

College of New Caledonia

OFFICE OF THE PRESIDENT



October 31, 2014

Mr. Bernd Walter, Chair
British Columbia Human Rights Tribunal
1170 – 605 Robson Street
Vancouver, BC V6B 5J3

Re: College of New Caledonia – Renewal – Section 42 Special Program

Dear Mr. Walter;

The College of New Caledonia is pleased to provide this application to renew our Special Program. The program has enabled us not only to increase the numbers of Aboriginal employees at CNC, but it has also raised awareness about diversity and inclusion in significant ways.

The parties signatory to this letter have worked together on its submission and are in full support of the application. We look forward to the Tribunal's positive response.

For further information about this application, please contact either:

Marlene Erickson
Director Aboriginal Education
erickson@cnc.bc.ca
250-562-2131 Ext. 5301

Or:

Sandra Rossi
Director Human Resources
rossis@cnc.bc.ca
250-562-2131 Ext. 5315

Sincerely,

Henry Reiser
President

Lily Bachand
President, CUPE Local 4951

David Rourke
President, Faculty Association of College of New
Caledonia

COLLEGE OF NEW CALEDONIA

Renewal Application for Special Program to Hire Aboriginal Employees

(Section 42 Human Rights Code)

I. Nature of the Sponsoring Organization

Overview of the College of New Caledonia

The College of New Caledonia (CNC) has legislated, regional responsibility for post-secondary education throughout the central interior region of British Columbia. The College region reaches from Granisle in the west to Valemount in the east, north to Tsay Keh and Kwadacha, and south to Nazko/Kluskus and Alexandria. The College maintains permanent campuses in Prince George, Quesnel, Mackenzie, Vanderhoof, Fort St James, Burns Lake, and a Learning Centre in Fraser Lake. In all, CNC serves one of the largest post-secondary regions in BC, spanning 117,500 square kilometers with a population of approximately 145,000¹.

The College of New Caledonia has been an institution of first choice for students of BC's Central Interior since 1969. It is chosen each year by approximately 5,000 students from all over BC, Canada, and the world. Another 8,000 students annually take continuing education courses with the College. Dedicated to the pursuit of excellence in education, and to the provision of an intellectually challenging environment, CNC offers a wide range of technical, vocational, and university-transfer programs.

The original purpose of the College, in the early 1960s, was as a vocational school for adults, meeting the growing industry needs in the region. Two key commitments continue to be accessibility and responsiveness to the needs of the communities it serves. It is the College's mandate to ensure the provision of courses and programs that will help train and educate tomorrow's workforce. College staff works very closely with communities, industry representatives and Aboriginal communities and organizations to develop programs and meet employers' needs.

The Prince George campus is located in an urban area which serves a diverse Aboriginal community which includes students from many First Nations and a significant Métis population; the 2011 National Household Survey (NHS) recorded almost 10,000 Aboriginal people, now representing 12% of the population². CNC's other urban area, Quesnel, recorded 3210 Aboriginal peoples, representing 14.7% of the total population³.

¹ BC Statistics. 2011. College of New Caledonia Population.

<http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx>

² NHS Focus on Geography Series – Prince George. (2011). <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/fogs-spg/Pages/FOG.cfm?lang=E&level=3&GeoCode=970>

³ NHS – Quesnel. <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/fogs-spg/Pages/FOG.cfm?lang=E&level=3&GeoCode=952>

The college region covers three School Districts: Nechako-Lakes (91), Prince George (57) and Quesnel (28) and there Aboriginal percentages are 35, 27.5, and 26.5⁴ respectively. As such, we can expect to recruit significant numbers of Aboriginal learners in the coming years.

The regional campuses are more focused to the Indigenous populations within their catchment areas; these include the *Dakelh-ne* or *Yinka Dene*, the *Tse khene* and the *Tsil qotin* peoples. The Lakes District (Burns Lake, BC) campus, for example, serves six bands and students from these bands make up approximately sixty percent of the student population. The Fort St. James campus student population is over 90% Aboriginal.

The Aboriginal (Indian, Métis and Inuit) student population at CNC represents an increasingly significant demographic. The Aboriginal self-identified headcount (excluding CE) has fluctuated from 961 in 2006/07 to a high of 1137 in 2009/10 and to 1009 in 2011/12.

Outcomes for Aboriginal Learners (2006-2013)

Performance Measure	Baseline						
	2006/07	07/08	08/09	09/10	10/11	11/12	12/13
Enrolment in credential program	961	994	1085	1137	1102	1009	976
Credential achieved	135	188	185	260	227	203	211
Enrolment in all programs	1,684	1,934	2,153	2,311	2,401	2363	2025
Immediate transition from high school	67	75	79	87	101	117	tba
Aboriginal FTEs	659	732	835	974	994	936	965
Aboriginal FTEs as a % of total FTEs	21%	21%	23%	25%	27%	27%	28%

Figure 1. Outcomes for Aboriginal Learners

Figure 2 below shows the self-identified Aboriginal enrolment by program and while gains have been made in some areas such as Trades and Human & Social Services, there is still a need for access to other areas of study such as Arts and Sciences and Health Sciences. Aboriginal communities still need capacity-building in order to create jobs for their members at home, and these include health care professionals, social workers, accountants, administrators and educators.

Although we are seeing more youth entering CNC from high school, adult learners still represent a significant portion of all Aboriginal students (see Developmental category which includes Adult Basic Upgrading); therefore the college retains a critical role in access and bridging to post-secondary education.

⁴ British Columbia Ministry of Education. (2013). District Reports. *Aboriginal Students: How Are We Doing?*
<http://www.bced.gov.bc.ca/reporting/district.php?mode=District&report-school-district=Quesnel+SD%23028&district-index=45>

Figure 2. Enrolment of All Learners in Credential Programs: All campuses (see Campus FTEs in next section)

Performance Measures		Baseline	Year 1	Year 2	Year 3	Transition	Phase II, Year 1	Phase II, Year 2	Change from Baseline
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
Aboriginal headcount, excluding CE ¹		961	1002	1,099	1,153	1,127	1,032	976	2%
Aboriginal FTEs ²		659	732	839.1	978.3	998.8	941.8	965.4	46%
Aboriginal FTEs as a % of total domestic FTEs ²		21%	21%	23%	25%	27%	27%	28%	32%
Aboriginal FTEs by Ministry group ²									
	Arts and Sciences	64.5	52.8	79.7	95.0	119.9	103.0	98.3	52%
	Business and Management	55.1	84.1	58.0	48.7	60.7	53.8	48.3	-12%
	Developmental	218.4	278.0	269.1	294.4	266.0	235.9	211.1	-3%
	Education	2.5	0.1	0.0	0.7	0.1	0.0	0.4	-84%
	Engineering and Applied Sciences	9.1	6.7	8.7	23.3	31.4	46.9	68.3	647%
	Health	38.0	52.7	74.6	102.9	68.7	58.2	60.5	59%
	Human and Social Services	27.0	25.2	56.0	64.2	106.5	114.4	136.2	405%
	Personal Improvement and Leisure (CE)	60.0	44.0	21.0	14.0	43.8	63.0	24.5	-59%
	Trades	183.1	188.4	267.6	331.1	298.2	264.5	317.9	74%
	Visual and Performing Arts	1.6	0.0	4.4	4.1	3.6	2.0	0.0	-100%
Credentials achieved by Aboriginal learners ³		137	190	186	262	231	223	211	54%
Aboriginal headcount, including CE ¹		1,684	1,934	2,158	2,336	2,421	2,462	2,025	20%
Immediate transition rates from high school to CNC for Aboriginal learners ⁴		82	79	91	103	122	97	Pending	18%

Notes

1. Students identified as Aboriginal is based on the "Aboriginal Ever" calculated field, and captures students who have identified as Aboriginal in either the K12 system or at any BC post-secondary institution contributing to the CDW. These data capture Aboriginal students with a stable enrollment during the academic year (September 1 to August 31). AY 2008-2013 data are generated from the CDW Oct 2013 pivot tables, AY 2007-08 data are generated from the CDW May 2012 pivot tables.
2. Students identified as Aboriginal is based on the "Aboriginal Ever" calculated field, and captures students who have identified as Aboriginal in either the K12 system or at any BC post-secondary institution contributing to the CDW. These data capture Aboriginal students with a stable enrollment during the fiscal year (April 1 to March 31). FY 2008-2013 data are generated from the CDW Oct 2013 pivot tables, FY 2007-08 data are generated from the CDW Oct 2012 pivot tables, FY 2006-2007 data are generated from the point-in-time published annual FTE report for each applicable year.
3. Students identified as Aboriginal is based on the "Aboriginal Ever" calculated field, and captures students who have identified as Aboriginal in either the K12 system or at any BC post-secondary institution contributing to the CDW. Data are counts of credentials awarded during an academic year (September 1 to August 31). Data are generated from the CDW Oct 2013 (AY 2008-2013), CDW May 2013 (AY 2007-08), and CDW May 2012 (AY 2006-07) pivot tables.
4. Students identified as Aboriginal is based on the "Aboriginal Ever" calculated field, and captures students who have identified as Aboriginal in either the K12 system or at any BC post-secondary institution contributing to the CDW. These data are the number of BC Aboriginal High School Grads who made an immediate (within one year) transition to CNC. The time intervals are the Academic Year that the student enrolled at CNC. Data are generated from the Student Transitions Project pivot tables released April 2014. AY 2012-13 data will be released late summer or fall 2014, and has been shown here as "Pending".

Despite all the intervention and access strategies at both public and post-secondary levels, Aboriginal learners still lag behind and much work remains to be done. Alarming, research at Western University shows the gap between Aboriginal university graduates and non-Aboriginal university graduates is actually widening. Catherine Gordon and Jerry White claim that closing this gap is one of Canada's greatest public policy challenges. Even though the number of Aboriginal graduates has doubled in ten years, the non-Aboriginal population's rates are climbing quickly. In addition, Aboriginal graduates remain vastly over-represented in the areas of education, health care and the public sector⁵. Clearly, the college must continue to address this gap, and a Special Program to hire more Aboriginal employees is a foundational strategy.

In 2007 the Ministry of Advanced Education (AVED), in the spirit of the *New Relationship Agreement*, targeted funds to post-secondary institutions for Aboriginal education to close the socioeconomic gap between mainstream and Aboriginal British Columbians. To achieve this goal, AVED outlined the following objectives:

- *Increase the access, retention, completion and transition opportunities for Aboriginal learners*
- *Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners*
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

The College of New Caledonia was one of eleven successful institutions to receive Aboriginal Service Plan (ASP) funding to develop and implement a comprehensive three year plan for Aboriginal education. CNC's continued success in working collaboratively with Aboriginal partner groups to implement Aboriginal student support services, programs, and language and culture events are evidenced with continued funding from AVED each year since then. We are now in the sixth year of the Aboriginal Service Plan and this funding has significantly impacted the entire college community.

Another significant factor was the establishment of Aboriginal Advisory/Steering committees at each campus. These committees identify community and Aboriginal learner needs, and promote participation by all the community in CNC's cultural and community events. Then, in 2010 a college-wide Advisory committee was established which is comprised of representatives from each campus Advisory. They form the Yinka Dene Council which meets twice a year with the President of CNC to discuss issues common to all Aboriginal communities. The Co-chair attends CNC Board meetings.

The college also initiated a significant systemic change in August 2013 with the creation of a Director of Aboriginal Education position in order to prioritize Aboriginal education at CNC. This is a new educational administrator position, reporting to the Vice-President Academic and situated in the Executive Offices. The Director is also a resource person to the College Board,

⁵ Friesen, Joe. *The Globe and Mail*. (October 7, 2013). *Widening education gap leaves aboriginal Canadians further behind*. <http://www.theglobeandmail.com/news/national/education/widening-education-gap-leaves-aboriginal-canadians-further-behind/article14738527/> (Retrieved March 6, 2014).

participating in all Board meetings. The Senior Policy Advisor's original management duties for the Aboriginal Resource Centre at the Prince George campus were assigned to a new part-time manager position. The Director of Aboriginal Education works on College policy, programs and services in Aboriginal education. Having a Director position at a senior level allows the College to work more collaboratively and strategically to meet the needs of Aboriginal communities in the entire region and to dedicate more time to meet the Ministry's *Aboriginal Policy Framework* goals.

The Aboriginal Service Plan (ASP) funding has also played a key role in moving Aboriginal education from the margins to the core of the College. Aboriginal Liaisons at each campus engage Aboriginal communities to attend events, teach in classrooms and provide cultural training to community and college staff. This new level of awareness of Aboriginal issues has been a key part of the Human Rights Special Program (HRSP) success in that it creates understanding of why the College needs to hire more Aboriginal employees.

In addition to the Aboriginal targeted funds the Ministry of Advanced Education (AVED) has now adopted an *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan. 2020 Vision for the Future* sets out ways to address systemic barriers and achieve institutional change:

Aboriginal learners succeed in an integrated, relevant, and effective British Columbia post-secondary education system that enhances their participation in the social, cultural and economic life of their communities, the province, and global society; and the public post-secondary education system is relevant, responsive, respective and receptive to Aboriginal learners and communities⁶.

The first goal of the *Policy Framework* is systemic change so that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities. One of the goals they set for all public post-secondary institutions is to have 'Aboriginal people more broadly represented in faculty and administration' (p. 17). In all, the government is advocating for change from a 'top-down' perspective while the 'grass roots' community is also advocating for the same systemic change.

In October 2013 the Human Rights Special Committee presented information to the Yinka Dene Council which is an Advisory to the CNC President comprised of Aboriginal representatives from all campuses. The message was clear from the Council that the Human Rights Special Program continues to be important and that the College needed to renew its application and continue the work on hiring a more representative population at CNC.

Accordingly, we wish to respond positively to the direction that we have received from Aboriginal communities. Therefore, we are seeking a renewal of the Human Rights Special

⁶ Ministry of Advanced Education. British Columbia. *2020 Vision for the Future*.
<http://www.aved.gov.bc.ca/aboriginal/policy-framework.htm>

Program at CNC. The College is committed to achieving employment numbers that will reflect the diversity of our communities, to strengthen partnerships and to provide Aboriginal employees who will role model success to Aboriginal learners. This application was prepared collaboratively by the Special Program committee and each stakeholder fully commits to its continued implementation over the next five years.

II. Accountability and Monitoring

It is important to note that the present Program is collectively implemented by a committee comprised of two representatives from each union, CNC Faculty Association and CUPE, and two representatives from the College of New Caledonia. This Committee adopted a Terms of Reference which is reviewed annually.

This committee, known as the Human Rights Special Program Committee, agreed to criteria for designation, and processes for applying. They reviewed all applications for Special Program designations and remained engaged throughout the entire program. They worked together to develop the renewal application for 2014 – 2019. All parties are committed to continuing this successful model of collaborative implementation.

The Human Resources department and the Director of Aboriginal Education will be responsible for taking minutes, drafting annual reports for approval, distributing applications for designation under the Human Rights Special Program, and providing relevant employment data to the Committee for this continued collaborative implementation. The Director of Aboriginal Education will submit the Annual Report to the Human Rights Tribunal and to the Aboriginal Advisory members.

III. Identification of Disadvantaged Individual/Groups

An Aboriginal person is identified in accordance to the *Constitution Act* Of 1982, Part II, Section 35(2), as “the Indian, Inuit and Métis peoples of Canada.” Canada’s Aboriginal population is distinct and diverse. “First Nation” is often a preferred term for Indian peoples of Canada. The term “Indian” is still used where referring to legislation or government statistics.

IV. Benefits of the Program

Employees

The Special Program committee will continue to raise awareness of Aboriginal learners and communities. New employees who choose a face-to-face orientation are shown the Program website so they understand why some positions are restricted to applications from qualified Aboriginal applicants. The College now has Indigenization as a goal of its Strategic Plan. We continue to offer seminars to staff and students, various faculty members are integrating Aboriginal content and issues into their curriculum. The Aboriginal Director and staff at the Aboriginal Resource Centre are key resources in this process. The Co-Chair of the Yinka Dene Council is invited to provide updates at all Board meetings. In all these ways, Aboriginal education is becoming an integral part of the CNC community.

Students

Aboriginal role models have been important to the learners at CNC. As a result of the Special Program they now see Aboriginal people working at the College and it encourages them to continue in their studies. They can clearly see the impact that Aboriginal employees are having at CNC; these employees are visible and they are advocating for changes that will benefit Aboriginal learners and their communities. As one student stated, "When I was at CNC I saw leadership and now I want to do that in my community."

The Special Program will continue to benefit the entire college community, and particularly the Aboriginal learners and communities for the following reasons:

- It provides a greater number of Aboriginal role models on campus
- It opens the door for Aboriginal applicants for all jobs at CNC. More data is provided below which shows that CNC has achieved some success in hiring Aboriginal employees outside the Special Program
- The Special Program provides higher levels of employment for local Aboriginal communities
- *The Special Program ensures Aboriginal employees in restricted positions are not subject to displacement/bumping by senior, non-Aboriginal employees. While the seniority provisions of the collective agreements will continue to function in the same manner, the exemption enables the college to establish Aboriginal ancestry as a bona fide qualification for positions designated by this Program. This provides stability for maintaining intervention and support strategies for Aboriginal learners*
- The Special Program provides encouragement to Aboriginal students because they see there can be career opportunities available to them upon graduation, thereby increasing graduation rates
- The Program has strengthened relationships with Aboriginal communities because we demonstrated our commitment by hiring Aboriginal graduates which they requested in the original consultations in 2007
- The Program outcomes to date have resulted in more Aboriginal employees at CNC, hired within and outside the Program; therefore, we believe it has resulted in more student enrolments

V. Goals, Timetables and Anticipated Results

The College of New Caledonia remains committed to creating an inclusive environment which acknowledges the unique experience and knowledge of Aboriginal peoples. Our 2009 application pledged to consult "with Aboriginal and union stakeholders to move towards employment equity." These discussions took place at the Aboriginal Advisory level, at the committee level, and within the unions' membership. The outcomes are outlined in the review below.

We wish to have the Special Program as outlined in Phase I for an additional five years:

As in Phase I, the College acknowledges that the implementation of this Special Program and the recognition of Aboriginal ancestry as a valid position qualification may result in some current employees being unable to access additional work for which they may no longer be consider qualified. As well, filling these positions will not result in the loss of work for individuals in existing positions, pending the continuation of that work as part of the College's strategic direction and/or funding availability.

Next, we request to extend the Program as a means of ensuring the continued benefits provided by the current 14 restricted Aboriginal positions. These are listed in Appendix I.

Next, it is the objective of the college to have an additional 65 positions designated by 2019; we will continue to use the criteria outlined in Phase I:

- a) Employees providing direct operational, instructional or administrative service primarily to Aboriginal students (ie Aboriginal Academic Advisor, Aboriginal Liaison, Senior Advisor/Manager of Aboriginal Services)
- b) Employees instructing courses whose content is primarily Aboriginal (ie Aboriginal Studies courses, Aboriginal Early Childhood Education, College & Career Preparation – Lheidli Project)
- c) Employees offering services and/or programs funded through Aboriginal-specific funding initiatives

We also propose a new "d" criterion that allows the college to designate selected management positions as restricted or preferred. To date, we have only two administrative positions, the Aboriginal Resource Centre Manager and the Director of Aboriginal Education. We wish to add the following criterion to the Special Program:

- d) Administrators working at a campus with significant numbers of Aboriginal learners, or with a significant population of Aboriginal peoples in their campus area

The increase in numbers is due to the overall increase in Aboriginal student numbers which now comprise a greater proportion of the total FTEs at CNC (27%) and the increasingly young and fast-growing Aboriginal population. The college has also increasingly engaged First Nations and Aboriginal communities in developing and implementing programs and services that reflect community needs. The Ministry of Advanced Education and Aboriginal and Northern Affairs Canada (AANDC) have allocated more funding to meet the needs of this growing demographic⁷ therefore we can anticipate more funding and programs that will fit the stated criteria.

⁷ The 2011 National Household Survey shows the Aboriginal population increased by 20% since 2006. With a significant proportion of those being between 0 – 14 years of age, the college needs to be prepared to meet increasing learner and community needs.

In addition, the federal Employment & Social Development Canada Minister allocated Labour Market Agreement (LMA) funding to increase the labour market participation rates of groups that are currently under-represented; although not targeted to Aboriginals, significant numbers of Aboriginal people fit the LMA criteria to register in these programs.⁸ The college has offered numerous programs under this funding initiative, including Light Warehouse Training, WorkSafe BC certificates, and various Aboriginal Community-Based Delivery Partnership Programs.

In the past five years the college has recruited and filled approximately 220 positions each fiscal year so we anticipate posting and filling over 1000 positions in the next five years. Although many of these are existing positions with incumbent seniority rights, there will be opportunities to post many of these restricted or preferred to applicants of Aboriginal ancestry because they will fit the criteria outlined above.

VI. Duration

The College of New Caledonia requests a five year program from December 2014 to December 2019.

VII. Eligibility Criteria

The candidates for positions covered by this Special Program will be able to provide written proof of Aboriginal ancestry through a nationally or provincially recognized Aboriginal organization. All candidates must fall under the description of Aboriginal as defined in the *Constitution Acts of 1982*, Part II, Section 35(2), as the “Indian, Inuit and Métis peoples of Canada.”

Furthermore, the College reserves the right to request a letter from the First Nation verifying Aboriginal ancestry from those who present status cards issued under the *Indian Act* of Canada. The College may also use the services of its Aboriginal partners (e.g. Métis Nation of BC, Prince George Friendship Centre, Lheidli T’enneh First Nation) to verify Aboriginal status or ancestry.

VIII. Identification of Third Party Interests

Aboriginal Groups (First Nations & Métis communities and organizations)

Presently all matters regarding Aboriginal education are entrusted to the guidance of the campus Advisories, and to the college-wide Yinka Dene Council described above.

The following Aboriginal (First Nations and Métis) groups are represented on the College Advisory committees or they are a partner on a specific initiative:

Lakes District Campus Steering Committee: Burns Lake Native Development Corporation, Lake Babine First Nation, Cheslatta Carrier Nation, Nee Tahi Buhn Band, Skin Tyee Band, Ts’il Kaz Koh (Burns Lake Band), Wet’suwet’en First Nation

⁸ Employment and Social Development Canada. Labour Market Agreements.
http://www.esdc.gc.ca/eng/jobs/training_agreements/lma/index.shtml

Nechako Campus ASP Steering Committee: Saik'uz First Nation, Nadleh Whut'en, Stellat'en First Nation, Nak'azdli First Nation, Takla Lake First Nation, Tl'azt'en First Nation, Carrier Sekani Tribal Council, Carrier Sekani Family Services, New Caledonia Métis Association, Prince George Nechako Aboriginal Employment & Training Association (PGNAETA), School District No. 91.

Mackenzie Campus Advisory: Kwadacha First Nation, Tsay Keh Dene Band, McLeod Lake Indian Band.

Quesnel Campus Advisory: Lhoosk'uz Dene Nation, Lhtako Dene Nation, Nazko First Nations, North Cariboo Aboriginal Family Program Society, Quesnel Tillicum Society Native Friendship Centre, School District No. 28.

Prince George Campus Advisory: Lheidli T'enneh First Nation, Carrier Sekani Tribal Council, PGNAETA, Aboriginal Business Development Corporation, All Nations Elders, Métis Nation of BC, Prince George Native Friendship Centre, Community Resource People, School District No. 57, University of Northern British Columbia.

Unions at the College of New Caledonia

Two unions are represented at the College: the Canadian Union of Public Employees (CUPE) Local 4951 and the Faculty Association. The unions have been actively engaged in the Special Program since its inception in 2009. Collaboratively CNC and the union representatives have developed a Terms of Reference, agreed to criterion for designating positions under the Special Program, promoted the Special Program to their membership, and addressed emerging issues. They worked with CNC to identify successes and challenges, and they helped develop this application based on lessons learned about Phase I of the Special Program.

Review of CNC Special Program December 2009 – December 2014

In 2009 the College of New Caledonia proposed to begin consulting with stakeholders about moving towards employment equity so that our employee numbers reflect the rich diversity of our region. All stakeholders agreed we need employment equity; however we also have learned how much time and what level of resources had to be committed to ensure this current Special Program was implemented. To extend this program to include all Constitutionally-recognized disadvantaged groups is beyond our current capacity. Continuing budget restraints challenge our college to operate at current levels and it is not realistic to commit to such an important initiative without assurance it will be adequately resourced.

Nonetheless, the College remains committed to achieving this goal and we will continue to find ways to create the foundations for its culmination. The Strategic Plan goals include Internationalization and Indigenization. We will continue working on indigenizing the curriculum. The college has developed strong links to high schools to encourage Aboriginal learners to graduate and continue on to post-secondary education; the Director of Aboriginal Education chairs the School District's Aboriginal Education Board. CNC is also provincially recognized for engaging and collaborating with Aboriginal stakeholders and we will continue that work to increase relevant programs for Aboriginal communities. Using these lessons of engaging learners and their communities we can extend the dialogue to include people with disabilities, visible minorities, and women, pending available resources.

Outcomes

Since 2009, the Special Program Committee has reviewed 54 applications with the following outcomes.

Some of those positions were tied to short term programs and no longer exist. Of the 50 positions originally targeted, 25 still exist. Of these positions, 7 faculty positions are filled by employees of Aboriginal ancestry, 16 operational positions are filled by employees of Aboriginal ancestry and 2 administrative positions are filled by employees of Aboriginal ancestry.

Of the 25, eight are in regular on-going positions; one is a seasonal on-going position; five are part-time positions; and 11 are fixed term assignments which will end between January and June of 2014.

Of the original 27 positions recorded as filled on August 17, 2010, 12 employees remain. For the 19 positions filled since August 2010, 13 employees remain.

The small number of faculty positions is a result of the continuing paucity of qualified Aboriginal applicants. As noted above, the gap in university completion rates is actually widening. As a result, there was no ability to post many faculty positions as restricted because administrators were aware they would not garner applications from qualified Aboriginal applicants. As a result, even though some faculty positions fit the criteria they were not designated restricted; these include Speech Pathologist, Biology/Chemistry instructor, Residential Building Maintenance Worker and Math instructor. Although this is a discouraging finding, it also highlights the need

to retain the Special Program to encourage Aboriginal learners to choose these fields of study, and to allow the ability for CNC to hire them upon graduation.

Successes

Meeting the target of designating 50 positions is one area of success; however, the Special Program has spin-off effects that have benefitted others at CNC.

The Special Program committee provided updates each year and these were accompanied by brochures or written handouts. These information seminars were well-received because they were facilitated by both unions and CNC administrators presenting a united front on this important issue.

The Annual Reports were posted on the website along with the Special Program application and information about the program. The Aboriginal Advisories were provided with copies of the Annual Reports and the Aboriginal Liaisons and Senior Policy Advisor (now Director Aboriginal Education) updated the Advisories and Yinka Dene Council on the program's progress.

As a result of the interest generated by our unique program, the College presented the Special Program at international and provincial conferences. No other public post-secondary institution in British Columbia has a Special Program that is not position-specific, allowing a greater number of positions to be reviewed for restriction while still protecting seniority rights. Other post-secondary institutions in BC have requested information about our program as a possible template.

It is difficult to separate the impacts of the Special Program which was implemented one year after the Aboriginal Service Plan (ASP). The ASP provided targeted funding for Aboriginal education initiatives that worked synergistically with the Special Program implementation and initiatives. Certainly, many positions created by the targeted funding may not have been filled with qualified Aboriginal employees without the ability to post them as restricted; therefore, the Special Program bolstered the impact of the ASP funding because it enabled CNC to hire more Aboriginal employees at each campus.

The ASP has created legacies at the college which will remain even if the targeted funding is withdrawn, and the Human Rights Special program will continue to support many of them:

- e) Language and culture programming as measured by the number of course and program offerings with Aboriginal language and content:
 - a. At four campuses, elders and community resource people are brought into many courses (SSWK, Nursing, ABST, Adult Basic Education, various CE programs/courses) to provide cultural teachings that provide understanding of current Aboriginal issues and learner needs
 - b. Language curriculum was developed at the first year level for two dialects (Saik'uz and Lheidli) and language circles were provided in partnership

- with First Nations and Métis communities. Recently CNC worked with the Stella and Nadleh communities to provide a language app for iPhones⁹
- c. The Quesnel campus created two DVDs with oral histories told in the local dialect and they also signed an Information Sharing Protocol with several groups
 - d. Cultural events are now a routine part of CNC events at all campuses. Many are hosted by the First Nations communities. These include oral history, songs, dances, games and traditional foods. Many groups also bring displays of traditional medicines and art work. All of these events have enriched the entire college community.
 - f) Creating a culture at CNC that values and supports diversity:
 - a. As noted above, the many cultural events have drawn learners, staff and community members to CNC to participate and learn about the Aboriginal people of their region
 - b. Two campuses now cancel classes so that all staff and students can participate
 - c. All campuses now make appropriate arrangements so that cultural seminars can be offered to faculty and/or student services staff
 - d. Indigenization and Internationalization are part of CNC's Strategic Plan
 - e. CNC is initiating a review of the 1999 *Aboriginal Education and Services Policy* with the Yinka Dene Council to ensure it is still meeting the needs of Aboriginal learners and communities
 - g) Strengthening of partnerships with Aboriginal groups as measured by numbers of partnership agreements signed
 - a. CNC is a provincial leader in terms of Aboriginal engagement. All ASP activities are developed collaboratively with the Aboriginal Advisory committees who identify learner and community needs. Every ASP proposal must be submitted with letters from Aboriginal partners and advisory members who outline how they have worked with CNC in the past year
 - b. The ASP success is measured by student enrolments, partnerships, outreach and engagement. CNC's success is reflected in the increase in ASP funding from the Ministry of Advanced Education from \$420,000 in 2011 to \$693,000 in 2013
 - c. CNC has successfully partnered with twelve First Nations to offer Aboriginal Community-Based Programs including upgrading, Heavy Equipment Operator, and Hospitality training; these initiatives are funded by AVED and CNC has received approximately \$1.8 million since 2012¹⁰. All these short-term initiatives employed Aboriginal employees in various coordinator and support positions for their duration.

⁹ Nadleh Stella Dakelh Language App Launched. <http://www.stellaten.ca/>

¹⁰ Ministry of Advanced Education. Aboriginal Community-Based Partnerships Program (ACBDPP) agreements approved 2012-13 and 2013-14. http://www.aved.gov.bc.ca/aboriginal/docs/ACBCPP_2012-13_Partnerships.pdf
http://www.aved.gov.bc.ca/aboriginal/docs/ACBCPP_2012-13_Partnerships.pdf

In these ways, the Special Program has been a vital part of a larger strategic plan to make post-secondary education more relevant to Aboriginal learners and communities. Moreover, the Special Program was a key driver of systemic change because it provided space for CNC to hire Aboriginal employees into new positions created under the Aboriginal Service Plan and other Aboriginal targeted funding. Thus, it allowed us to make significant gains towards inclusion and having our employee population reflect the rich diversity of our region.

Challenges

The criteria for restricting hiring, while the greatest strength of the Special Program, also presented the biggest challenge we faced. While it was broader in that it did not list specific positions, it was still narrow in that there are three campuses whose population profiles will seldom achieve the Aboriginal participation and engagement rates to meet any of the three criteria:

- Primarily Aboriginal learners
- Primarily Aboriginal content
- Funded by an Aboriginal organization

Two campuses, Quesnel and Mackenzie, do not have significant numbers of Aboriginal learners due to the small numbers and remoteness of the First Nations communities in their area. The Aboriginal Service Plan has enhanced their ability to engage Aboriginal communities and begin indigenizing their curriculum and support language revitalization. In these ways, they can eventually meet the 'Aboriginal content' criterion.

The Ministry of Advanced Education has targeted funding to community-based initiatives and both these campuses have engaged the First Nations communities to offer programs; these are Nazko First Nation, Kwadacha, Tsay Keh and McLeod Lake Indian Band. This funding meets the criteria of the Special Program, but recruiting qualified Aboriginal applicants in these remote communities is challenging, and it emphasizes the need for a Special Program to hire the future graduates from these communities.

Nonetheless, these activities are recent so the result remains that the 50 positions designated are clustered at the two campuses with the largest percentages of Aboriginal learners, Lakes District and Nechako. Although the PG campus has the highest number of Aboriginal learners, the percentage is lower than other campuses due to the overall large number of students. As a result, the Prince George campus's restricted positions are located primarily in the Aboriginal Resource Centre and in Aboriginal Studies.

The next challenge was in defining the count of designated positions vs people, and whether a position that was only in effect for a short-term program should be counted in the target number of 50. The Committee went over the employee numbers, reviewing which positions were still in existence and which had ended as a result of being funded through short-term funding initiatives and agreed upon the following method of counting the positions:

- It is understood that each job counted must meet the normal HRSP criteria and guidelines
- If a person leaves a position and the position is re-posted, that position is not counted again. We use the original count assigned to that position

Another challenge was how to alter the renewal application so we could follow the community's guidance and 'hire Aboriginals in every department at CNC.' We noted other institutions such as School Districts have received Special Programs with broad criteria such as the ability to hire 20 Aboriginal employees in "support, teaching and administrative positions"; this example is taken from the Special Program granted to School District No. 91 (Nechako-Lakes). We felt this lack of clarity would lead to misunderstanding of the program and destroy the support we have worked hard for in the last five years. This issue is looming larger due to the shrinking post-secondary budget. In recent years, the numbers of new positions have declined. This makes it difficult to designate positions 'throughout CNC' as the Aboriginal community requested. Therefore, only newly created positions will be considered for exemption under the criteria outlined in Section V of this application.

Moving Forward: Phase II

Despite the challenges listed above, the committee is unanimous that the Special Program must continue. The Aboriginal Liaisons (restricted positions) at each campus have demonstrated their value to the college community many times, and the college community now sees them as integral to CNC. Because they are from local communities, they have engaged Aboriginal partners in numbers never seen before at CNC. This is evidenced in the number of successful proposals to federal, provincial ministries for Aboriginal initiatives which clearly demonstrated engagement and support from the Aboriginal communities. The college now provides programs both on campus and in the communities with the participation of elders and other community resource people who teach about Aboriginal history and issues. All campuses host cultural events with Aboriginal partner groups and many community members now participate because they feel welcome and a sense of belonging that did not exist before the Liaisons were there.

Within the college community, Aboriginal learners see role models and they now see the opportunities for careers at CNC. Non-Aboriginal college employees have a greater knowledge and understanding of employment equity and they have worked to create an inclusive space for the new Aboriginal employees.

We look forward to the next five years and are confident we can keep raising awareness of Aboriginal issues and Aboriginal learner needs. We will continue to strengthen partnerships with Aboriginal communities to ensure we are offering relevant programs and services to a growing youth population. With a Special Program in place, we will have the ability to hire some of these Aboriginal graduates who will become leaders and change agents both in their communities and at CNC.

Appendix I

Existing Restricted Positions at College of New Caledonia 2009 – 2014

	Restricted	Category	Position	JJEC # and HR SPE#	Status	Location	Notes
1	Restricted	Operational	Aboriginal Advisor/Liaison	3114	Regular f/t	Lakes	
2	Restricted	Operational	Academic Advisor – Aboriginal Resource Centre	2004b	Seasonal f/t	PG	
3	Restricted	Operational	Aboriginal Liaison-Coordinator	3114a	Term p/t	Nechako	
4	Restricted	Operational	Coordinator – Aboriginal Achievers	3049	Term p/t	PG	
5	Restricted	Operational	Support Worker	3171b	Term f/t	Lakes	
6	Restricted	Operational	Support Worker	3171b	Term f/t	Nechako	
7	Restricted	Admin	Manager Aboriginal Resource Centre	Regular	PG	On-going	
8	Restricted	Admin	Director Aboriginal Education		On-going	All campuses	
9	Restricted	Faculty	Cross Cultural Workshops	p/t	On-going	Nechako	
10	Restricted	Faculty	Indigenization Workshops	p/t	On-going	Nechako	