### College of New Caledonia



### HUMAN RESOURCES

December 7, 2011

British Columbia Human Rights Tribunal Suite 1170, 605 Robson St. Vancouver, BC V6B 5J3

Attention: Mr. Bernd Walter, Chair

Dear Mr. Bernd Walter:

On December 7, 2009 the College of New Caledonia received a Special Program approval and is pleased to provide the second Annual Report at this time. Copies of this Report will be placed on CNC Human Resources website on the Special Program page. Additionally, the report will be distributed to the Aboriginal Advisory/Steering Committees at each of the College's campuses by Marlene Erickson, Senior Policy Advisor. Sandra Rossi, Director of Human Resources will provide copies of the report to both CUPE and the Faculty Association.

Please contact either Sandra or Marlene if you have any questions.

Sincerely,

Sandra Rossi

Director Human Resources College of New Caledonia Marlene Erickson

Aboriginal Student Services Manager and Senior Policy Advisor on Aboriginal Education

College of New Caledonia

Cc:

Lily Bachand, President, CUPE Local 4951

Jan Mastromatteo, President, Faculty Association of the College of New Caledonia

CNC Advisory Committees (five campuses)

### ANNUAL REPORT TO THE HUMAN RIGHTS TRIBUNAL SPECIAL PROGRAM S. 42(3)

Submitted by:

THE COLLEGE OF NEW CALEDONIA

DECEMBER 8, 2011

### **COLLEGE OF NEW CALEDONIA**

### REPORT TO THE HUMAN RIGHTS TRIBUNAL

### Introduction

When last year's report was submitted, the College of New Caledonia (CNC) was poised to begin a communications roll-out process to foster greater understanding of the Special Program; we wanted to provide them with concise information and be available to answer questions and address concerns. We were very pleased that the unions and administrators agreed to do the communications together to ensure the college community knew that we were united in our support for this initiative. We have found that the groundwork we laid in 2010 has served this process well, and it was effective in ensuring the college community had a clear understanding of the Special Program.

### **Communications Roll-Out**

The Committee team was comprised of the Union Presidents, the Director of Human Resources and the Senior Policy Advisor Aboriginal Education. The meetings were set up so that the entire committee jointly presented the information and opened the floor to questions. Afterwards the union and administrators split into separate rooms to take private individual comments and questions from their members. The campus meetings took place as follows:

- December 10: Quesnel campus via teleconference
- December 13: Prince George campus
- December 16: Burns Lake and Nechako with Fort St. James participating via teleconference
- December 17: Mackenzie campus via teleconference

As the Committee agreed, we had all been sending out information about our meetings to the college community and Aboriginal advisory committees. We were very pleased that the participants at these sessions had very few questions or concerns about the Special Program. Again, we feel that the consistent communications and collaborative work was key to establishing the acceptance of this Program.

### **Posting and Hiring Positions**

December also marked the first time CNC posted and hired under the auspices of the Special Program. The Nechako and Prince George campuses hired Aboriginal Liaison/Advisor positions that had been created two years before as casual positions. The unions had been granting extensions to fixed term positions pending the implementation of the Special Program. The Aboriginal Liaison/Advisors at each campus have proven invaluable in providing supports to

Aboriginal learners and forging strong relationships with Aboriginal communities. Moreover, they serve as role models to Aboriginal youth who now know that post-secondary education is a viable option, and that they possibly could have a career at the College of New Caledonia. These are all benefits outlined in Section IV of our application to the Tribunal so it is very exciting to see these outcomes so immediately.

In July the Committee met to review three positions were approved and hired as follows:

- CUPE: Youth Support Worker (preferred)
- CUPE: Administrative Coordinator Aboriginal Research Project (restricted)
- Faculty: First Nations Financial Literacy (preferred)

There were also three positions forwarded for the Fall term and these will fall into next year's Annual Report.

### **Terms of Reference**

A draft Terms of Reference was prepared by a Faculty Association representative on the Committee. It was circulated within our respective groups and adopted by the Committee in January (See Appendix I).

### **Measurements Committee**

This committee met in March to update the draft based on feedback received from each group. We decided the most we can do without more resources is to use existing databases. Statistics Canada data will be used for regional data, and the student data reports generated by the College's Institutional Research Office and the Ministry of Advanced Education; the latter report extracts the self-declared Aboriginal headcounts by program.

In addition, the College receives Aboriginal Service Plan funding which requires this data. This year we are providing a brochure that provides a summary of student outcomes measures and a synopsis of activities that took place at each campus from 2008 - 2010. The concurrent educational and cultural activities funded by the ASP greatly enhance the work of the Special Program because of their congruent goals of relevance and inclusivity (See Appendix II). As the brochure indicates, Aboriginal enrolment doubled from 744 to 1552 from 2008 – 2010; that statistic alone makes the work of this Committee so much more important.

The Institutional Research department has now compiled all data relevant to Aboriginal students on one page; this includes:

• Aboriginal Service Plan Performance Measures

- Student Transitions Project (Ministry of Advanced Education report on transitions, mobility and achievements of Aboriginal learners)
- Program enrolments at CNC (Aboriginal headcount overall and by campus)
- FTE Enrolment Aboriginal learners by category and campus
- Student Outcomes: DACSO and APPSO Performance Measures (from CNC Aboriginal alumni)

In all, seventy-six positions were reviewed and it was agreed the count is cumulative over the five year program. As well, positions may be duplicated; individuals may be 'duplicated' in that one person could work in several positions concurrently or consecutively.

Now that these measurements have been assessed through our meeting discussions and in compiling this report, we will now review them with all the CNC Aboriginal Advisory Committees.

# Special Program (SP) Measures Revised April 1, 2011

Reporting period - Academic Year - August 1 to July 31

| Measure   | Comments  |
|---|---|
| Regional Census Data of population demographics – Census data not changed since Application was submitted; will update after 2011 Census data released. | ged since Application was submitted; will update after 2011   |
|   |   |
| Impact of SP on Aboriginal Students   |   |
| <ol> <li>Enrollment of Aboriginal students in all programs</li> <li>Enrollment of Aboriginal students in credential programs</li> </ol>                 | • 1552¹<br>• 804²   |
|   | <ul> <li>Self-reported ethnicity student statistic</li> <li>Data interval is academic year- August 1 – July 31</li> </ul>                                 |
| 3. Credentials achieved by Aboriginal students  | • 156   |
|   | <ul> <li>Self-reported ethnicity student statistic</li> <li>Data interval is academic year: currently have August 1, 2008 to<br/>July 31, 2009</li> </ul> |
| Impact of SP on Positions   |   |
| 4. Number of Restricted and Preferred positions designated under SP   | • 76 positions reviewed   |
| <ul> <li>a) Number of preferred positions filled by Aboriginal employees<br/>on July 31</li> </ul>  | a) 20   |
|   |   |

<sup>&</sup>lt;sup>1</sup> Enrolment of Aboriginal learners in all programs (includes Continuing Education skills courses)
<sup>2</sup> Unduplicated headcount is the number of individual Aboriginal students during an academic year, as a student may be enrolled in more than one program during the academic year and at more than one campus.

| b) Number of preferred positions filled by non-Aboriginal employees on July 31  | p) (q   |
|---|---|
| <ul> <li>c) Number of preferred positions unfilled on July 31</li> <li>d) Number of exempt positions filled by Aboriginal employees<br/>on July 31</li> </ul> | 0 (o  |
| <ul> <li>Number of preferred positions unfilled on July 31 are already part<br/>of this count</li> </ul>  | <ul> <li>Cumulative during 5 year program</li> <li>A position will be assessed for designation prior to being posted.</li> <li>Positions may be duplicated (a position will be designated each time it is posted, even if a position with the same job description</li> </ul> |
| e) Number of <b>Designated positions filled</b> by individuals providing verification of Aboriginal ancestry after August 17, 2010 (cumulative)               | <ul> <li>25</li> <li>Cumulative count</li> <li>Finite target of 20</li> <li>Positions may be duplicated</li> <li>Individuals may be duplicated (one person in several positions concurrently or consecutively)</li> </ul>   |

### Creating an Inclusive Environment at CNC

In February the Board of Governors adopted a Strategic Plan for 2011 – 2015. Two goals are directly related to inclusivity:

- Increase Aboriginal access, enrolment and completion rates, and to
- Ensure the College employee demographic composition more closely reflects the populations of communities served and is inclusive of designated groups (women, people with disabilities, Aboriginal peoples and visible minorities).

Various departments at CNC are being encouraged to host educational seminars regarding Aboriginal learners in post-secondary education. The Senior Policy Advisor provides guidance when needed and recommends a balanced perspective on not only understanding the complexities of Aboriginal learners, but also how their worldview can enrich the learning of the entire college community. The following seminars were offered:

- January: Chair of Board of Governors speaks to Community & Student Services Division about benefits of having Aboriginal students at CNC
- February: Myths and Stereotypes seminar about Aboriginals (Community & Services Divisional Meeting)
- Compilation of Myths and Stereotypes presentation sent to all campus Aboriginal Liaisons
- February: Understanding Five Areas of Aboriginal Learner Complexity (two sessions in Student Services Division)
- May: Understanding Five Areas seminar for faculty at Faculty Association's 'May Days' professional development days.
- May: CNC Special Program at Thompson Rivers University Provincial Aboriginal Education conference at request of TRU.
- August: Third World Canada film by Andrea Cazabon focuses on the crushing poverty of
  First Nations communities and proposes a national Aboriginal youth reconciliation
  project. CNC's Vice-President Academic spearheaded fundraising to bring the
  community together to engage Aboriginal youth in this region; we have secured \$18,000
  towards a total of \$30,000 to date.
- November/December: Community Speakers series to introduce local Aboriginal educators who can be resources in planning Aboriginal services and program, and in finding ways to be inclusive of Aboriginal learners. This series is funded by CNC's Aboriginal Service Plan funding and is open to all at CNC.

 Twenty-six Nechako campus employees participated in a one day cultural competency workshop to explore different worldviews, and to discuss what they could do become more inclusive or accommodating of other lifestyles and perspectives.

At the regional campuses, a total of thirty cultural learning events were hosted in collaboration with First Nation partner groups. Mackenzie campus administrators and advisors have now visited the remote communities of Tsay Keh Dene and Kwadacha to plan activities for March 2012. The College has been so successful in forging partnerships and relationships that the provincial Steering Committee that adjudicates the Aboriginal Service Plan funding has recommended that all eleven institutions who receive ASP funding review our Annual Reports because it is a model of best practice. The Final Report for Year Three can be viewed at <a href="http://mail.cnc.bc.ca/blogs/president/item">http://mail.cnc.bc.ca/blogs/president/item</a> 141.htm

### **Sharing Best Practices and Capacity Building**

The Special Program at the College of New Caledonia is garnering attention at the provincial and national levels because we are the first public post-secondary institution to have a broad array of positions (administrators, support staff, faculty) that can be designated as restricted. As a result we have been asked to do information seminars at a provincial conference in Aboriginal education at Thompson Rivers University, and at the national Association of Canadian Community Colleges (ACCC). Last October CNC presented at the American Association of Community College Trustees (AACT) Leadership Congress.

The Senior Policy Advisor has contacted some of School Districts to seek resources that could assist our Human Resources department; however, we have not been successful to date. We have received several requests for copies of the application we submitted to the Human Rights Tribunal, and for copies of our first annual report. Thus we are providing this detailed report as a means of compiling resources for those who would like to implement a similar program.

In May, the College's Director/Human Rights Officer attended the *Inclusion Works* conference hosted by the Aboriginal Human Resource Council in Montreal. This conference focused on transforming education organizations into "a culture of inclusion where Indigenous people feel welcomed, valued and able to succeed."

### **Changes to Designation Process**

The Committee received some feedback on minor changes to be made to the administrators' designation. Once the Designation Form was completed, it was not clear whom to send it to. In one case, it was sent to Human Resources with the Personnel Requisition so there was a lengthy delay until it made its way to the Special Program Committee. We are now in the process of creating a step-by-step process manual for administrators.

### Conclusion

In all, the College has made significant progress with the Special Program in 2011. We are carefully documenting processes so that we can become a national site of best practices. We have had strong participation and positive feedback on the diverse educational seminars at all campuses. All parties remain committed to the process for the length of the program. This collaborative approach has significantly the College community and we see more and more evidence that we are embracing inclusiveness and diversity at the College of New Caledonia.

### **APPENDIX I**

### **COLLEGE OF NEW CALEDONIA**

### Joint Committee on Human Rights Special Program

December 7, 2009 – December 7, 2014

### **TERMS OF REFERENCE**

### **Preamble**

In the mediated agreement reached November 25<sup>th</sup>, 2009 regarding CNC's Special Program application to the BC Human Rights Tribunal (the Tribunal), the parties (College of New Caledonia, Faculty Association of CNC, and CUPE Local 4951) agreed to the creation of a joint committee for discussions and decision-making over the remaining 20 employee positions that may be hired as designated as either preferred or restricted to Aboriginal ancestry during the five year period stipulated in the application. In accordance with CNC's application and its approval by the BC Human Rights Tribunal (documents attached), these Terms of Reference have been agreed to. The Joint Committee will coordinate the work of two sub-committees: Measurements and Communications.

### Terms of Reference

- 1. The College will identify to the unions any position that may adhere to the criteria for preferred or restricted positions, as approved by the the Tribunal. The notification to the unions will occur a minimum of ten working days prior to a meeting of the Joint Committee. Committee meetings will be scheduled on an ad hoc basis as part of the notification process.
- 2. The committee will include two representatives from each of the parties. In addition, each party reserves the right to periodically include additional representatives for meetings at which specific regional, program or departmental expertise is required.
- 3. In the case of submissions to the Committee regarding section V(b) of the original proposal, "... positions in the following categories may be considered for restrictive and/or preferential hiring qualifications . . . . employees instructing courses who content is primarily Aboriginal,"
  - should the Committee not reach agreement over the determination of "primarily Aboriginal" the issue will be forwarded to CNC's Education Council for advisement.
- 4. In accordance with the Tribunal's requirements the Committee will meet annually with the Measurements and Communications Committees to review the Program
- 5. Should the College decide to develop an additional application for a Special Program for the designation of Aboriginal employee positions and/or other equity groups to follow from the current program, it will bring its proposal to the Committee for consideration and input a minimum of 90 days prior to the submission of an application to the Tribunal.

- 6. Should a dispute occur in the delivery of the Special Program, the dispute will be subject to collective agreement provisions between the College and the unions.
- 7. The College and its unions will enter into independent discussions in regard to the inclusion of any part of the Committee's Terms of Reference into collective agreements.
- 8. These Terms of Reference will be reviewed annually by the Committee.

January 26, 2011

### <u>APPENDIX II</u>

## Aboriginal Service Plan

2008 - 2010

## Lakes District Campus

Aboriginal Steering Committee Chesidara Carrier Nation Lake Babine Nation Nee Tahi Buhn Band Skin Tyee Nation Ti'li Kaz Koh (Burns Lake Band) Wet'suwel'en First Nation

Nechako Campus

## Mackenzie Campus

Kwadacha McLeod Lake Indian Band Tsay Keh

Nechako Working Group Nadiah Whut'en Nak'azdii Saik'uz Stellat'en Takla Lake

## Quesnel Campus

## Prince George Campus

Cariboo Chilootin Aboriginal Training Education Centre (CCATEC) Lhatako (Red Bluff) Indian Band Lhoosk'uz Dene (Kluskus)

North Caribou Aboriginal Family Program Society Quesnel Tillicum Society Native

Friendship Centre

CNC Aboriginal Advisory Committee
CNC Ynka Dene Education Council
Aboriginal Business Development Association
SD57, SD28, SD91
Carrier Sekani Family Services, Carrier Sekani
Tribal Council

Dakehl Eder's Society
Duz Cho Construction, Duz Cho Logging
First Nation Pine Beetle Coalition

Lheidii T'enneh Nation Meits Nation of British Columbia New Caledonia Meits Association Prince George Meits Community Association Prince George Native Friendship Centre

PGNAETA United Native Nations Community driven - student succ

## Funded by the Ministry of Science and Universities Province of British Columbia

For more information Marlene Erickson CNC Senior Aboriginal Policy Advisor 250-562-2131(Ext. 5460)

## Aboriginal Service Plan

2008 - 2010



College of
New Caledonia
www.cnc.bc.ca

Community driven - student success

## Partnerships

ASP to deliver programs and services for Aboriginal students. As a result, 44 new CNC and local Aboriginal partners worked together thrugh the three years of the partnership agreements were signed.

ASP partnership initiatives included:

- Enhancement of student supports under the direction of the Prince George Aboriginal Advisory Committee.
- for Lakes District Campus; and CNC Yinka Dene Education Council as a college-Campus; the Lakes District Aboriginal Steering Committee to provide direction Institution of the Nechako Working Group to provide direction for Nechako wide advisory council.
  - Establishment of Aboriginal Advisor/Liaison positions at each regional campus.
- Development of curriculum in partnership with Aboriginal Elders and other holders of traditional knowledge.



-Prince-George

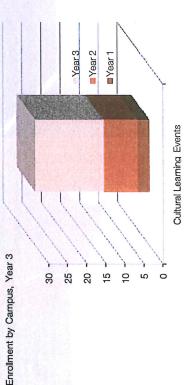
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■ Nechako Lakes

Mackenzie

Enrollment of Aboriginal students in CNC programs more than doubled (from 744 to 1,552) during the ASP. And these students are succeeding. The number of credentials achieved by Aboriginal students increased from 69 to 156 over the three years; a 126% increase. Through the ASP, CNC learned that one size does not fit all. Successful programs and services are those that are designed and delivered at the local level with direction provided by the Aboriginal community. Culturally-sensitive support services are crucial for student success.



### Legacies

- Infusion of Aboriginal culture and language; 30 new cultural learning events were held on campus or hosted by CNC during the ASP.
  - Institutional awareness of Aboriginal education.
- Models of community engagement including Liaison positions at all regional campuses.
  - Advisory committees providing direction for Aboriginal education at CNC.
- CNC's Yinka Dene Education Council providing direction on a college-wide level.
  - Gathering Places at each campus.
- Hiring of staff based on Aboriginal ancestry for designated positions through the Human Resources Special Program.
  - Enhanced support services for students.