



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

**SUBMITTED BY:
THE COLLEGE OF NEW
CALEDONIA
DECEMBER 6, 2013**

Introduction

The Human Rights Special Program completed its fourth academic year and this report captures the activity for the 2012 – 2013 reporting period. The committee continues its collaborative work to monitor and alter the process as it unfolds to achieve the goals of the program. We continue to learn more about quantitatively and qualitatively measuring the program. With the program going into its last year, the committee is planning the next steps in extending the program with changes that address barriers encountered in the present program. The Human Rights Special Program continues to raise the profile of Aboriginal education at the College of New Caledonia (CNC) and more departments are expressing interest in integrating Aboriginal issues, history and perspective into curriculum. In March we celebrated the opening of the CNC Gathering Place which places local Aboriginal cultures at heart of the CNC campus in Prince George.

Communications

The committee once again presented an update at the campus professional development day in May (see attached brochure). The feedback was positive and there were no concerns raised during these sessions. The union representatives continue to update on the program through regular lines of communication with their membership. An overview of program outcomes, challenges and successes were presented to the CNC executive committee and to the management team in December. CNC's Special Program continues to garner attention from around the province and we provide information to other post-secondary institutions who are interested in implementing programs. The Ministry of Advanced Education requested an update in June to include in their Interim Report on promising practices.

Posting and Hiring Positions

This year the committee reviewed 6 faculty and 8 support positions for designation as preferred or restricted. We began to update the data more frequently because we were nearing the target number of hires established with the agreement of the unions.

Measurements Committee

The committee continued to add more information to the counting grid in order to track the designated position. Many of the positions are short-term therefore difficult to track. This year we were approaching the program goal of hiring fifty Aboriginal employees under the auspices of the program therefore the numbers were closely monitored. The information is summarized as follows:

Faculty Positions

- 6 positions reviewed
- 2 withdrawn, never filled
- 2 positions filled with employees of Aboriginal ancestry
- 1 position filled with employee of non-Aboriginal ancestry
- 1 application not approved

Operational Positions

- 8 applications reviewed (1 was for a previously approved position with a new title)
- 7 positions filled with employees of Aboriginal ancestry
- 1 filled with an employee of non-Aboriginal ancestry

For a detailed description of the measurement data, please see Appendix I.

Committee members expressed increasing concern that no administrative positions were applied for since the Senior Policy Advisor/Manager position was designated in 2010. This was partly due to the criteria for designation; nonetheless, the college needs to do more to increase Aboriginal representation at the administrative level, especially because three campuses have significant numbers of Aboriginal learners. As a result, the committee created a criterion which allows us to review and designate administrative positions.

Creating an Inclusive Environment at CNC

The college continues to work towards creating an inclusive environment for Aboriginal learners. Each campus works collaboratively with Aboriginal communities to identify issues and community needs, and to develop a plan for Aboriginal programs and services. Representatives from each campus advisory comprise a direct advisory to the President and Board; the Yinka Dene Council is now structured to having all Aboriginal partner groups work collaboratively on common issues and to move Aboriginal education forward in a more strategic manner. Elders continue to play diverse and vital roles as advisors, student supports and instructors at most campuses.

The college implemented a schedule of professional development activities for all student services staff so we can ensure every employee can participate. The School of University Studies and Career Access produced a series of posters focused on Aboriginal students and graduates.

CNC focused on one major cultural event this year which was a celebration of the Gathering Place. The Atrium, a central corridor and arena was transformed into a Gathering Place,

'ilhuts'odelh-a, for all students. The displays acknowledge the traditional territory of the *Lheidli T'enneh* people and display arts and crafts from the local region. The opening event brought in Aboriginal people from the entire CNC region and especially impacted the Aboriginal students who felt their cultures were valued and honoured at CNC.

This year the college created a new position of Director of Aboriginal Education as part of the Strategic Plan (2011 – 2015) to indigenize the college. The Director will be able to work with all departments at CNC to create inclusive programs and services for Aboriginal learners. The director will also lead the Human Rights Special Program Committee.

Conclusion

In conclusion, the Special Program Committee continues its collaborative work to achieve the goals of the Human Rights Special Program. We are increasing the numbers of Aboriginal employees and it is encouraging to see Aboriginal employees as instructors and support workers, particularly at campuses where there are high numbers of Aboriginal students. We believe that the Human Rights Special Program is a key part of a transformation taking place at CNC, with Aboriginal education and inclusiveness propelling systemic change.

Appendix I
Special Program Measures
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.	
Impact of SP on Aboriginal Students	
1. Enrollment of Aboriginal students in all programs 2. Enrollment of Aboriginal students in credential programs	<ul style="list-style-type: none">• 1839¹• 795²• Self-reported ethnicity student statistic• Data interval is academic year- August 1 – July 31
3. Credentials achieved by Aboriginal students	<ul style="list-style-type: none">• 152• Self-reported ethnicity student statistic• Data interval is academic year: currently have August 1, 2008 to July 31, 2009
Impact of SP on Positions	
4. Number of Restricted and Preferred positions designated under SP a) Number of preferred positions filled by Aboriginal employees on July 31	<ul style="list-style-type: none">• positions reviewed – 15 in academic year a) 9 total; 6 into new & 3 into existing preferred positions

¹ Enrolment of Aboriginal learners in all programs (includes Continuing Education skills courses)
² 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.

<p>b) Number of preferred positions filled by non-Aboriginal employees on July 31</p> <p>c) Number of preferred positions unfilled on July 31</p> <p>d) Number of exempt positions filled by Aboriginal employees on July 31</p> <ul style="list-style-type: none"> Number of preferred positions unfilled on July 31 are already part of this count 	<p>b) 4 total; 1 into new & 3 into existing preferred positions</p> <p>c) 0</p> <p>d) 1</p> <ul style="list-style-type: none"> Cumulative during 5 year program A position will be assessed for designation prior to being posted. Positions may be duplicated (a position will be designated each time it is posted, even if a position with the same job description
<p>e) Number of Designated positions filled by individuals providing verification of <i>Aboriginal ancestry after August 17, 2010 (cumulative)</i></p>	<ul style="list-style-type: none"> 18 inclusive to July 31, 2013 Cumulative count Finite target of 20 Positions may be duplicated Individuals may be duplicated (one person in several positions concurrently or consecutively)

COLLEGE OF NEW CALEDONIA Human Rights Special Program **COUNT GRID**

At September 17, 2012 for Dec 2012 Report (2011-2012 Academic year) (29 positions)

CUPE positions (17 counted as of August 17, 2010; 19 counted as of November 15, 2011; 29 counted as of September 14, 2012; 31 counted as of September 1, 2013)

	Restricted Or Preferred	Category	Position	JJEC # and HR SPE#	Status	Location	Projected position end date	Actual position end date	Date Submitted	Filled with Aboriginal Ancestry	Current Status
1	Restricted	Operational	Aboriginal Advisor/Liaison	3114	Regular f/t	Lakes	On-going		August 17, 2010	Yes	
2	Restricted	Operational	Academic Advisor – Aboriginal Resource Centre	2004b	Seasonal f/t	PG	On-going		August 17, 2010	Yes	
3	Restricted	Operational	Aboriginal Liaison-Coordinator	3114a	Term p/t	Nechako	Dec 31, 2010		August 17, 2010	Yes	
4	Restricted	Operational	Coordinator – Aboriginal Achievers	3049	Term p/t	PG			August 17, 2010	Yes	
5	Restricted	Operational	Aboriginal Liaison Assistant	3040	Term p/t	Nechako	Dec 17, 2010		August 17, 2010	Yes	
6	Restricted	Operational	Admin Coordinator - Aboriginal Resource Centre	3135c	Term f/t	Vancouver	July 2012		July 20, 2011	Yes	
20	Restricted	Operational	Support Worker	3171 b	Term f/t	Lakes	March 31, 2013		July 20, 2012		Posting just closed
7	Preferred	Operational	Aboriginal Liaison	3114b	Regular f/t	Mackenzie	On-going		August 17, 2010	Yes	
8	Preferred	Operational	Aboriginal Advisor/Liaison	3114	Regular f/t	Quesnel	On-going		August 17, 2010	Yes	
9	Preferred	Operational	Regional Clerk	3025	Regular p/t	Lakes	On-going		August 17, 2010	*	
10	Preferred	Operational	Family Support Worker	3021	Regular p/t	Lakes	On-going		August 17, 2010	*	Vacant
11	Preferred	Operational	Family Support Worker	3021	Regular p/t	Lakes	On-going		August 17, 2010	*	Vacant
12	Preferred	Operational	Family Care Helper	604b	Term p/t	Lakes	Dec. 22/10		August 17, 2010	*	Vacant
13	Preferred	Operational	Support & Advocacy Service Coordinator	3144	Term p/t	Lakes	Feb. 2/11		August 17, 2010	*	– P/T Seasonal
14	Preferred	Operational	Support & Advocacy	3144	Term p/t	Lakes	Aug. 10/11		August 17, 2010	*	PT Regular

			Service Coordinator								
15	Preferred	Operational	Youth Support Worker	3143	Term p/t	Lakes	Jan. 28/11		August 17, 2010	*	Vacant
16	Preferred	Operational	Children & Family Program Coordinator/Literacy	3102	Term p/t	Nechako	July 22, 2011		August 17, 2010	*	
17	Preferred	Operational	Youth Support Worker	3143	Term p/t	Lakes	Feb. 16/12		August 17, 2010	*	Vacant
18	Preferred	Operational	Program Coordinator TIOU – FSJ	3146	Term p/t	Nechako	Dec 10, 2010		August 17, 2010	*	P/T Seasonal
19	Preferred	Operational	Youth Support Worker	3143	Term p/t	Nechako	June 29/12		*	*	Sept 6/11 – June 29/12
21	Preferred	Operational	Program Coordinator	3146	P/T	Nechako (FSJ)			September 1, 2011		
22	Preferred	Operational	Regional Clerk	3025	P/T	Lakes			January 13, 2012		
23	Preferred	Operational	Classroom Aide	3067	F/T	Lakes			January 13, 2012		
24	Preferred	Operational	Classroom Aide	2602	P/T	Lakes (S.side)			January 13, 2012		
25	Preferred	Operational	Classroom Aide, CCP Nakazdli	2605c	Term p/t	Nechako	March 7/14		April 8/13		
26	Preferred	Operational	Program Coordinator	3146	Term p/t	Nechako	February 2014		April 8/13		
27	Preferred	Operational	Classroom Aide, Trades Access	2605	Term p/t	Nechako	January 2014		June 28/13		
28	Preferred	Operational	Classroom Aide, Trades Access	2605	Term p/t	Nechako	March 2014		June 28/13	Yes	
29	Preferred	Operational	Program Coordinator, AECE	3146	Term p/t	Nechako	May 31/14		July 17/13	Yes	
30	Preferred	Operational	Classroom Aide, Carpentry Saik'uz	2605	Term p/t	Nechako	February, 2014		April 8/13	Yes	
31	Preferred	Operational	Classroom Aide, CCP Nakazdli	2605c	Term p/t	Nechako	Dec. 30/13			Yes	

Faculty Positions: (8 counted as of August 17, 2010; 9 counted as of November 15, 2011; 20 counted as of September 14, 2012; 12 counted as of September 1, 2013)

	Restricted Or Preferred	Category	Position	Status	Location	Projected position end date	Actual position end date	Date Submitted	Filled with Aboriginal Ancestry	Current Status
1	Restricted	Faculty	Cross Cultural Workshops	P/t	Nechako	On-going		August 17, 2010	Yes	*
10	Restricted	Faculty	Indigenization	P/T						
2	Preferred	Faculty	Aboriginal Studies Instructor	Regular f/t	PG	On-going		August 17, 2010	Yes	Received one more year of funding
3	Preferred	Faculty	FINE 106 & FINE 110	Regular f/t	PG	On-going		August 17, 2010	Yes	" "
4	Preferred	Faculty	FCP Instructor	p/t	Lakes	On-going		August 17, 2010	Yes	*
5	Preferred	Faculty	Aboriginal Studies Instructor	p/t	PG	On-going		August 17, 2010	Yes	*
6	Preferred	Faculty	CLCT Instructor – Elder	p/t	PG	On-going		August 17, 2010	*	*
7	Preferred	Faculty	FINE 106 & FINE 110	p/t or f/t assignment	PG	On-going		August 17, 2010	*	*
8	Preferred	Faculty	Literacy – FSJ	p/t	Nechako	Ongoing		August 17, 2010	*	*
11	Preferred	Faculty	Essential Office Skills Instructor	F/T 2 months	Nechako (Takla)			February 24, 2012	Yes	
12	Preferred	Faculty	CCP Instructor (Nak'azdli)	Sessional	Nechako	January 14/14		July 19/13	Yes	
13	Restricted	Faculty	Carrier Language Instructor	f/t Sessional	Lakes	May 2/14		July 19/13	Yes	

Admin Positions: (1 counted as of August 17, 2010; 1 counted as of November 15, 2011; 1 counted as of September 14, 2012; 1 counted as of September 1, 2013)

Restricted Or Preferred	Category	Position	Status	Location	Projected Position end date	Actual position end date	Date Submitted	Filled with Aboriginal Ancestry	Current Status
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Restricted	Admin	Manager of ARC and Senior Policy Advisor	Regular	PG/all campuses	On-going		August 17, 2010	Yes	
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Unaccounted Positions (4 positions from original count as of August 17, 2010 – these are the 26 + 4 positions that represent the initial 30 positions):

	Restricted Or Preferred	Category	Position	Status	Location	Projected Position end date	Actual position end date	Date Submitted	Current Status
1			Unaccounted					August 17, 2010	Unfilled
2			Unaccounted					August 17, 2010	Unfilled
3			Unaccounted					August 17, 2010	Unfilled
4			Unaccounted					August 17, 2010	Unfilled

Please note: in the August 1, 2011 – July 31, 2012 reporting year, some positions were counted on the spreadsheet on a different basis (they were designated, but not yet filled); the spreadsheets now reflect positions which are designated and filled with employees who are of Aboriginal ancestry.

Total Overall Count at August 17, 2010

- CUPE 17
- Faculty 8
- Admin. 1
- Unaccounted 4
- **Total 30**

Total Overall Count at November 15, 2011

- CUPE 19
- Faculty 9
- Admin 1
- Unaccounted 4
- **Total 33**

Total Overall Count at September 14, 2012

- CUPE 29
- Faculty 20
- Admin 1
- Unaccounted 4
- **Total 54**

Total Overall Count at September 1, 2013

- CUPE 31
- Faculty 13
- Admin 1
- Unaccounted 4
- **Total 49**



This past April, CNC's dental hygiene students participated in an outreach trip to the remote villages of Kwadacha and Tsay Keh. This initiative, supported by Cultural Advisor Darlene McIntosh, was eye-opening for the Prince George students. Children were given gift bags containing a toothbrush, toothpaste, dental floss, and mini hourglass to count down the two minutes to brush teeth. The dental hygiene students strove to show the kids that dental care can be fun. This trip is a great example of the college being responsive to community needs. For more information see the Prince George Citizen story at:

<http://www.princegeorgecitizen.com>

According to CNC's latest data, 21% of the overall student population, in Prince George and regionally, are Aboriginal. This is the highest percentage of Aboriginal learners to date enrolled at CNC

Innovation towards Indigenization



CNC Instructor, Val Waughtal, who teaches courses on human diversity, and Cultural Advisor, Darlene McIntosh, worked together to set up an on-line Community and Support Program for students. The purpose was to create a culturally relevant and respectful space for Aboriginal and non-Aboriginal students alike. This coming fall, students will have access to "on-line" smudging and to a welcome to the traditional territory of the Lheidli T'enneh People. Students will be able to see images of smudging, hear the voice of Cultural Advisor Darlene, and be invited to recognize the need to keep their student life in balance with their emotional, physical and mental health. Val is also working towards making an on-line digital talking circle to further explore new approaches to teaching and learning.

These are the innovations that welcome students from diverse backgrounds to CNC.



Aboriginal Education at the College of New Caledonia Update May 2013

The Shift Towards Indigenization

The Human Rights Special Program (HRSP) has brought Aboriginal Education to the centre of many conversations at CNC and we are seeing this in various areas.



CNC Student - Ramona Naziel

Aboriginal Service Plan

CNC continues to have strong partnerships and engagement with Aboriginal communities as reflected in the continuance of Aboriginal Service Plan funding from the Ministry of Advanced Education; funding which is committed for the next three years. In collaboration with community partners, the priority remains the Aboriginal Advisor/Liaison positions at each campus, Elder Advisors, Language and Culture, and Indigenization. For more information about the College's initiatives please see the Aboriginal Service Plan Reports at:

http://www.cnc.bc.ca/Exploring/Services/Administration/Plans_Reports.htm

The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

The Ministry of Advanced Education, Innovation and Technology adopted an Aboriginal Policy Framework in 2012 to address systemic barrier and to assist a driver for institutional change. The goals are:

- Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities
- Access to community based delivery of programs, through partnerships with Aboriginal institutions and communities
- Reduced financial barriers
- Seamless transition from K-12 to post-secondary education; and
- Continuous Improvement based on research and data-tracking

The College has addressed these goals

in various ways at each campus, with the Human Rights Special Program being a pillar of systemic change. The Aboriginal Advisory/Steering Committees and the Yinka Dene Council continue to provide guidance to ensure CNC is achieving these goals in a way that is meaningful and relevant to their learners and communities. You can see AVED's policy, framework and action plan at:

<http://www.aved.gov.bc.ca/aboriginal/policy-framework.htm>



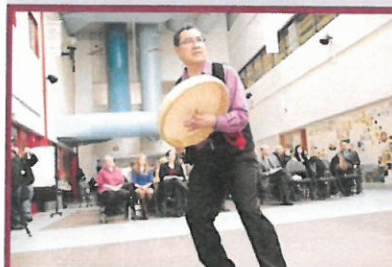
CNC Knowledge Holder

Student Transitions

Summary of Student Transitions Project Education Achievements of Aboriginal Students in BC (2009)

The report suggests that earlier interventions and outreach in secondary schools improves Aboriginal learners transiting into the post-secondary system. Grade 12 graduates who achieve college or university-level GPAs have a reasonably good chance of pursuing post-secondary education. The post-secondary education performance of non-Aboriginal exceeds that of Aboriginal students in many ways, but this is not widespread across all sectors and all regions of the province. Therefore, further interventions for Aboriginal students enrolled in post-secondary education, especially for those enrolled below the university level or without university eligible GPAs, could help to boost the retention rate and credential completion rate of Aboriginal students in post-secondary education. To see this report go to:

http://www.aved.gov.bc.ca/student_transitions/documents/STP_aboriginal_report.pdf



CNC Instructor, Bruce Allan, is a member of the Louie Singers.