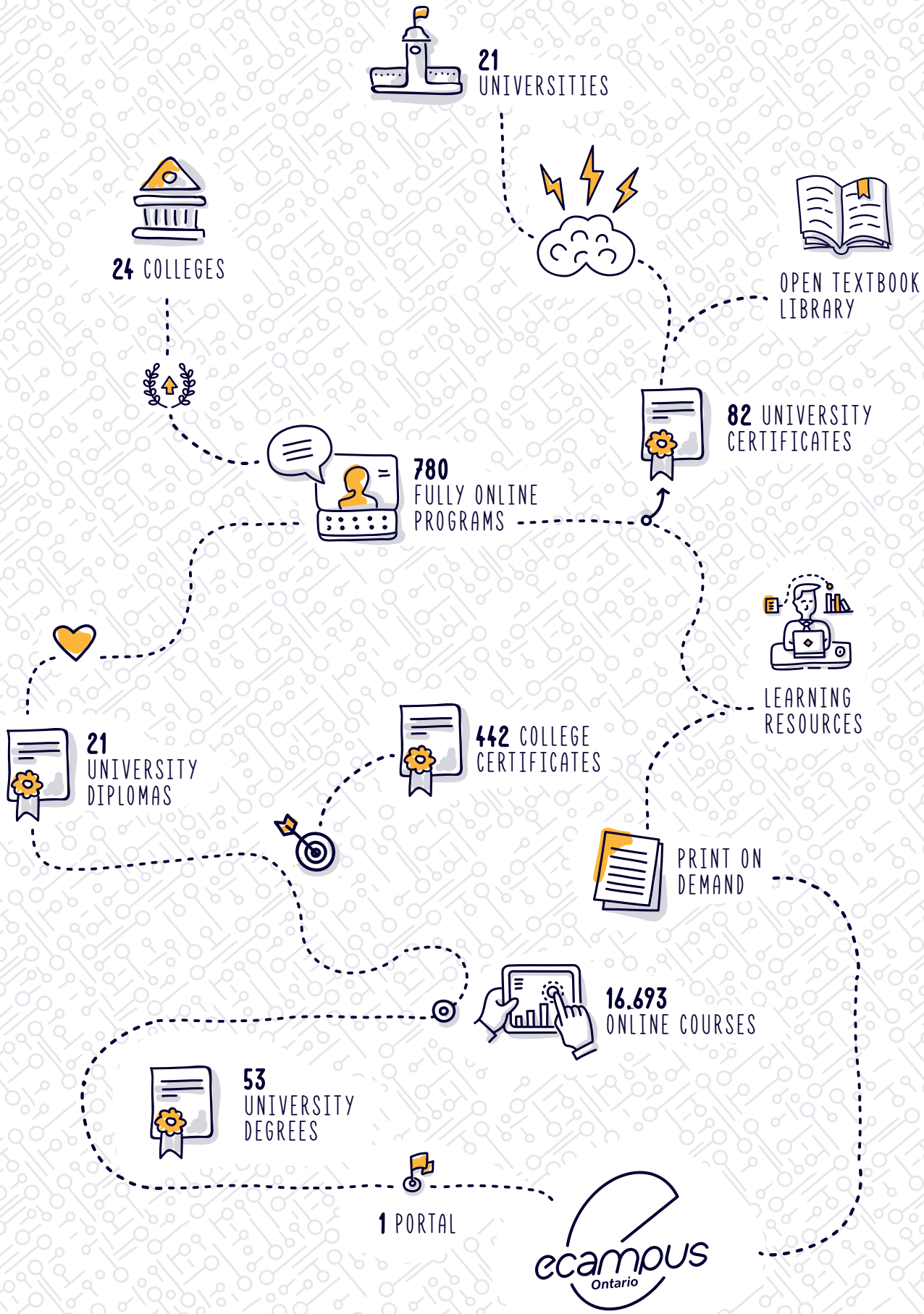
The eCampusOntario Portal features online courses and programs from each of Ontario's 45 publicly assisted Colleges and Universities and includes:

- 16,693 Online Courses
- 780 Fully Online Programs
- 442 College Certificates
- 76 College Diplomas
- 67 College Graduate Certificates
- 53 University Degrees
- 82 University Certificates
- 21 University Diplomas
- 27 Masters Degrees
- 2 Doctoral Degrees

STUDENT ADVISORY COMMITTEE

The Student Advisory Committee played a vital role in the development of the online course portal. This diverse group met every two months to discuss a variety of student-driven concerns relating to the portal's functionality, eCampusOntario's strategic priorities, and ongoing Open initiatives. This collaborative opportunity gave the organization the chance to formulate tools and resources with learners directly in mind. Without it, eCampusOntario would be missing vital student input and its tools and resources would not be as robust or user-friendly.




21 UNIVERSITIES
24 COLLEGES
OPEN TEXTBOOK LIBRARY
82 UNIVERSITY CERTIFICATES
780 FULLY ONLINE PROGRAMS
LEARNING RESOURCES
21 UNIVERSITY DIPLOMAS
442 COLLEGE CERTIFICATES
PRINT ON DEMAND
16,693 ONLINE COURSES
53 UNIVERSITY DEGREES
1 PORTAL
ecampus Ontario

FACILITATING COLLABORATIVE AND INNOVATIVE INFORMATION TECHNOLOGY SOLUTIONS

LEADING THE WAY IN ONLINE EDUCATION

Through relationship-building activities, partnerships, and interactive seminars, eCampusOntario is able to act as a catalyst for positive change within the eLearning community. Events such as the eLearning Seminar + Showcase have connected numerous educators, and industry professionals all of whom have a passion for technology enabled and online learning.

THE ELEARNING SEMINAR + SHOWCASE–FORUM FOR IDEAS AND INSPIRATION

On January 17, 2017, eCampusOntario hosted the second eLearning Seminar + Showcase at the Toronto Reference Library. Attended by learners, educators, and industry stakeholders from across the province, this highly successful forum represented an unprecedented opportunity to forge inter-institutional collaboration and advocate for student participation in online learning design. It was also a vital moment to showcase educational seminars by industry leaders.

A variety of widely-respected industry professionals spoke at the event and new sparks and alliances were created through this productive idea sharing. The event roster of guest speakers included eCampusOntario Co-Chair Judith Morris, President and CEO of Lambton College; Don Presant, President of Learning Agents and an award-winning learning innovator; Richard Tuck, CEO of Riipen; and Jake Hirsch-Allen, Lynda.com Lead for Higher Education at LinkedIn Canada.

CREATING THE FUTURE OF ELEARNING IN ONTARIO

The Seminar + Showcase had many notable features including an interactive display area where representatives from member institutions could exhibit their latest accomplishments, interact with peers, and see what colleagues were doing in the field of online learning.

The event also included an informal venue entitled The Unconference, where eLearning professionals and industry peers were given the opportunity to form breakout groups and engage one another in topical discussions. These informal discussions allowed educators to explore online learning concepts and new possibilities for better education.

FACILITATING IMPORTANT INDUSTRY EVENTS

Through seminars, sponsorships, and educational events, eCampusOntario is advancing very important conversations around the concept of Open. The organization has been involved in the development of three major events which have encouraged universities and colleges to learn more about Open and the practical uses of OER. These include the Open Education Ontario Summit (hosted by eCampusOntario), the Creative Commons Global Summit (sponsored by eCampusOntario), and the ORION THINK: Conference (also sponsored by eCampusOntario).

FACULTY ADVISORY COMMITTEE

The eCampusOntario Faculty Advisory Committee was formed in December 2016 with representation from educators at member colleges and universities. The committee currently provides ongoing advice to eCampusOntario's CEO to ensure that the organization's faculty development and support initiatives are meeting the needs of Ontario educators.

WHO ARE OUR USERS?

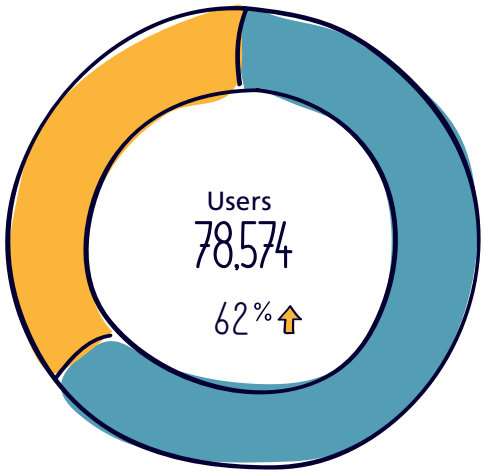
USERS

2015–2016

New Visitor Returning Visitor

eCampusOntario.ca Portal Launched Sept 30, 2015

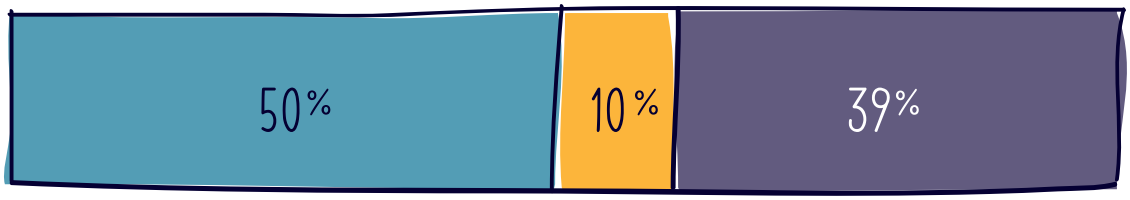
2016–2017



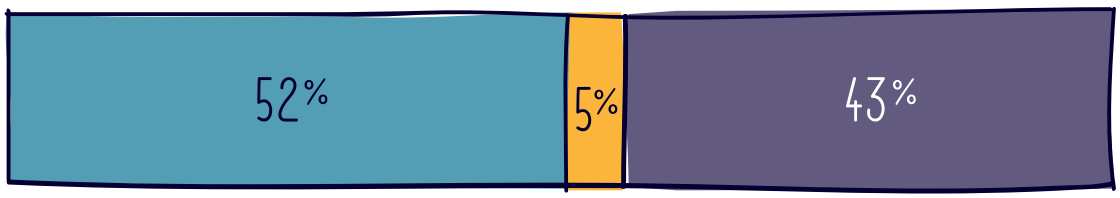
New Visitor Returning Visitor

VIEWING TECHNOLOGY

2015–2016

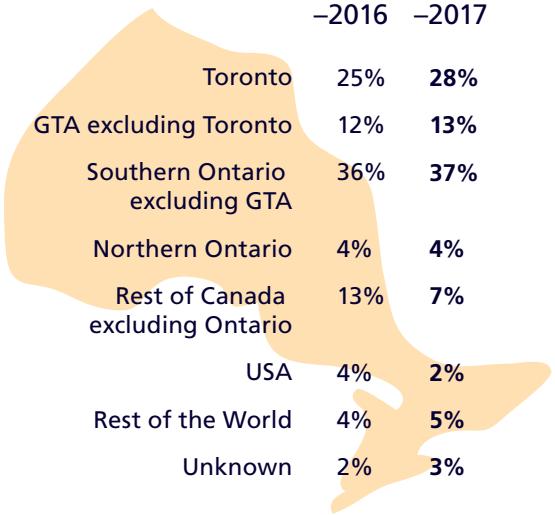


2016–2017



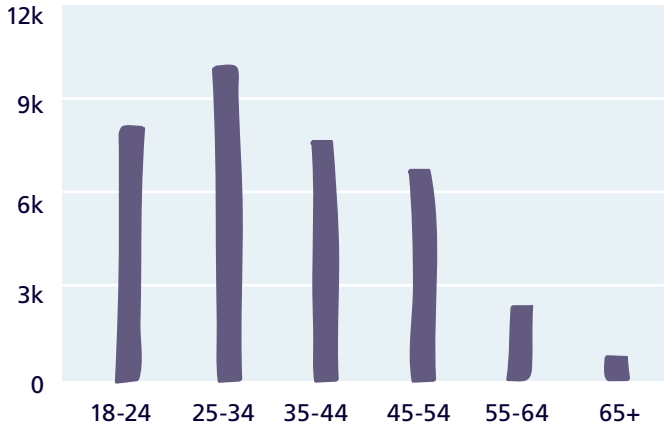
Desktop Mobile Tablet

GEO LOCATIONS



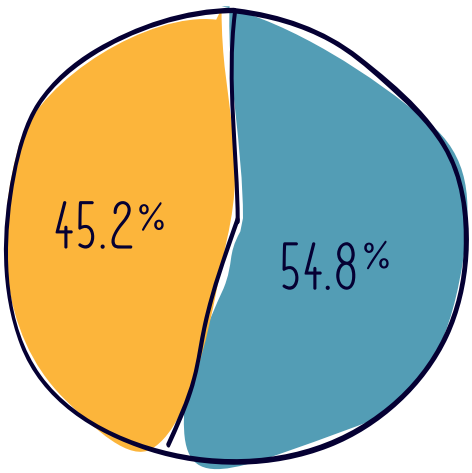
	2015 –2016	2016 –2017
Toronto	25%	**28%**
GTA excluding Toronto	12%	**13%**
Southern Ontario excluding GTA	36%	**37%**
Northern Ontario	4%	**4%**
Rest of Canada excluding Ontario	13%	**7%**
USA	4%	**2%**
Rest of the World	4%	**5%**
Unknown	2%	**3%**

AGE



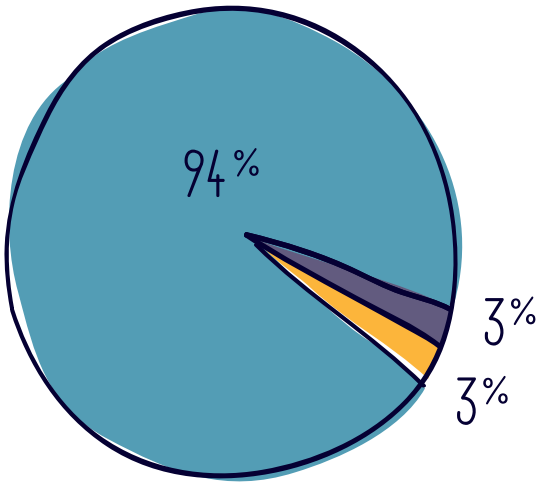
Google Analytics does not include ages 18 and under.

GENDER



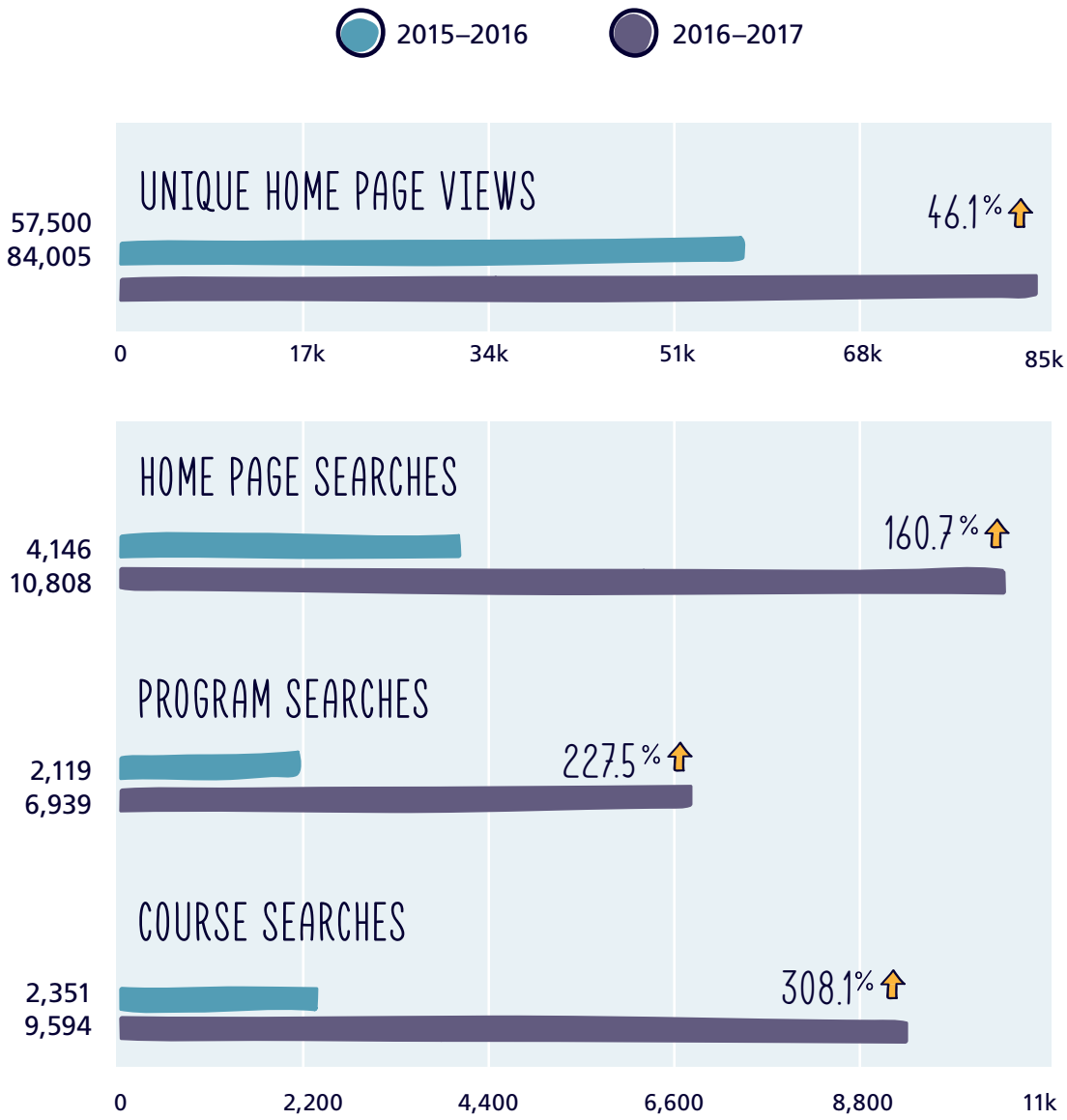
Female Male

LANGUAGE



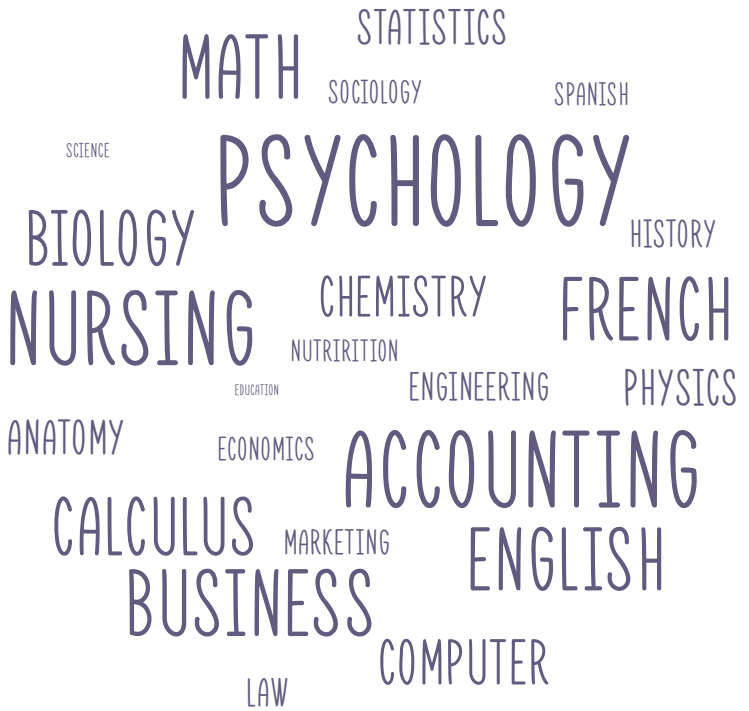
English French Other

WHAT ARE USERS SEARCHING FOR?

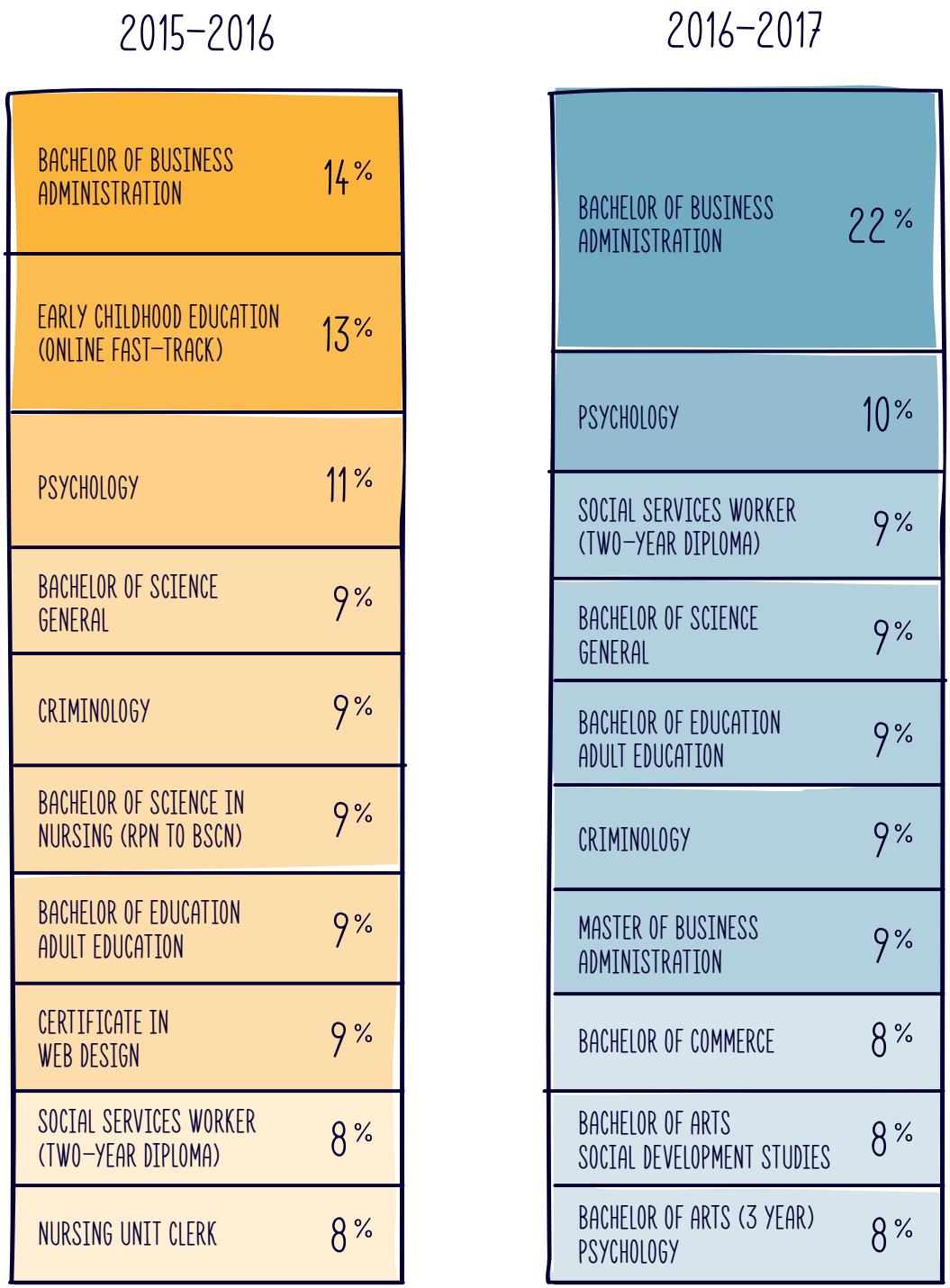


2015-2016

2016-2017



TOP 10 PROGRAMS VIEWED



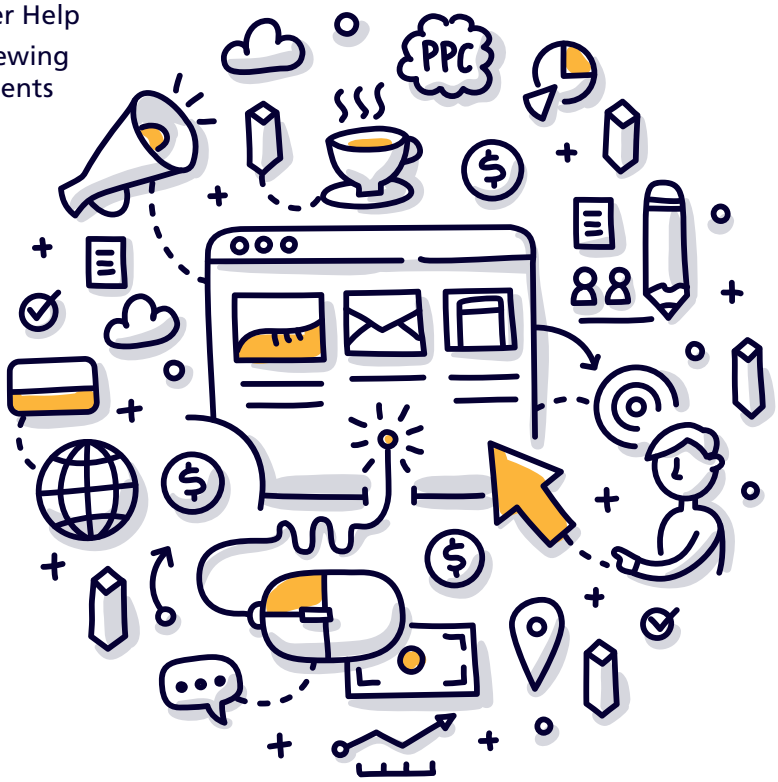
ECAMPUSONTARIO.CA PORTAL ENHANCEMENTS

VISIBLE LEARNER IMPROVEMENTS

- Enhanced Search by
  - Course Level
  - Language of Instruction
- Hover-Over Help
- Mobile Viewing Improvements

SEARCH ENGINE OPTIMIZATION

- Crawlers find Programs, Courses, Resources, Supports, etc.



PORTAL ANALYTICS DASHBOARDS FOR ECAMPUSONTARIO AND MEMBER INSTITUTIONS

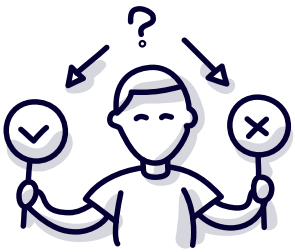
- Top Trending
  - Programs
  - Courses
  - Keywords
- Referrals to Institutions
- Page Views Analytics

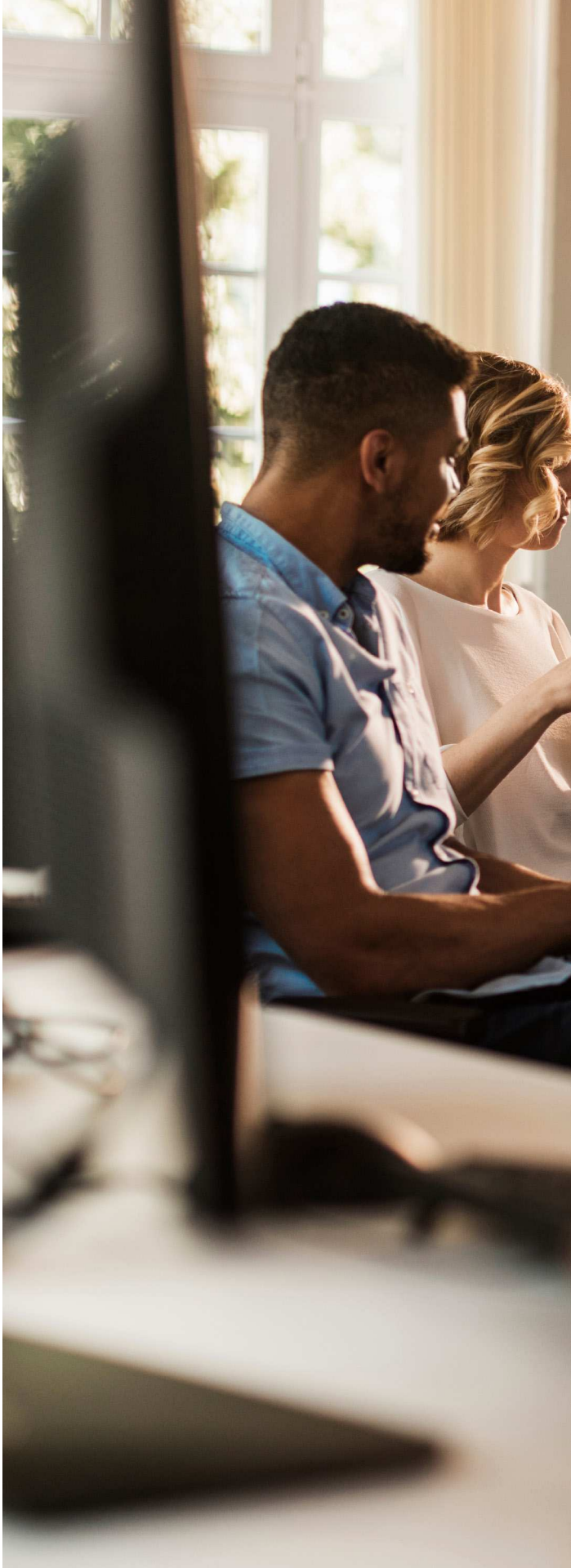
BEHIND THE SCENES IMPROVEMENTS

- Institution (College and University) Admins
  - Batch Changes of Programs and Courses
  - Broken Links Report
  - Role-Based Security Access
    - Super Admins and Admins
    - Read-Only Viewers
- eCampusOntario Admins
  - Self-Publish Webpages to Menu
  - Proposal Submission, Evaluation, and Management System

PORTAL ADVISORY COMMITTEE

The Portal Advisory Committee provided advice, feedback, and recommendations throughout the development of the eCampusOntario Portal. The group regularly addressed user capabilities priorities and user experience concerns. It also conducted regular meetings with eCampusOntario's CEO and Educational Technologies Manager. Members of the committee provided expertise in a variety of areas including course and student data, student information systems, and student recruitment.





FUNDING PROGRAMS OVERVIEW

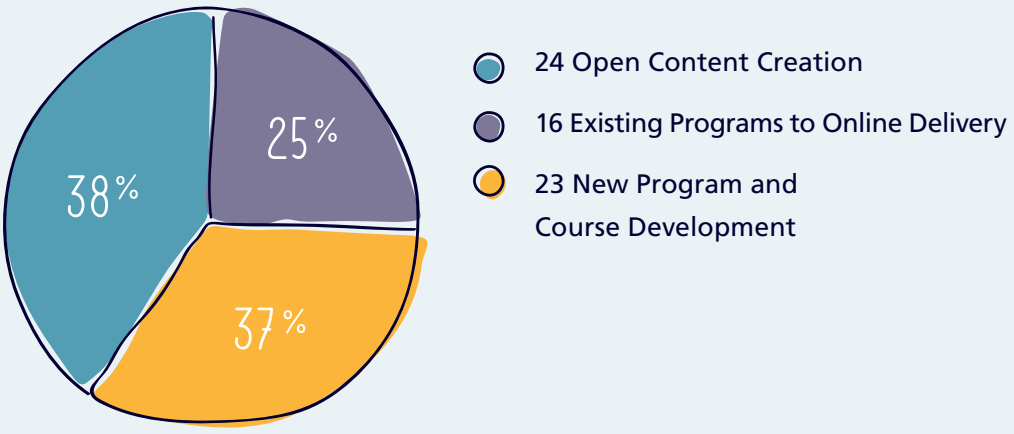
FUNDING DEVELOPMENT OF OER AND ONLINE PROGRAMS

In 2016, eCampusOntario issued a call to education professionals across Ontario to submit proposals that would encourage cross-institutional collaboration in key areas of high labour market demand. In response, eCampusOntario received 174 proposal submissions. A total of 63 were selected for funding after a comprehensive and rigorous evaluation process and 76% of the successful proposals featured collaborative efforts between Ontario's colleges and universities.

Open content projects are a highly effective way to accelerate collaboration between learners, institutions, and academic professionals. With projects such as these, leaders in the growing field of online learning can share outstanding practices and improve the quality of education, while student groups can access free or low-cost Open Educational Resources (OER).

A total of $17,702,142 in funding has been awarded for the 2016–2017 and 2017–2018 fiscal years. The funding breakdown for the winning proposals included 38% for Open Education Initiatives, 37% for New Program Development, and 25% for converting face-to-face programs to online delivery.

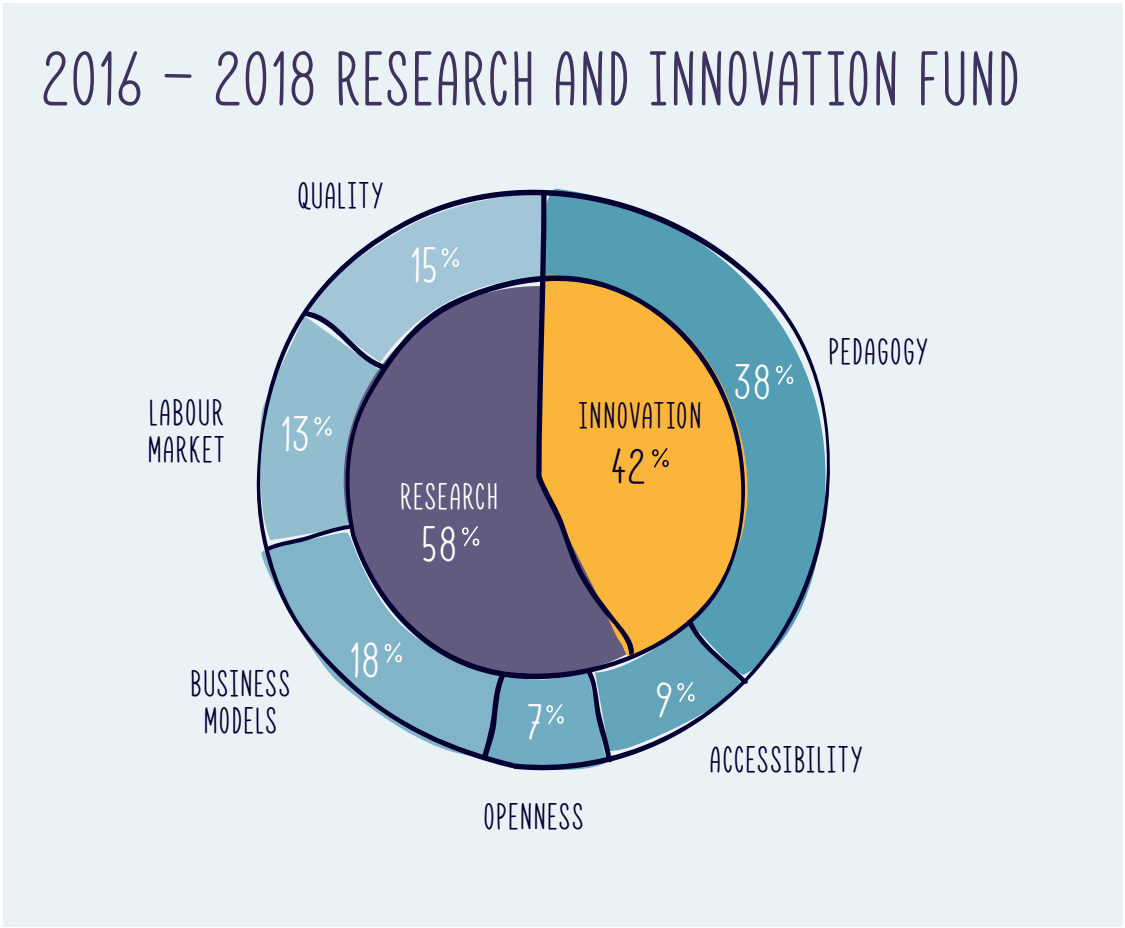
2016 – 2018 OPEN AND PROGRAM FUND



RESEARCH AND INNOVATION: FUNDED PROJECTS

As a centre for excellence, eCampusOntario has a mandate to support leading-edge research in the rapidly growing field of online learning. Following a call for proposals, of which 135 were submitted, 45 successful teams from Ontario's colleges and universities received grants for research and innovation projects related to online and technology-enabled learning.

The selected projects demonstrated three criteria: openness, innovative pedagogical approaches, and opportunities for synthesis and the dissemination of outstanding educational practices. A total of $2,608,802 in funding has been awarded for the 2016–2017 and 2017–2018 fiscal years. The funding for Subjects and Project Types included 38% for Pedagogy, 9% for Accessibility, 7% for Openness, 18% for Business Models, 13% for Labour Market, and 15% for Quality.



THE NORTHERN CAPACITY INITIATIVE

The Northern project is a capacity-building initiative among 10 Northern Ontario post secondary institutions that specifically identified a need for the project. Its intent is to design a collaborative approach to knowledge building, skill development, and resource sharing to support the technology-enabled learning initiatives of the involved institutions.

A discovery phase will mark the beginning of the Northern project. From then on, the project will have three additional phases: design, development, and implementation. It will also have a rigorous evaluation process. Upon completion, the project's resource outputs are expected to be openly licensed and shared among all eCampusOntario member institutions.

MARKETING

REBRANDING

During the 2016 – 2017 fiscal year the organization's mission and vision have expanded to reach deeper into the educational community. Now, a host of academic professionals make up our desired audience, including educational technologists, librarians, and instructional designers.

Before

In keeping with the new direction, the organization saw the need for a refurbished brand identity that could properly address community members. eCampusOntario wanted this new identity to deliver a clear and compelling narrative, while cutting through the online clutter caused by an overabundance of industry portals and services.

While the organization considered a rebranding program, employees skillfully conducted an internal audit of communications assets. This audit revealed that the nonprofit's single most important asset was–and continues to be–its website.

A comprehensive review of the website revealed that it lacked two major technological values: innovation and user experience.

The website:

- Had poor visual design
- Was not designed with mobile users in mind
- Was not optimized for organic search traffic
- Lacked compelling copywriting
- Contained inconsistent messaging
- Had a poor navigational structure
- Contained inefficient content management tools

After

The existing online identity didn't effectively communicate the organization's mandate. Moving forward, it was decided that the visual identity needed to be one that eCampusOntario could grow into rather than squeeze into.

To help conduct this change, AndyEdge Ltd was commissioned to work with employees at eCampusOntario. AndyEdge is a reputable and talented design agency that has worked with brands such as American Express, Bacardi, University of Western Ontario, Disney, IBM, GMC, University of Toronto, Nokia, Sony, Philips, UFC, Virgin Atlantic, and Xerox.

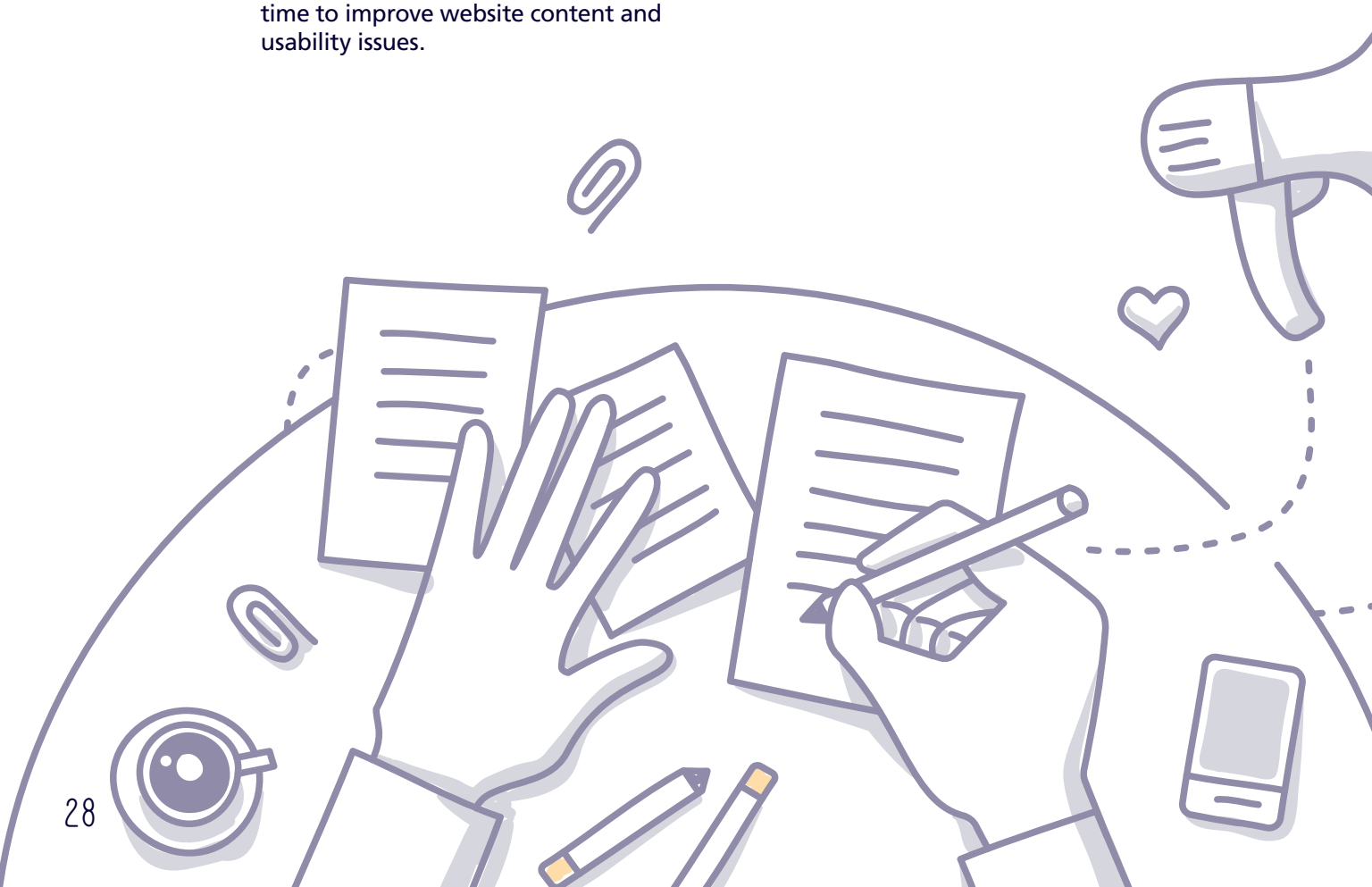
During the rebrand, eCampusOntario made improvements to a variety of key elements including typography, colour theory, iconography, brand direction, and audience. By the time the rebranding program was complete, the organization had a fresh identity that was innovative, modern, sophisticated, and approachable.

WEBSITE DESIGN

Originally, the eCampusOntario website was to provide a portal for the public to search for online courses and programs. However, as eCampusOntario's services have expanded to include the Open Textbook Library, Educational Technologies Sandbox, and other eLearning tools and academic resources, the need for an expanded website became integral to the organization's growth. The rebranding project was also an opportune time to improve website content and usability issues.

Pictured here, the Open Textbook Library site contains:

- Mobile-friendly content
- Social media integration
- Improved copywriting
- Improved visuals



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a Textbook
FIND
Search our collection of open textbooks. The curated collection aligns with the top 40 subject areas in BC. Many of these textbooks have been reviewed and vetted by BC post-secondary faculty.
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Let us know if you have adopted an open textbook. Or, if you are looking for resources on how to adopt a textbook, we have some resources to help.
FACULTY
Adapt
a Textbook
FIND
Take advantage of the open textbook Creative Commons license and customize an open textbook to fit your specific needs. See Support for Adapting an Open Textbook for a list of resources to help you modify an existing open textbook.
EXERCISE YOUR CRITICAL EYE. EMBRACE SAVINGS FOR STUDENTS.
Call for Reviewers

MARKETING ACTIVITIES STUDY ONLINE CAMPAIGN

eCampusOntario's "Study Online" transit campaign was meant to promote online learning in Ontario by communicating a number of key benefits learners have communicated are inherent to studying online.

- Flexibility
- Work, life balance
- Studying at one's own pace

The campaign which ran throughout the province utilized several media including;

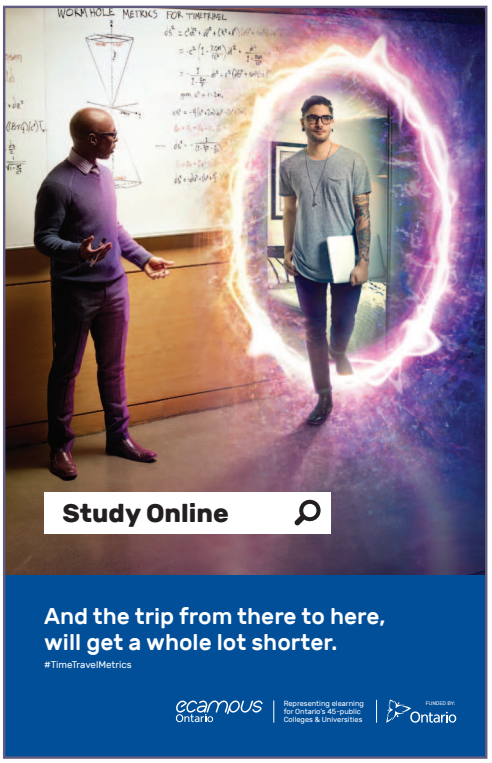
- Toronto streetcars
- Subway posters
- GO Transit buses
- Bus shelters
- Interior bus cards and exterior bus posters
- Digital billboards
- On campus posters
- ON the GO Magazine
- Communication Arts Magazine
- MacLean's Magazine (print and digital)

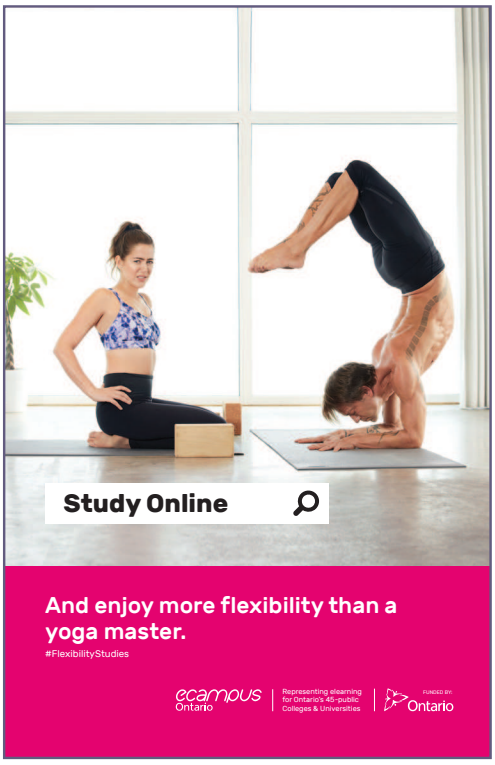
The campaign was also expanded through our social media channels by way of a paid social media campaign, page posts, and an engagement program that asked the public to share their experiences through a series of hashtags integrated into the campaign.

#Timetravelmetrics

#Jugglinglife101

#Flexibilitystudies





Study Online
Because the whole school-work-life thing, can be complicated.
#JugglingLife101
ecampus Ontario
Representing elearning for Ontario's 45-public Colleges & Universities
FUNDED BY: Ontario

MARKET RESEARCH – IPSOS

In order to make more informed marketing and media buying decisions, eCampusOntario sought out the services of Ipsos, a market research firm. The firm conducted research on the organization's behalf and helped employees better understand the motivations and attitudes that Ontarians have towards online learning.

Ipsos is a trusted vendor of record for the Ministry of Advanced Education and Skills Development and it has conducted many studies involving:

- University ranking and reputation
- Student and parent decision-making
- Domestic markets for higher education
- Education policy

For eCampusOntario, the research objectives were to:

- Better understand the factors that influence the way prospective learners and working professionals choose learning options
- Gain clarity on what prospective students, learners, and professionals are looking for in an online course
- Understand and debunk the myths and misconceptions that the public has towards online learning
- Gauge public awareness of eCampusOntario and the value it provides students
- Gain clear insights on users and user groups in order to develop marketing personas
- Find commonalities and trends within eLearning spaces around the world

THE RESULTS OF THE STUDY WERE DETAILED AND INFORMATIVE AND PROVIDED ECAMPUSONTARIO WITH 5 KEY RECOMMENDATIONS:

1. Build familiarity with online learning and what it has to offer, focusing on quality, interaction, and the difference it will make in everyday lives
2. Focus communication around the drivers of applications, learners' ability to trust in the quality of online education, and the way in which online learning can enhance graduates' opportunities and careers
3. Focus on grad students and professionals for the time being
4. Address the motivational and contextual barriers to online learning by:
   - Helping people realize that they have what it takes to be successful
   - Reinforcing the importance of lifelong learning through online means
   - Convincing people that online education will make a difference in their lives by advancing their career and creating opportunities
   - Addressing the societal misperception that online learning is inferior in some way
   - Leveraging professionals' attestations as proof that online learning is of value to them
5. Build the eCampusOntario brand and address the confusion around what the organization is and what it does

STAFFING

eCampusOntario is growing to better serve its membership. Below is a comprehensive list of all current full-time employees and their respective departments.

CEO

David Porter

OPERATIONS

Lena Patterson,
Operations Director

Emma Gooch,
Office Administrator

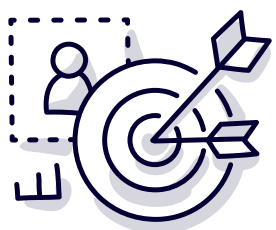
Chris Fernlund,
Project Lead, Student Services

Peggy French,
Program Manager

Michael Singh,
Program Manager

Jenni Hayman,
Program Manager

Joanne Kehoe,
Program Manager



ACCOUNTING

Jameela Robinson,
Finance Director

Caleb Tarshis,
Controller

Kyle Williams,
Finance Analyst

MARKETING

Dean Lloyd,
Marketing and Communications Manager

Taryn Welch,
Marketing and Communications Coordinator

Julia Martineau,
Community Engagement Specialist

EDUCATIONAL TECHNOLOGIES

Pete Gacuk,
Educational Technologies Manager

Amir Hakamian,
Business Systems Analyst

Arghavan Shareghi,
Business Systems Analyst

ecampus
Ontario

STRATEGIC PARTNERSHIPS

eCampusOntario is partnered with a variety of established and reputable organizations that are focused on education, innovation, and technology. One of these notable organizations is **BCcampus**, a group that supports the post secondary institutions of British Columbia as they adapt and evolve their teaching practices to enable powerful learning opportunities for B.C. students.

Through partnerships with British Columbia's post secondary institutions, as well as government agencies, nonprofit groups, and associations, BCcampus is able to successfully evaluate, facilitate, and collaborate on complex and innovative education projects. The organization has been a Canadian pioneer in OER since 2003 and it remains an invaluable partner to eCampusOntario.

ASSOCIATIONS

WCET

WCET is a leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. It is an international member-driven nonprofit that brings together colleges, universities, higher education organizations, and companies to collectively improve the quality and reach of eLearning programs.

OERu

The OERu makes higher education accessible to everyone. Coordinated by the OER Foundation, an independent not-for-profit organization, the OERu network of institutions offers free online courses to students worldwide. OERu partners also provide affordable ways for learners to gain academic credit towards qualifications from recognized institutions.

EDUCAUSE

EDUCAUSE helps those who lead, manage, and use information technology to shape strategic decisions at every level. The organization actively engages with colleges, universities, corporations, foundations, government organizations, and nonprofits to further the mission of transforming higher education through the use of information technology.

CNIE

The Canadian Network for Innovation in Education (CNIE) is a national organization of professionals committed to excellence in the provision of innovation in education in Canada. Its inclusive culture welcomes all of those interested in examining innovation in education—whether they be from K-12 systems, post secondary organizations, or private training and professional development courses. The organization's primary goal is to provide a space for dialogue, collaboration, and innovation.

SOCIETY FOR TEACHING AND LEARNING IN HIGHER EDUCATION (STLHE)

STLHE has four major goals:

- Develop and provide programs that promote excellent teaching and the advancement of scholarship at the post secondary level
- Provide instructional seminars and conferences on topics related to educational development
- Support the creation, application, integration, and dissemination of knowledge on issues related to the advancement of teaching and scholarship at the post secondary level
- Educate the public and increase its understanding of the importance of achieving excellence in teaching and learning

THE OER WORLD MAP

The OER World Map is intended to provide the information needed to support the self-organization process of the OER movement. In addition to mapping relevant organizations, projects, people, and services, the platform provides social networking, identifies OER collections, and supports decision-making. Taken together, the OER World Map can be seen as a kind of "operations room" for the Open Education community.

ONTARIO EDUCATION ORGANIZATIONS

CANADIAN FEDERATION OF STUDENTS–ONTARIO DIVISION

Formed in 1981, the Canadian Federation of Students is a bilingual national union of over 500,000 students from more than 80 university and college student unions across Canada.

There are more than 35 Federation-aligned student unions in Ontario, uniting over 300,000 full- and part-time students. The organization provides these students with an effective and united voice, both nationally and provincially.

COLLEGES ONTARIO (CO)

Colleges Ontario is an organization of Ontario's Colleges of Applied Arts and Technology and Institutes of Technology and Advanced Learning. It provides communications, advocacy, and professional development in support of Ontario colleges and their valued contributions to employability, economic development, and technological innovation.

COLLEGE STUDENT ALLIANCE (CSA)

The College Student Alliance is a nonprofit, nonpartisan, member-driven advocacy organization representing the best interests of Ontario college students. It handles issues relating to access, accountability, affordability, quality, and credit transfer.

CONTACT NORTH

From the organization's inception in 1986, Contact North has delivered significant outcomes for Ontario's students and prospective students as well as its 24 public colleges, 22 public universities, and 250 literacy, basic skills, and training providers. The organization has also delivered measurable results for the Government of Ontario as well as 600 small and remote Indigenous and Francophone communities.

COUNCIL OF ONTARIO UNIVERSITIES (COU)

The Council of Ontario Universities is an organization comprised of Ontario's publicly funded universities. It provides communications, advocacy, and professional development in support of Ontario universities and their contributions to research, international relations, and accessibility.

ONTARIO COUNCIL ON ARTICULATION AND TRANSFER (ONCAT)

Established in 2011, ONCAT is a member organization with participation from all 45 publicly funded colleges and universities in Ontario. Its mandate is to enhance academic pathways and reduce barriers for students looking to transfer among institutions.

ONTARIO UNDERGRADUATE STUDENT ALLIANCE (OUSA)

OUSA represents the interests of more than 140,000 undergraduate students in seven student associations across Ontario. Its vision is to develop accessible, affordable, accountable, and high-quality post secondary education. The organization is directed by students, on behalf of students. Currently, OUSA acts as an advisor to the provincial government and also works with partners across the education sector to improve opportunities and wellness for students.

CANADIAN ONLINE EDUCATION CONSORTIA

THE ONTARIO COUNCIL OF UNIVERSITY LIBRARIES (OCUL)

OCUL is a consortium of Ontario's 21 university libraries. It enhances information services in Ontario and beyond by collectively purchasing and sharing digital information infrastructure. Members of the organization also work together to promote advocacy, collaborative planning, research partnerships, professional development, and more.

ONTARIO COLLEGES LIBRARY SERVICE (OCLS)

OCLS was established in 2009 as a nonprofit corporation to provide support for the Libraries and Learning Resource Centres of Ontario's 24 publicly funded Colleges of Applied Arts and Technology. OCLS is funded in part by the Government of Ontario.

ONTARIO*LEARN*

OntarioLearn is a partnership of 24 Ontario community colleges that have pooled their resources to increase online learning options. Learners can search through the available inventory to find a course they need and register with a partner college offering the course.

BCCAMPUS

BCcampus supports post secondary institutions in British Columbia as they adapt and evolve their teaching and learning practices, enabling powerful learning opportunities for students in B.C.

Through partnerships with B.C.'s post secondary institutions as well as government agencies, nonprofit groups, and associations, BCcampus evaluates, facilitates, and collaborates on complex and innovative education projects.

The organization has helped British Columbia become a recognized world leader in Open education. It has a global reputation for advancing pedagogy and the use of technology for learning.

CAMPUS MANITOBA

Manitoba's post secondary sector is committed to higher education as well as the creation, dissemination, and preservation of knowledge. Campus Manitoba's purpose is to expand access and connect students to the opportunities that higher education offers.

Campus Manitoba envisions a future for education that is Open. It actively spreads awareness for OER (Open Educational Resources) to save students money and enhance teaching and learning at institutions across the province.

It has also partnered with BCcampus to build a website that allows anyone to access quality open textbooks. Greater access to education is at the heart of everything Campus Manitoba accomplishes.

RETHINKING LEARNING RESOURCES COMMITMENT TO OPEN

Through seminars, sponsorships, and educational events, eCampusOntario is advancing very important conversations around the concept of Open. The organization has been involved in the development of three major industry events which have encouraged universities and colleges to learn more about Open and the practical uses of OER. These include the Open Education Ontario Summit (hosted by eCampusOntario), the Creative Commons Global Summit (sponsored by eCampusOntario), and the ORION THINK: Open Conference (also sponsored by eCampusOntario).

eCampusOntario's commitment to Open is further evidenced by its cutting-edge open textbook infrastructure, which includes an Open Textbook Library and Open Publishing Platform.

OPEN TEXTBOOK LIBRARY

Those who have attended an academic institution, such as a college or university, have likely experienced the financial burden of buying expensive textbooks. The cost of required academic materials has continued to rise over the years, creating major barriers to higher education and hardships for everyday learners. To combat this troubling ordeal, eCampusOntario has partnered with BCcampus to create a virtual Open Textbook Library–a platform that benefits students from across the province. This initiative follows other Canadian learning centres that have already developed an open textbook library, such as Campus Manitoba.

The online textbooks in eCampusOntario's Open Textbook Library can be downloaded for no cost and printed at low cost, saving learners thousands of dollars over the course of their education. Currently, the library offers 180 online textbooks and resources that are licensed to be freely used, adapted, and distributed. In the future, this online tool will also directly benefit educators; eCampusOntario is in the process of developing technology that will allow educators to write, review and publish online textbooks for the library.

OPEN PUBLISHING INFRASTRUCTURE

The Open Textbook Library will be equipped with cutting-edge technology thanks to a joint effort between eCampusOntario and Ryerson University. Both partners will be spearheading an Open Publishing Infrastructure prototype project, a community project that will work towards ensuring the Open Textbook Library is built with the right technology and UX furnishings.

The full team from Ryerson University includes the Learning and Teaching Office, the Office of eLearning, staff from Library and Archives, individuals from the Chang School of Continuing Education's Digital Education Strategies, and staff from Computing and Communications Services. The Library will be developed with open source software from Pressbooks. Overall, the project will establish eCampusOntario as a major force in the development of Open Textbook technology.

OPEN TEXTBOOK INITIATIVE

The Open Textbook Initiative funds the creation of high-quality digital course content that can be freely reused, revised, adapted, remixed, redistributed, and retained by institutions to support online and technology-enabled teaching and learning. It has already invested $1M towards the creation and adaptation of open textbooks. The fund also supports the adoption, adaptation, and free use of existing open content for the development of fully online courses. The effectiveness of an Open approach to course development is consistently evaluated by the initiative.

OPEN EDUCATION ONTARIO SUMMIT

On Monday March 27, 2017, eCampusOntario hosted the first Open Education Ontario Summit at OCAD University in Toronto, Ontario. Select educators from Ontario's colleges and universities attended this highly successful inaugural event that showcased Open Education projects and encouraged educators to participate in discourse surrounding the future of OER.

Guests at the summit were also able to take part in interactive sessions taught by leading national and international experts in the field of Open Educational Resources. Topics included the 5R permissions of Open Education, including the right to retain, reuse, revise, remix, and redistribute. Experts also discussed the growing opportunities for Open Education within Ontario's institutions and provided listeners with real success stories and measurable results gained from studies and research.

ECAMPUSONTARIO OER SEMINAR

The eCampusOntario OER Seminar, located at the Centre for Social Innovation, brought together five student alliances (CFS, CSA, GSA, OUSA, and REFO) and key Open stakeholders to discuss the potential for Open Educational Resources in Ontario. The event was kicked off by the new CEO of eCampusOntario, Dr. David Porter. The morning session included guest speaker and former student advocate Brady Yano to discuss his experience with the "Textbook Broke" campaign in British Columbia. Brady included the following topics in his discussion:

- The rise of textbook costs
- The market failure of the textbook industry
- OER 101
- Creative Commons licensing
- Cost savings
- Open advocacy

The afternoon session involved a World Café-style roundtable discussing current Open topics such as Open 101, Advocacy Strategies, and Using Open. The event was visually recorded live by Giulia Forsythe.

CREATIVE COMMONS GLOBAL SUMMIT

From April 28–30, 2017, eCampusOntario joined forces with the Creative Commons Program Committee and proudly sponsored the Creative Commons Global Summit held at the Delta Hotel in Toronto, Ontario. This highly regarded international event was the gathering point for a distinguished community of technologists, academics, activists, creatives, and legal experts. The goal of the event was to devise and develop new ways to work together to advance the growth of Creative Commons and Open knowledge.

Creative Commons summits have always been at the centre of the international Open movement; previous summits have been held in Seoul (2015), Buenos Aires (2013), and Warsaw (2011).

Those who attended the Toronto summit participated in peer collaboration with individuals from all over the world and local participants were able to gain invaluable insight into the possibilities and potential for Open practices here in Ontario and beyond.

ORION THINK: OPEN CONFERENCE

On May 24, 2017, eCampusOntario sponsored the annual ORION THINK: Open Conference at the Chestnut Conference Centre in Toronto, Ontario. This forum brought together leaders and experts from public institutions to discuss the impact of Open knowledge on research, education, and innovation.

Lena Patterson, Operations Director at eCampusOntario, facilitated the organization's panel on the future of Open Educational Resources (OER). This panel offered perspectives from a variety of industry experts including Nick Baker, Director of the Office of Open Learning at University of Windsor; Danny Chang, Student at Western University; Stella Bastone, Instructional Designer and Professor at George Brown College; Giulia Forsythe, Special Project Facilitator at Brock University; and Stephen Spong, Copyright Services Librarian at Centennial College Libraries.

A popular topic of discussion at the conference involved the many ways in which Open is already being harnessed in countries around the world. Other conversations explored the important role that Open plays in encouraging greater accessibility, learner and educator participation, improved management practices, and better institutional transparency. There was also plenty of discourse surrounding the ways in which technology, policy, and collaborative relationships enable access to Open. Attendees came away with real-world learnings they could share with colleagues for immediate action and implementation.

RETHINKING LEARNING EXPERIENCES COMMITMENT TO STUDENTS

eCampusOntario expresses its commitment to students by engaging post secondary learners in two-way conversations that explore how technology-enabled learning can be leveraged for their benefit. Through a series of Student Experience Design workshops, the organization has been able to expand on vital themes such as northern and rural access, augmented and virtual reality, experiential learning, and learning systems. The SXD series has effectively joined educators and industry innovators to support student-led projects designed to enhance online education. The series also gives students the opportunity to develop their very own eLearning resources while receiving valuable feedback from industry professionals.

STUDENT EXPERIENCE DESIGN (SXD) STUDIO

eCampusOntario's Student Experience Design (SXD) Studio and Student Experience Design (SXD) Lab (in development) are propelling students to think beyond traditional education formats and discover new methods of online learning. As well, the organization's SXD: Kickstarter event connected thousands of learners, educators, and industry professionals, all of whom have a passion for student success, Open education and online learning.

2017 SXD: KICKSTARTER EVENT– DRIVING STUDENT DISCOVERIES

On Monday, March 13, 2017, hundreds of brilliant students, educators, and industry professionals from across Ontario gathered at the MaRS Discovery District in Toronto for the eCampusOntario SXD: Kickstart event. It was an incredibly successful gathering that built upon the many positive learnings from the Student Experience Design (SXD) Studio.

At the event, students were given the opportunity to showcase an eLearning project that fit one of four central themes: Virtual Reality, Learning Management Systems, Rural and Remote Access, and Experiential Learning. Other attendees were then encouraged to engage with each project and provide relevant feedback. The most successful eLearning solutions were selected by a vote. A key outcome from the SXD: Kickstart event was the identification of outstanding ideas with real market potential that could be used to launch the Student Experience Design (SXD) Lab.

STUDENT EXPERIENCE DESIGN (SXD) LAB

The Student Experience Design (SXD) Lab is a platform created by eCampusOntario to connect students with leading organizations, facilitate opportunities for collaboration on eLearning projects, and drive eLearning innovation within the educational sector. It is currently in development at eCampusOntario and the organization has high hopes that it will be as successful as the Student Experience Design (SXD) Studio.

THE EDUCATIONAL TECHNOLOGY SANDBOX

eCampusOntario's online Sandbox is a place where faculty can learn about cutting-edge academic technology and explore ways to incorporate it into classrooms to enhance learning. It aims to provide faculty and institutions with the opportunity to review and explore technology-enabled tools in a risk-free way. Below are a few of the technologies that eCampusOntario is currently making available to faculty partners.

VIRTUAL REALITY LABS

Labster is a company dedicated to developing fully interactive advanced lab simulations based on mathematical algorithms that support open-ended investigations. Labster combines these with gamification elements such as an immersive 3D universe, storytelling, and a scoring system which stimulates students' natural curiosity and highlights the connection between science and the real world.

EXPERIENTIAL LEARNING

Riipen is an experiential platform that enables educators and their academic institutions to increase student engagement and success, while developing industry relationships, through project-based assignments. This partnership is meant to help students overcome the issue of needing experience to gain experience.

RETHINKING RECOGNITION OF LEARNING

ALTERNATIVE RECOGNITION OF LEARNING

Learning that is acquired through formal education is highly recognized within Ontario post secondary schools and is relatively straightforward to acknowledge but recognizing experiential learning can be a challenge. Open Badging can help by recognizing learning milestones and by mapping learning pathways based on mutually agreed upon criteria which reflect learning objectives or outcomes in other skill domains.

eCampusOntario's Open Badging initiative is providing students with recognition for alternative forms of learning. In simple terms, it will allow learners from across the province to receive digital badges that recognize the skills gained during experiential learning courses and/or extracurricular activities. A forum on Open Badging will be planned for fall of 2017.

FINANCIAL HIGHLIGHTS

INDEPENDENT AUDITOR'S REPORT

To the Members of Ontario Online Learning Consortium

We have audited the accompanying financial statements of the Ontario Online Learning Consortium, which comprise the statement of financial position as at March 31, 2017, and the statements of operations and changes in net assets and cash flows for the year then ended and asummary of significant accounting policies and other explanatory information.

MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

OPINION

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Ontario Online Learning Consortium as at March 31, 2017, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accountingstandards for not-for-profit organizations.

Toronto, Canada
June 21, 2017

Grant Thornton LLC
Chartered Professional Accountants
Licensed Public Accountants

ONTARIO ONLINE LEARNING CONSORTIUM
STATEMENT OF FINANCIAL POSITION

MARCH 31	2017	2016
Assets		
Current		
Cash	**$ 7,704,855**	$ 356,428
HST receivable	**148,524**	42,195
Prepaid expenses	**3,719**	3,763
	7,857,098	402,386
Property and equipment (Note 3)	**23,020**	1,049
Intangibles (Note 4)	**189,349**	-
	$ 8,069,467	$ 403,435
Liabilities		
Current		
Accounts payable and accrued liabilities	**$ 232,533**	$ 256,386
Deferred revenue (Note 4)	**7,836,934**	147,049
	$ 8,069,467	$ 403,435

ONTARIO ONLINE LEARNING CONSORTIUM STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS

YEAR ENDED MARCH 31	2017	2016
Revenue		
Government grants (Note 8)	**$ 7,163,067**	$ 1,149,505
Interest income	**8,140**	-
	7,171,207	1,149,505
Expenses		
Strategic initiatives	**5,325,206**	151,534
Salaries and benefits	**760,437**	345,355
Communications	**694,987**	154,282
Professional fees	**188,397**	351,687
Meetings, travel, conferences and registration	**79,528**	39,692
Space rental and insurance	**60,145**	31,864
Computing and financial services	**35,744**	6,737
Amortization	**16,288**	95
Office supplies and maintenance	**10,475**	6,518
Administrative overhead	**-**	61,741
	7,171,207	1,149,505
Excess of revenue over expenses	**-**	-
Net assets, beginning of period	**-**	-
Net assets, end of period	**$ -**	**$ -**

ONTARIO ONLINE LEARNING CONSORTIUM
STATEMENT OF CASH FLOWS

YEAR ENDED MARCH 31	2017	2016
Increase (decrease) in cash and cash equivalents		
Operating		
Excess of revenue over expenses	**$ -**	$ -
Amortization of property and equipment	**1,766**	95
Amortization of intangible assets	**14,522**	-
	16,288 95	95
Net change in non-cash working capital items		
HST receivable	**(106,329)**	(42,195)
Prepaid expenses	**44**	(3,763)
Accounts payable and accrued liabilities	**(23,853)**	256,386
Deferred revenue	**7,689,885**	147,049
	7,559,747	357,477
Cash flows from operating activities	**7,576,035**	357,572
Investing		
Purchase of property and equipment	**(23,737)**	(1,144)
Purchase of intangible assets	**(203,871)**	-
	(227,608)	(1,144)
Cash flows from investing activities		
Net change in cash during the period	**7,348,427**	356,428
Cash, beginning of period	**356,428**	-
Cash, end of period	**$ 7,704,855**	$ 356,428

ONTARIO ONLINE LEARNING CONSORTIUM
STATEMENT OF CASH FLOWS

1. NATURE OF OPERATIONS

Ontario Online Learning Consortium (the "Organization") was incorporated on October 3, 2014 under the Canada Not-for-Profit Corporation Act. The organization is exempt from income tax, except for income from property, under Section 149(1) of the Income Tax Act.

The Organization is a collaborative centre of excellence in online and technology-enabled learning, governed and operated by Ontario's publicly assisted post secondary institutions.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO) using the deferral fund method of reporting externally restricted contributions.

USE OF ESTIMATES

The preparation of the Organization's financial statements in conformity with ASNPO requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the balance sheet date and the reported amounts of revenues and expenses during the reporting period. Due to the inherent uncertainty involved in making estimates, actual results could differ from those estimates. Significant items subject to such estimates and assumptions include accrued liabilities.

FINANCIAL INSTRUMENTS

The Organization's financial instruments are comprised of cash, receivables and accounts payable. Financial assets and liabilities are initially recognized at their fair value. The Organization subsequently measures all financial assets and financial liabilities at amortized cost.

PROPERTY AND EQUIPMENT

Property and equipment are recorded at cost and are being amortized over their estimated useful lives. The annual amortization rates are as follows:

Computer hardware	3 years
Furniture	5 years

INTANGIBLE ASSETS

Intangible assets are recorded at cost and are being amortized over their estimated useful lives. The annual amortization rates are as follows:

Website	5 years

ACCRUAL OF EXPENSES

Expenses have been recorded using the accrual basis of accounting, and all expenses have been recorded in the period to which the expense relates.

ONTARIO ONLINE LEARNING CONSORTIUM
NOTES TO THE FINANCIAL STATEMENTS

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

REVENUE RECOGNITION

Grants are initially recorded as deferred revenue and are recognized as revenue in the year in which the related expenses are incurred.

Investment and other income is recognized when received or receivable and the amount can be reasonably estimated and collection reasonably assured.

CONTRIBUTED GOODS AND SERVICES

Contributed goods and services are not reflected in these financial statements as the fair values of these goods and services cannot be reasonably estimated.

3. PROPERTY, PLANT AND EQUIPMENT

			2017	2016
	Cost	Accumulated Amortization	**Net Book Value**	**Net Book Value**
Computer hardware	$ 23,677	$ 1,841	**$ 21,836**	$ 1,049
Furniture	1,203	20	**$ 1,183**	$ -
	$ 24,880	$ 1,861	**$ 23,019**	$ 1,049

4. INTANGIBLE ASSETS

			2017	2016
	Cost	Accumulated Amortization	**Net Book Value**	**Net Book Value**
Website	$ 203,871	$ 14,522	**189,349**	$ -

5. DEFERRED REVENUE

	2017	2016
Deferred revenue, beginning of period	**$ 147,049**	$ -
Funds received	15,000,000	1,296,554
Less: funds repaid to the Ministry	147,049	-
Less: revenue recognized	7,163,067	1,149,505
Deferred revenue, end of period	7,836,934	147,049

ONTARIO ONLINE LEARNING CONSORTIUM
NOTES TO THE FINANCIAL STATEMENTS

6. COMMITMENTS

The Organization has entered into a number of contracts with third parties to execute the strategic initiatives outlined in the transfer payment agreement with the Ministry of Advanced Education and Skills Development. The total future commitment is $6,711,009, all of which will be incurred in fiscal 2018.

7. FINANCIAL INSTRUMENTS

Transactions in financial instruments may result in the Organization assuming or transferring to another party one of more of the financial risks described below. The required disclosures provide information that assists users of the financial statements in assessing the extent of risk related to financial instruments.

Credit risk

The Organization's credit risk is primarily with respect to their accounts receivable. Given the nature of HST receivable, the Organization does not consider credit risk to be significant.

Interest rate risk

Interest rate risk is the risk that the fair value (price risk) or future cash flows (cash flow risk) of a financial instrument will fluctuate because of changes in market interest rates. The Organization is not exposed to interest rate risk due to the nature of their financial instruments.

Liquidity risk

The Organization's liquidity risk represents the risk that the Organization could encounter difficulty in meeting obligations associated with financial liabilities. The Organization is exposed to liquidity risk mainly in respect of its accounts payable. The Organization manages liquidity risk by maintaining cash balances in excess of outstanding obligations.

Currency risk

Currency risk is the risk to the Organization that arises from fluctuations in foreign exchange rates. The Organization is not exposed to significant currency risk as transactions in foreign currencies are limited.

8. ECONOMIC DEPENDENCE

The Organization is economically dependent on The Ministry of Advanced Education and Skills Development for grant revenue.

ECAMPUSONTARIO: A CATALYST FOR POSITIVE CHANGE

eCampusOntario is actively involved in the creation of new industry forums and activities designed to increase online learning adoption rates in Ontario. As a burgeoning organization, it is excited to be at the forefront of this important shift and it looks forward to helping learners, educators, and institutions leverage the many benefits afforded by Open practices.

MISSION

Work with member institutions to promote accessibility, collaboration, and innovation in online and technology-enabled learning that will enhance learner experience, support faculty development, and extend Ontario's global reach.

VISION

Be a centre of excellence and a global leader in the evolution of teaching and learning through technology.

CORE VALUES

Quality: Support and encourage exemplary practices to ensure quality in the courses, programs, and services available through eCampusOntario

Innovation: Enable and promote innovation by pushing the envelope for online and technology-enabled learning

Collaboration: Facilitate, encourage, and promote collaboration in all of our services and activities

Research: Support ongoing research that promotes quality and innovation in both online and technology-enabled teaching and learning

Accountability: Be accountable and assume accountability for the work that we do

Relevance: Demonstrate relevance and add value in a way that differentiates eCampusOntario from other nonprofits and justifies ongoing support and investment

BOARD AND COMMITTEES

ECAMPUSONTARIO BOARD

Board Chairs:

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Lambton College

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Vice-Chancellor
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Northern College

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York University

Chris Evans
Interim Provost and Vice President Academic
Ryerson University

Alison Flynn
Associate professor, Department of Chemistry and Biomolecular Sciences
University of Ottawa

Susan Savoie
Associate Vice President, Learning Services
Seneca College

Nick Baker
Director, Office of Open Learning
University of Windsor

Belinda Becker
Student Representative
Seneca College

Maya Castle
Member of the Public

Vacancy–Member

Vacancy–Student
University Representative,

Vacancy–Member of the Public with finance, *audit experience (selection process ongoing)*

EX-OFFICIO MEMBERS:

Bill Summers
Vice-President, Research and Policy
Colleges Ontario

Peter Gooch
Senior Director, Policy and Analysis
Council of Ontario Universities

Matthieu Brennan
Research Associate
Contact North

Lia Quickert
Acting Executive Director
Ontario Council on Articulation and Transfer

PORTAL ADVISORY COMMITTEE

John Dallas
Manager,
Digital Strategy
and Solutions
Algonquin College

Matt Clare
Manager,eLearning,
Centre for Pedagogical
Innovation
Brock University

Mark Kirkpatrick
Director,
Facilities and
Information
Technology Services
Loyalist College

Rick Fortier
Manager,
Data Systems,
Centre for
Flexible Learning
Faculty of Continuing
Education and Training
Seneca College

David Bean
Associate Director,
Systems, Centre for
Extended Learning
University of Waterloo

Nick Baker
Director,
Office of Open
Learning
University of Windsor

FACULTY ADVISORY COMMITTEE

Anahita Baregheh
Assistant Professor,
School of Business
Nipissing University

Pierre Boulos
Assistant Professor,
Centre for Teaching
and Learning
University of Windsor

Laurie Harrison
Director,
Online Learning
Strategies
University of Toronto

James Skidmore
Associate Professor,
Literary and
Film Studies
University
of Waterloo

Gavan Watson
Associate Director,
eLearning
University of
Western Ontario

Jordanne Christie
Educational Developer
Durham College

Julie Cross
Program Coordinator
Fanshawe College

Peggy French
Educational Designer
Mohawk College

Benjamin Laskar
Professor of Teaching
and Learning
Centennial College

STUDENT ADVISORY COMMITTEE

Edréa Fechner
RÉFO, uSudbury
Representative
Laurentian University

Belinda Becker
eCO Board Member
Seneca/Algonquin

Chris Del Duca
Student
Trent University

Colin Aitchison
OUSA, Steering
Committee Member
Laurier

Joseph Palladino
eCO Board Member
McMaster

Kraymr Grenke
OUSA, Northern
Student
Laurentian/Seneca/
Western

Meghan Comte
Student
Durham College

Steve Green
GSA, Vice President
University of Windsor

Alastair Woods
Government and
Media Relations
Coordinator
CFS (Ontario)

Rhaili Champaigne
CSA, Board of Director
Cambrian/Laurentian

Jeff Rousseau
CSA, St. Clair College

FINANCE AND AUDIT COMMITTEE

David Porter
Ex Officio Member

Audrey Penner
Vice President,
Academic and
Student Success
Northern College

Alison Flynn, Ph.D.
3M National Teaching Fellow
Associate professor
Chair in University Teaching
Department of Chemistry
and Biomolecular Sciences
University of Ottawa

ECAMPUS ONTARIO MEMBERS

Colleges

- Algonquin College
- Collège Boréal
- Cambrian College
- Canadore College
- Centennial College
- Conestoga College
- Confederation College
- Durham College
- Fanshawe College
- Fleming College
- George Brown College
- Georgian College
- Humber College
- La Cité collégiale
- Lambton College
- Loyalist College
- Mohawk College
- Niagara College
- Northern College
- St. Clair College
- St. Lawrence College
- Sault College
- Seneca College
- Sheridan College

Universities

- Algoma University
- Brock University
- Carleton University
- University of Guelph
- Lakehead University
- Laurentian University
- McMaster University
- Nipissing University
- OCAD University
- University of Ottawa
- Queen's University
- Royal Military College of Canada
- Ryerson University
- University of Toronto
- Trent University
- University of Ontario Institute of Technology
- University of Waterloo
- Western University
- Wilfrid Laurier University
- University of Windsor
- York University

Une version française de ce rapport annuel est disponible en ligne. Visitez **eCampusOntario.ca** pour télécharger.

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