



The following pages will serve as the 2014 Annual Review
and are an excerpt from the
CNC Submission to the BC Human Rights Tribunal (2014)
for renewal of the
Section 42 Special Program.

The full submission is available on the CNC Human Resources Human
Rights Special Program webpage.

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
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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	