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NUNAVUT  
ARCTIC  
COLLEGE

# **Nunavut Arctic College Inuit Employment Plan 2017 to 2023**

**2017-2018**

Updated July 2019

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## INTRODUCTION

**This section introduces the Government of Nunavut’s Master Inuit Employment Plan to 2023 and detailed departmental Inuit Employment Plans to 2023.**

### Master Inuit Employment Plan to 2023

A Master Inuit Employment Plan (Master IEP) to 2023 was drafted in 2017-2018 to establish long-term strategic directions in Inuit employment for the Government of Nunavut (GN) as a whole organization and in specific occupational groups in the public service. The Master Inuit Employment Plan built on the foundations established in the GN’s first Inuit Employment Plan, which was developed in 2000 and updated in implementation plans from 2003 to 2013.

The GN has been implementing actions identified in the Master Inuit Employment Plan since it was drafted in 2017-2018, along with ongoing actions that were identified in earlier Inuit Employment Plans.

The Master Inuit Employment Plan to 2023 was updated in early 2019-2020 before final approval and public release. This GN-wide IEP is available to GN employees and Nunavummiut on the Department of Human Resources website.

### Departmental Inuit Employment Plans to 2023

Government of Nunavut departments and territorial corporations drafted detailed Inuit Employment Plans to 2023 during 2017-2018. These Inuit Employment Plans (IEPs) have a starting point of 2013 and an end date of 2023 to align with the 10-year period of the current Nunavut implementation contract.

Departmental IEPs to 2023 include goals and targets for the short-term (by March 2020), medium-term (by March 2023) and long-term (beyond 2023, within 10 years) and an action plan to achieve short- and medium-term goals. Implementation of the action plans that are described in draft Inuit Employment Plans to 2023 has been ongoing since 2017-2018.

Annual Inuit employment goals, targets and priorities continue to be included in departmental and agency Business Plans. Annual IEPs include one-year Inuit employment goals and targets along with priority actions for the three-year period of the Business Plan. The annual IEPs are “rolling” plans that are updated each year during the Business Planning and Main Estimates cycles. Business Plans and annual IEPs are available to GN employees and Nunavummiut on the Department of Finance’s website.

Departmental IEPs to 2023 were updated in early 2019-2020 before final approval and public release. These long-term IEPs are publicly available on the Department of Human Resources website.

Inuit employment statistics reflect the results of efforts made by departments and agencies to increase Inuit employment. These statistics are published quarterly in Towards a Representative Public Service (TRPS) reports. Additional information about Inuit employment is included in the GN’s Public Service Annual Report. These reports are publicly available on the Department of Human Resources website.

# CHAPTER 1: ARTICLE 23 AND INUIT EMPLOYMENT PLANS IN THE GN

**This chapter summarizes the Government of Nunavut’s obligations under Article 23 of the Nunavut Agreement and how IEPs respond to these and other requirements.**

## The Nunavut Agreement (1993)

### Article 23

Part 2 describes the objective of Article 23 and Parts 4 and 5 contain the detailed requirements for Inuit employment plans (IEPs) and training plans. These three Parts are reproduced below:

#### PART 2: OBJECTIVE

23.2.1 The objective of this Article is to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level. It is recognized that the achievement of this objective will require initiatives by Inuit and by Government.

23.2.2 In pursuit of this objective, Government and the DIO shall cooperate in the development and implementation of employment and training as set out in the Agreement.

#### PART 4: INUIT EMPLOYMENT PLANS

23.4.1 Within three years of the date of ratification of the Agreement, each government organization shall prepare an Inuit employment plan to increase and maintain the employment of Inuit at a representative level.

23.4.2 An Inuit employment plan shall include the following:

(a) an analysis to determine the level of representation of Inuit in the government organization and to identify areas of under-representation by occupational grouping and level and regular full-time and regular part-time employment status;

(b) phased approach, with reasonable short and medium term goals, in the form of numerical targets and timetables for employment of qualified Inuit in all levels and occupational groupings where under-representation has been identified; such goals to take into account the number of Inuit who are qualified or who would likely become qualified, projected operational requirements, and projected attrition rates;

(c) an analysis of personnel systems, policies, practices and procedures in the organization to identify those which potentially impede the recruitment, promotion, or other employment opportunities of Inuit;

(d) measures consistent with the merit principle designed to increase the recruitment and promotion of Inuit, such as

(i) measures designed to remove systemic discrimination including but not limited to

- removal of artificially inflated education requirements,
- removal of experience requirements not based on essential consideration of proficiency and skill,
- use of a variety of testing procedures to avoid cultural biases,

(ii) intensive recruitment programs, including the distribution of competition posters throughout the Nunavut Settlement Area, with posters in Inuktitut as well as Canada's official languages as required,

(iii) inclusion in appropriate search criteria and job descriptions of requirements for an understanding of the social and cultural milieu of the Nunavut Settlement Area, including but not limited to

- knowledge of Inuit culture, society and economy,
- community awareness,
- fluency in Inuktitut,
- knowledge of environmental characteristics of the Nunavut Settlement Area,
- northern experience,

(iv) Inuit involvement in selection panels and boards or, where such involvement is impractical, advice to such panels and boards,

(v) provision of counselling services with particular attention to solving problems associated with accessibility to such services,

(vi) provision of in-service education assignment and upgrading programs adequate to meet employment goals,

(vii) promotion of apprenticeship, internship and other relevant on-the-job training programs,

(viii) special training opportunities,

(ix) use of measures which are found to be successful in achieving similar objectives in other initiatives undertaken by Government, and

(x) cross-cultural training;

(e) identification of a senior official to monitor the plan; and

(f) a monitoring and reporting mechanism on implementation of the plan.

23.4.3 All employment plans shall be posted in accessible locations for employee review.

23.4.4 Notwithstanding the overall objectives of this Article, it is understood that some organizations may employ so few persons in the Nunavut Settlement Area that strict application of the above measures may not be practicable.

#### PART 5: PRE-EMPLOYMENT TRAINING

23.5.1 The plans outlined in Part 4 will require special initiatives to provide some Inuit with skills to qualify for government employment. Government and the DIO shall develop and implement pre-employment training plans.

23.5.2 To the extent possible, the plans referred to in Section 23.5.1 shall be designed to meet the special needs of Inuit by various means, including:

- (a) instruction in Inuktitut;
- (b) training within the Nunavut Settlement Area;
- (c) distribution of training sites among communities, it being understood that circumstances may require that training take place in central locations within the Nunavut Settlement Area or in other locations outside the Area; and
- (d) the taking into account of Inuit culture and lifestyle.

### **The Settlement Agreement (2015)**

The May 2015 Settlement Agreement signed by the Government of Canada (GoC), the Government of Nunavut (GN) and Nunavut Tunngavik Incorporated (NTI) also contains obligations concerning IEPs, which are reproduced below. Together with Article 23 of the Nunavut Agreement, these obligations inform the approach to and contents of Inuit Employment Plans in the GN.

#### INUIT EMPLOYMENT PLANS AND PRE-EMPLOYMENT TRAINING PLANS

25. In developing and implementing Inuit employment plans and pre-employment training plans under Part 3, Part 4, and Part 5 of Article 23, the GoC and GN recognize that whole-of-government coordination within each of the GoC and GN is critical to the successful implementation of Inuit employment plans and pre-employment training plans. Accordingly, each of them will:

- (a) establish a central Inuit employment and training coordination office within its Government;
- (b) establish a coordinated approach to departmental Inuit employment plans and pre-employment training plans, including master plans, within its Government;
- (c) ensure that its departments and agencies prepare and adopt detailed action plans, which include timelines and objectives, to give effect to Inuit employment plans and pre-employment training plans;
- (d) ensure that Inuit employment plans and pre-employment training plans reflect on an ongoing basis the data and analyses obtained from the work described in Schedules D and E to produce the NILFA; and,

- (e) ensure that its departments and agencies have regard to the following:
- (i) Inuit employment plans and pre-employment training plans need to be very precise and specific in laying out the steps that will be taken to achieve goals;
  - (ii) successful development and implementation of Inuit employment plans requires:
    - (A) expanding Inuit access to employment through removal of existing barriers and new and creative recruitment, retention and promotion policies, practices and procedures;
    - (B) development and implementation of training priorities, including the expansion of certain key programs and the establishment of new training programs; and,
    - (C) cooperation with NTI in respect of the development and implementation of Inuit employment plans and pre-employment training plans.

## **A Master Inuit Employment Plan for the GN**

The Master IEP is a government-wide master plan that provides strategic direction for GN-wide programs and initiatives to increase and enhance Inuit employment. It informs departmental IEPs and provides support and guidance for their coordinated implementation.

The Master IEP covers the current contract period, from 2013 to 2023. The Assistant Deputy Minister, Strategic Human Resource Management of the Department of Human Resources develops and maintains the Master IEP.

Detailed departmental IEPs take their direction from the Master IEP in order to address specific departmental issues and opportunities in Inuit employment. As appropriate, each department will revise its IEP to include measures, support or guidance provided by the Master IEP.

The Master IEP and departmental IEPs are public documents that are updated periodically. Updates may involve minor adjustments or major shifts in direction depending on environmental and operational factors in the GN.

## **Accountability for Inuit Employment Plans**

Accountability for developing and implementing Inuit Employment Plans is shared by GN central agencies, departments and territorial corporations:

### **Central Accountabilities**

The Department of Human Resources (HR) is the central Inuit employment and training coordination office within the GN. As a central agency, HR is accountable for:

- Developing and implementing GN-wide human resource management policies and practices, and ensuring that any related barriers to Inuit employment are addressed;

- Developing and implementing the GN-wide Master Inuit Employment Plan;
- Designing and sponsoring GN-wide programs to increase and enhance Inuit employment;
- Advising departments on Inuit employment planning; and
- Monitoring progress towards Inuit employment goals.

The Assistant Deputy Minister, Strategic Human Resource Management of the Department of Human Resources provides oversight for and monitoring of the Master Inuit Employment Plan.

As a central agency, the Department of Finance is accountable for preparing and publishing the quarterly Towards a Representative Public Service report on Inuit employment statistics.

### **Departmental Accountabilities**

Departments and territorial corporations are accountable for developing and implementing their IEPs, including effective use of programs provided by central agencies.

For Nunavut Arctic College, the President with support from the Manager of Human Resources will review and update the IEP periodically, as needed.

## CHAPTER 2: DESCRIPTION OF THE COLLEGE

**This chapter describes the agencies history, mandate, operations, and number of positions in each employment category.**

### Brief History of the College

Nunavut Arctic College was created on January 1<sup>st</sup>, 1995 as a public agency through the *Nunavut Arctic College Act*. As such, Nunavut Arctic College is listed under Schedule B of the *Financial Administration Act* as a territorial corporation and is considered to be at arms-length from the Government of Nunavut. Part IX of the *Financial Administration Act* provides the governing framework for territorial corporations.

The College reports to the Legislative Assembly, Executive Council and Nunavummiut through its President, Board of Directors, and the Minister responsible for Nunavut Arctic College. This approach is taken in order to maximize the effectiveness of the College for the present and future benefits of Nunavummiut.

The purpose of Nunavut Arctic College is to deliver adult and post-secondary education, including the delivery of university level programs. The College currently delivers three university degree level programs. Our University partners confer the degrees to Learners who have successfully completed those programs. Nunavut Arctic College not only provides adult basic education and a variety of vocational programs, but also specific targeted training, such as leadership development, marine and fisheries training, trade and pre-trades programing, and office administration. Additionally, the College also promotes the expansion and retention of knowledge through its applied research work at the Nunavut Research Institute and promotes local publishing and resource development through NAC Media.

### Mandate

#### Mission

The mission of Nunavut Arctic College is to strengthen the people and communities of Nunavut by providing life-long learning opportunities for adult Nunavummiut by delivering quality career programs developed with input from our partners throughout the Arctic and Canada, and by making the benefits of Inuit traditional knowledge and southern science more accessible

#### Principles

Nunavut Arctic College's principles serve as guideposts to create a learner-centered institution that reflects Inuit values, beliefs, and knowledge. The College is an inclusive institution that:

- Respects and honors Inuktut and culture.
- Involves Elders as an integral part of College life.
- Promotes an understanding of Inuit culture and language.

- Values Learners' connections to family and community.
- Prepares Learners for meaningful careers and healthy lives.
- Places the well-being of Learners first and provides a strong caring network of support.
- Promotes learning as a positive life-changing experience, involving the whole person body-mind-spirit.
- Encourages the personal, professional, and academic development of Learners and staff.
- Engages Learners as active participants in all aspects of learning and evaluation.
- Ensures graduates meet national standards.

## **Strategic Goals**

The Board of Governors of Nunavut Arctic College has established four strategic goals in line with this Mandate.

### **1. Communities: Improving Programs and Services to Communities**

The continuing need for more adult learning opportunities accessible in the communities has been an ongoing priority. Offering a diversity of programs in communities leads to further training for employment.

### **2. Culture: Building a Culturally Responsive College**

The Board of Governors wishes to ensure that Inuktitut and culture are the foundation for adult learning at Nunavut Arctic College. The Board welcomes partnership opportunities with communities, schools, regional Inuit associations, and industry. The Board of Governors values the participation of Elders in the learning of its Learners. The Board of Governors considers the establishment of bilingual learning environments to be a need and supports the development of bilingual learning materials.

### **3. Excellence: Achieving Academic Excellence**

The Board of Governors supports appropriate academic standards for all programs. The Board of Governors values entrance standards that recognize the different abilities and accomplishments of adult Learners and exit standards that align with Nunavut's diverse labour market needs as well as the College's post-secondary partners. Recognition of Prior Learning will be incorporated into all programs. All programs are expected to provide appropriate Inuit content, community access, and transition-to-work experiences; and undergo periodic quality review and meet acceptable performance standards. It is an important priority to provide the necessary support to Learners when they attend Nunavut Arctic College. The Board of Governors has made it a priority to ensure that our student services division receives the necessary resources to provide student services that meet or exceed national standards.

### **4. Strength: Strengthening College Systems and Operations**

The Board of Governors recognizes its duty to oversee the management of Nunavut Arctic College in the best interests of both the College and Nunavummiut at large, while recognizing its accountability to the Minister. Nunavut Arctic College works with the Financial Management Board to maintain accountability and address any issues raised by the Office of the Auditor General. Nunavut Arctic College continues to work on partnership committees with Government of Nunavut departments to coordinate adult learning and training activities in Nunavut to ensure the wise use of its resources.

## Operations and Locations

Nunavut Arctic College operates in a decentralized model and employs approximately 232 staff (230.1 FTE as of March 31, 2018) across the Qikiqtaaluk, Kivalliq, and Kitikmeot regions of Nunavut. In order to carry out its responsibilities, the College has three regional campuses in Iqaluit, Rankin Inlet, and Cambridge Bay. In addition, each community has a Community Learning Centre that is either owned by the College or on leased premises.

Other facilities include significant staff offices in Arviat, the Nunavut Research Institute in Iqaluit, the Igloodik Oral History Research Centre, the Piqqusilirivik (Inuit cultural) Centre in Clyde River which the College assumed responsibility for in 2013-2014, and the trades school (Sanatuliqsarvik) in Rankin Inlet.

The majority of staff are employed in the Iqaluit (Nunatta), Rankin Inlet, and Cambridge Bay Regional Campus divisions and are responsible for program delivery. Roles are generally centralized around occupations related to managing, coordinating, administering and instructing NAC programs. Inuit compose 44% of the Iqaluit Campus staff, 52% of the Rankin Inlet Campus staff and 42% of the Cambridge Bay Campus staff. Due to the decentralized nature of the College's operations, there is an excellent opportunity to develop Inuit into more senior roles.

### Inuit Language and Culture

The Inuit Language and Culture division has both specific program delivery responsibilities and general program quality responsibilities. Its general responsibility is to support and ensure appropriate Inuit language and culture content in all College programs. Its activities are supported with advice from the Language and Culture Committee.

While the main functions of this division are operated out of the Nunatta Campus in Iqaluit, the programs are delivered across each campus and community learning centre. There are also research related positions located at the Oral History Research Centre in Igloodik.

College Positions by Community	
Community	Positions (FTE)
Artic Bay	1.0
Cape Dorset	1.0
Clyde River	16.0
Grise Fiord	1.0
Hall Beach	1.0
Igloodik	4.0
Iqaluit	100.6
Kimmirut	2.0
Pangnirtung	2.0
Pond Inlet	2.0
Qikiqtarjuaq	1.0
Resolute Bay	1.0
Sanikiluaq	2.0
Arviat	16.0
Baker Lake	3.0
Chesterfield Inlet	1.0
Coral Harbour	1.0
Naujaat	1.0
Rankin Inlet	45.5
Whale Cove	1.0
Cambridge Bay	20.0
Gjoa Haven	2.0
Kugaaruk	2.0
Kugluktuk	1.0
Taloyoak	2.0
<b>Total Positions</b>	<b>230.1</b>

Piqqusilirivvik is the Inuit Cultural Learning Facility with programs in Clyde River, Baker Lake and Igloolik. Piqqusilirivvik is dedicated to enabling the transfer of traditional culture and knowledge, taught in the Inuit Language and based on the guiding principles of Inuit Qaujimajatuqangit.

### **Community and Distance Learning**

The Community Learning Centres (CLCs) are all staffed with an Adult Educator. They initiate and coordinate programs, support adult learners, assess community needs, and are the first point of contact for those wanting information or access to College programs and services. Adult Educators offer Adult Basic Education (ABE), literacy, and pre-employment and academic readiness programs in preparation for College entry or work. Select CLCs offer the Office Administration program and the College Foundations program, which prepares students for careers in environmental technology, and teaching.

The Academic Studies section, based at Nunatta Campus, offers the College Foundation and Office Administration programs. The Distance Learning section delivers the Pathway to Adult Secondary School (PASS) graduation program throughout Nunavut. The first semester of the Fur Production and Design program is offered in each region annually. The Continuing Education section offers evening classes at Nunatta Campus and coordinates third party contracts.

### **Business Careers and Workforce Development**

The principal career programs in this division are Management Studies and Office Administration programs, which are geared towards providing students with an education to prepare them to be candidates for employment by Nunavut organizations, including but not limited to; the Government of Canada, the Government of Nunavut, entities under the Nunavut Agreement, Municipal and Local Governments, Businesses, and Non-Profit organizations. This division also manages the Municipal Training Organization and GN Staff Training contracts.

### **Education Careers**

The principal career program of this division is the Nunavut Teacher Education Program (NTEP). It prepares bilingual elementary and middle school teachers for employment in Nunavut schools. These offerings receive oversight from the Teacher Education Partnership Committee with the Department of Education, which coordinates the training and employment of graduates. The division also takes a leadership role in promoting and expanding delivery of the Early Childhood Education Program (ECE), which prepares graduates to work with children from infancy to the age of six in both formal and informal settings. Currently the NTEP program is being offered in ten (10) communities in Nunavut with the core Diploma program of ECE being delivered in Iqaluit and Cambridge Bay, and the applied certificate program across six (6) communities.

### **Health and Wellness Careers**

The principal career programs of this division are the Social Services Worker and the Nursing Degree. These offerings are overseen by the Health and Family Services Partnership Committees with the Departments of Health and Family Services, which coordinates the training and employment of graduates. Currently the Nursing Degree is only being offered in Iqaluit at the Nunatta Campus.

## **Trades and Technology Careers**

The primary career programs of this division are in the trades area, which includes training for carpenters, housing maintainers, electricians, plumbers, and oil burner mechanics. This division works closely with the Nunavut Apprenticeship, Trade and Occupations Certification Board and the Department of Economic Development and Transportation's Nunavut Mining Round Table. Apprenticeship training is overseen by the Adult Learning Partnership Committee with the Department of Family Services. There is a dedicated trade school (Sanatuliqsarvik) in Rankin Inlet.

## **Nunavut Innovation and Research Institute**

Nunavut Innovation and Research Institute (NRI) is the lead agency for science, research, and technology development in Nunavut. It is mandated to liaise and coordinate broad-scale science projects in Nunavut and plays a key role in the development of northern research. It is managed by the Director, Innovation and Research Institute, who is also the Science Advisor for Nunavut. The NRI is located in Iqaluit, with several research buildings across Nunavut.

## **Learner Services**

Learner Services includes residences, cafeteria, counseling, transportation, recreation, daycare, and security at the regional campuses. Learner Services is spread over the three regional campuses and managed by the respective Deans, except for library services, which are managed by the Manager, Learning Commons.

## **Administration Services**

Administration Services is comprised of three offices: President's Office, Academic Affairs Office, and Business Services Office. Currently the Academic Affairs Office is located in Arviat, and the other administration functions are based out of Iqaluit.

## **Law Program**

The Law Program is a four-year program delivered in conjunction with the University of Saskatchewan that will provide students with a Juris Doctor (JD) degree. The degree will allow graduates to practice law anywhere in Canada once admitted to the jurisdiction's Bar Association. The program is being delivered in Iqaluit.

## CHAPTER 3: INUIT EMPLOYMENT IN THE COLLEGE

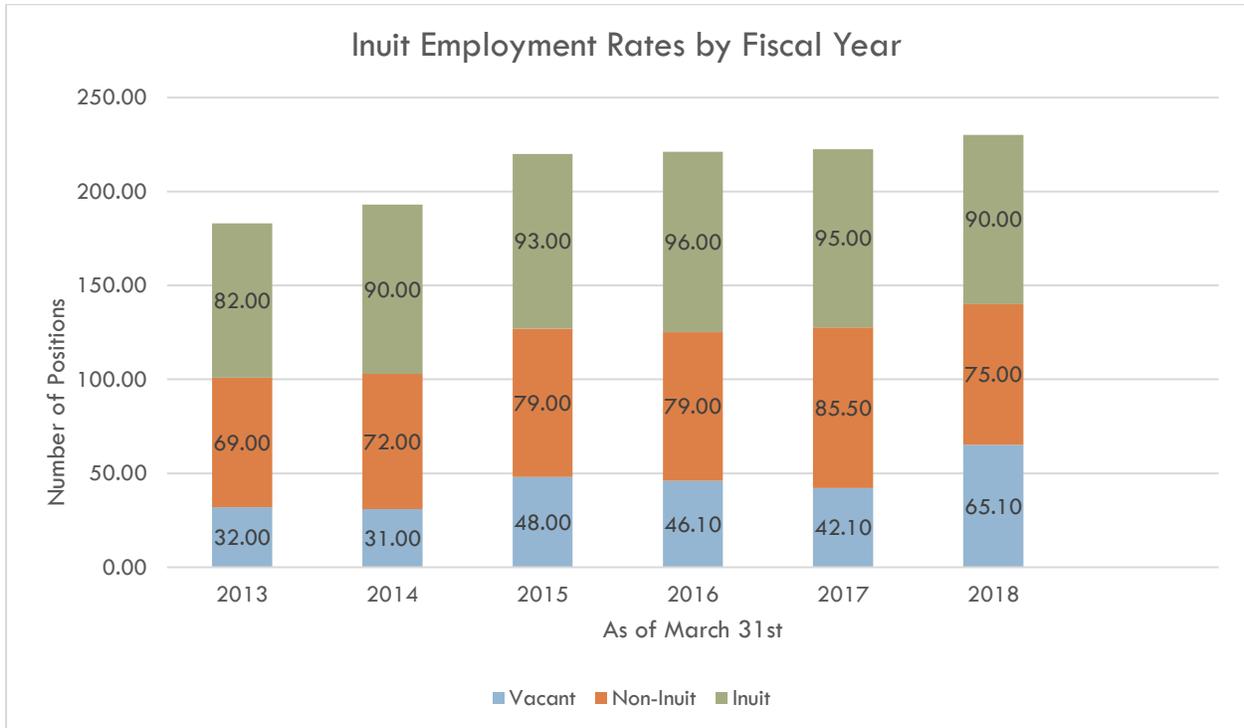
**This chapter summarizes Inuit employment levels within the agency from 2013 to date.**

### Inuit Employment and Capacity in Nunavut Arctic College

The following chart is a summary of employment rates from 2013 to 2018. The chart represents the total number of positions at the end of each fiscal year in terms of Inuit employment, non-Inuit employment, and vacancies. Each snapshot was taken on March 31<sup>st</sup> of each year.

Historical factors to consider when viewing the data includes:

- The creation and termination of term positions that are required for specific program instruction in various communities causing fluctuations and an increase in the Professional category.
- The capacity levels and Inuit employment remained relatively stable throughout most categories. The most common fluctuation occurs in categories that have low number of positions.
- Between 2013-2018 there has been reclassified positions that have moved into different categories such as the changes in Executive and Senior Management categories and the Paraprofessional and Administrative Support categories.



## Inuit Employment by Employment Categories

NAC uses the Government of Nunavut's employment categories system to track and report on its positions. This system classifies positions into six distinctive categories based on the type of work being conducted, the level of education required to qualify for employment, and whether a professional designation is a prerequisite of employment. The employment categories are as follows:

- Executive
- Senior Management
- Middle Management
- Professional
- Paraprofessional
- Administrative Support

This system provides the Government of Nunavut with a method of reporting on various levels of employment within the departments and territorial corporations.

The following tables provide a more in-depth analysis of the College's total capacity and Inuit employment rates by employment category between 2013 and 2019.

### As of March 31, 2019

	Total Positions				Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive Total	2.0	0.0	2.0	100%	1.0	50%
Senior Management Total	8.0	1.0	7.0	88%	2.0	29%
Middle Management Total	24.0	3.0	21.0	88%	10.0	48%
Professional Total	131.6	41.6	90.0	68%	35.0	39%
Paraprofessional Total	24.5	11.5	13.0	53%	9.0	69%
Administrative Support Total	57.67	28.67	29.0	50%	2.0	86%
<b>Total Employment Categories</b>	<b>247.77</b>	<b>85.77</b>	<b>162.0</b>	<b>65%</b>	<b>82.0</b>	<b>51%</b>

### As of March 31, 2018

	Total Positions				Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive Total	2.0	0.0	2.0	100%	1.0	50%
Senior Management Total	7.0	3.0	4.0	57%	2.0	50%
Middle Management Total	27.0	6.0	21.0	78%	8.0	38%
Professional Total	125.6	36.6	89.0	71%	39.0	44%
Paraprofessional Total	22.5	4.5	18.0	80%	12.0	67%
Administrative Support Total	46.0	15.0	31.0	67%	28.0	90%
<b>Total Employment Categories</b>	<b>230.10</b>	<b>65.1</b>	<b>165.0</b>	<b>72%</b>	<b>90.0</b>	<b>55%</b>

**As of March 31, 2017**

	Total Positions				Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive Total	2.0	0.0	2.0	100%	1.0	50%
Senior Management Total	7.0	2.0	5.0	71%	2.0	40%
Middle Management Total	27.0	4.0	23.0	85%	9.0	39%
Professional Total	121.1	25.6	95.5	79%	37.0	39%
Paraprofessional Total	21.5	3.5	18.0	84%	12.0	67%
Administrative Support Total	44.0	7.0	37.0	84%	34.0	92%
<b>Total Employment Categories</b>	<b>222.6</b>	<b>42.1</b>	<b>180.5</b>	<b>81%</b>	<b>95.0</b>	<b>53%</b>

**As of March 31, 2016**

	Total Positions				Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive Total	1.0	0.0	1.0	100%	1.0	100%
Senior Management Total	7.0	0.0	7.0	100%	3.0	43%
Middle Management Total	26.0	3.0	23.0	88%	9.0	39%
Professional Total	124.6	32.6	92.0	74%	41.0	45%
Paraprofessional Total	20.5	5.5	15.0	73%	9.0	60%
Administrative Support Total	42.0	5.0	37.0	88%	33.0	89%
<b>Total Employment Categories</b>	<b>221.1</b>	<b>46.1</b>	<b>175.0</b>	<b>79%</b>	<b>96.0</b>	<b>55%</b>

**As of March 31, 2015**

	Total Positions				Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive Total	4.0	0.0	4.0	100%	2.0	50%
Senior Management Total	5.0	0.0	5.0	100%	2.0	40%
Middle Management Total	25.0	6.0	19.0	76%	7.0	37%
Professional Total	126.0	30.0	96.0	76%	43.0	45%
Paraprofessional Total	20.0	8.0	12.0	60%	7.0	58%
Administrative Support Total	40.0	4.0	36.0	90%	32.0	89%
<b>Total Employment Categories</b>	<b>220.0</b>	<b>48.0</b>	<b>172.0</b>	<b>78%</b>	<b>93.0</b>	<b>54%</b>

## As of March 31, 2014

	Total Positions				Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive Total	1.0	0.0	1.0	100%	0.0	0%
Senior Management Total	7.0	0.0	7.0	100%	3.0	43%
Middle Management Total	27.0	4.0	23.0	85%	8.0	35%
Professional Total	100.0	17.0	83.0	83%	41.0	49%
Paraprofessional Total	24.0	7.0	17.0	71%	9.0	53%
Administrative Support Total	34.0	3.0	31.0	91%	29.0	94%
<b>Total Employment Categories</b>	<b>193.0</b>	<b>31.0</b>	<b>162.0</b>	<b>84%</b>	<b>90.0</b>	<b>56%</b>

## As of March 31, 2013

	Total Positions				Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive Total	1.0	0.0	1.0	100%	0.0	0%
Senior Management Total	8.0	2.0	6.0	75%	3.0	50%
Middle Management Total	24.0	2.0	22.0	92%	8.0	36%
Professional Total	95.0	16.0	79.0	83%	38.0	48%
Paraprofessional Total	25.0	6.0	19.0	76%	9.0	47%
Administrative Support Total	30.0	6.0	24.0	80%	24.0	100%
<b>Total Employment Categories</b>	<b>183.0</b>	<b>32.0</b>	<b>151.0</b>	<b>83%</b>	<b>82.0</b>	<b>54%</b>

## National Occupational Classification System within NAC

NAC uses the Government of Canada's National Occupational Classification (NOC) system to categorize positions. This system classifies groups of jobs or occupations based on the type of work performed and the type of skill typically associated with that work. The NOC system provides a standardized framework for organizing the world of work in a manageable, understandable and coherent system and is ultimately based upon the type of work being done in a given occupation and the skills and knowledge required to conduct that work. The system classifies occupations into the following categories:

- 0 - Management occupations
- 1 - Business, finance and administration occupations
- 2 - Natural and applied sciences and related occupations
- 3 - Health occupations
- 4 - Occupations in education, law and social, community and government services
- 5 - Occupations in art, culture, recreation and sport
- 6 - Sales and service occupations
- 7 - Trades, transport and equipment operators and related occupations

- 8 - Natural resources, agriculture and related production occupations
- 9 - Occupations in manufacturing and utilities

Each of these broad categories can be further subdivided into major groups of occupations that require similar knowledge and skills. In turn, these major groups can be divided into occupational groups, and finally, these can be divided into actual occupations. This hierarchical system is organized using four-digit numbers.

Examples of each major group are as follows:

**0** – Management occupations

**042** – Managers in education and social and community services

**0421** – Administrators - post-secondary education and vocational training

**1** – Professional occupations in business and finance

**12** – Administrative and financial supervisors and administrative occupations

**124** – Office administrative assistants – general, legal and medical

**1241** – Administrative assistants

**4** – Occupations in education, law, social, community and government services

**40** – Professional occupations in education services

**402** – College and other vocational instructors

**4021** – College and other vocational instructors

## Inuit Employment by NOC Codes and Employment Categories

A comprehensive analysis of the College’s workforce was conducted and found that the following NOC codes were present in the workforce:

- 0 - Management occupations
- 1 - Business, finance and administration occupations
- 2 - Natural and applied sciences and related occupations
- 4 - Occupations in education, law and social, community and government services
- 5 - Occupations in arts, culture and sport
- 6 - Sales and service occupations
- 7 - Trades, transport and equipment operators and related occupations

Further analysis revealed that approximately 88% of the total workforce fell within three NOC codes:

- 0 - Business, finance and administration occupations
- 1 - Business, finance and administration occupations
- 4 - Occupations in education, law and social, community and government services

To better organize this data, positions with NOC codes in categories 0, 1, and 4 were arranged into groups according to their GN employment categories. The data was then segmented by total positions, number of positions filled, and number of Inuit hired.

Using this method, the College identified groups within three specific employment categories:

**Senior Management**

- 0421: Administrators - post-secondary education and vocational training

**Middle Management**

- 0421: Administrators - post-secondary education and vocational training
- 0413: Government managers – education policy development and program administration

**Professional**

- 0421: Administrators - post-secondary education and vocational training
- 4021: College and other vocational instructors
- 4156: Employment counsellors
- 4166: Education policy researchers, consultants and program officers

**Paraprofessional**

- 0421: Administrators - post-secondary education and vocational training
- 4033: Educational counsellors
- 4166: Education policy researchers, consultants and program officers

**Administrative Support**

- 1221: Administrative officers
- 1241: Administrative assistants

**Inuit Employment in Senior Management**

For the Senior Management category, the College identified a total of 3.00 FTE positions for potential Inuit employment. All of the 3.00 FTE positions were filled and 2.00 FTE were filled with Inuit.

	Senior Management				
	Total Positions	Filled Positions	Inuit Employed	% IE	NOC
Deans	3.00	3.00	2.00	66%	0421
<b>Total Positions</b>	<b>3.00</b>	<b>3.00</b>	<b>2.00</b>	<b>66%</b>	

As of March 31, 2018

**Inuit Employment in Middle Management**

For the Middle Management employment category, the College identified a total of 15.00 FTE positions for potential Inuit employment. Of the 15.00 FTE positions, 13.00 FTE positions were filled, and 5.00 FTE were filled with Inuit.

Inuit employment rates remain low in this category due to the staffing challenges of finding candidates with the formal education requirement and directly-related work experience.

	Middle Management				
	Total Positions	Filled Positions	Inuit Employed	% IE	NOC
Specialized Positions	3.00	3.00	0.00	0%	0421
Directors (Chairs)	8.00	6.00	3.00	50%	0413
Various Management Positions	4.00	4.00	2.00	50%	0413
<b>Total Positions</b>	<b>15.00</b>	<b>13.00</b>	<b>5.00</b>	<b>38%</b>	

As of March 31, 2018

### Inuit Employment in Professional

For the Professional category, the College identified a total of 110.10 FTE positions for potential Inuit employment. Of the 110.10 FTE positions, 84.00 FTE positions were filled, and 37.00 FTE positions were filled with Inuit. Positions with the highest Inuit employment rates are typically Adult Educators. The Instructor and senior/specialized level positions are areas of potential growth for Inuit employment.

	Professional				
	Total Positions	Filled Positions	Inuit Employed	% IE	NOC
Instructors	61.10	46.00	19.00	41%	4021
Senior Instructors	7.00	4.00	0.00	0%	4021
Adult Educators	25.0	22.00	15.0	68%	4021
Program Managers	5.00	4.00	1.00	25%	0421
Program Coordinators	4.00	4.00	1.00	25%	0421
Various Professional Positions	7.00	3.00	1.00	33%	4166
Other Positions	1.00	1.00	0.00	0%	4156
<b>Total Positions</b>	<b>110.10</b>	<b>84.00</b>	<b>37.00</b>	<b>44%</b>	

As of March 31, 2018

### Inuit Employment in Paraprofessional

For the Paraprofessional employment category, the College identified a total of 6.00 FTE positions for potential Inuit employment. Of the 6.00 FTE positions, 5.00 FTE positions were filled, and 2.00 FTE positions were filled with Inuit. An area for potential growth in this category would be the student counsellor related positions located in each region.

	Paraprofessional				
	Total Positions	Filled Positions	Inuit Employed	% IE	NOC
Various Administrator Positions	2.00	1.00	1.00	100%	0421
Counsellors	3.00	3.00	0.00	0%	4033
Other Positions	1.00	1.00	1.00	100%	4166
<b>Total Positions</b>	<b>6.00</b>	<b>5.00</b>	<b>2.00</b>	<b>40%</b>	

As of March 31, 2018

### Inuit Employment in Administrative Support

For the Administrative Support employment category, the College identified a total of 18.00 FTE positions for potential Inuit employment. Of the 18.00 FTE positions, 13.00 FTE positions were filled, and

13.00 FTE positions were filled with Inuit. NAC has had success in ensuring high Inuit representation in these important front-line positions.

	Administrative Support				
	Total Positions	Filled Positions	Inuit Employed	% IE	NOC
Various Administrative Positions	4.00	4.00	4.00	100%	1221
Secretaries	7.00	5.00	5.00	100%	1241
Other Positions	7.00	4.00	4.00	100%	1241
<b>Total Positions</b>	<b>18.00</b>	<b>13.00</b>	<b>13.00</b>	<b>100%</b>	

As of March 31, 2018

## Inuit Language Requirements

The College is an inclusive institution that respects and honors Inuit language and culture and promotes an understanding of Inuit culture and language. The College is committed to working with the Government of Nunavut to achieve the objectives and priorities of its mandate. The College will continue to further integrate and enhance Inuit language and culture into and through all programs and services.

There is a total of 154 positions that list Inuktitut as a requirement or an asset. This represents approximately 67.0% of the positions within the College. In total, 59 Inuit employees receive Bilingual Bonus (BBI) / Inuit Language Incentive (ILI) for speaking Inuktitut which represents 36% of the total positions filled and 66% of the Inuit hired.

The following are the common reasons why Inuktitut is listed as a requirement or an asset in job descriptions:

- Ability to speak, read and write in Inuktitut is required to communicate with bilingual staff, partners and unilingual Elders and to fulfill the functions of the position.
- Ability to speak, read and write in Inuktitut and Inuinnaqtun is required to communicate with unilingual/bilingual staff and to teach students program material.
- Ability to speak, read and write in Inuktitut is required to communicate with unilingual/bilingual callers, staff and students.
- Ability to speak, read and write in Inuktitut is required to communicate with bilingual staff and for staffing positions.

The following chart represents the total positions within the Nunavut Arctic College where speaking Inuktitut is a requirement or an asset in the job description:

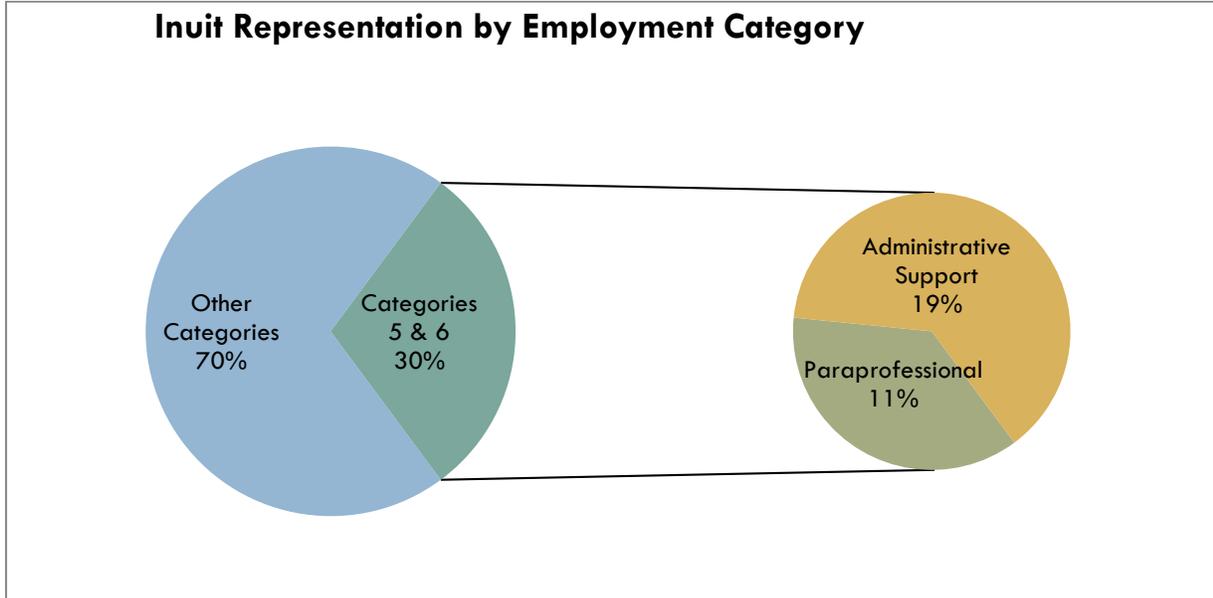
	Bilingual Inuit Employees			
	Total Positions	Filled	Inuktitut Speakers	% Bilingual
	<b>152.0</b>	<b>114.00</b>	<b>59.00</b>	<b>52%</b>

As of March 31, 2018

\*The above table represents Inuit employees who receive Bilingual Bonus (BBI) or Inuit Language Incentive (ILI).

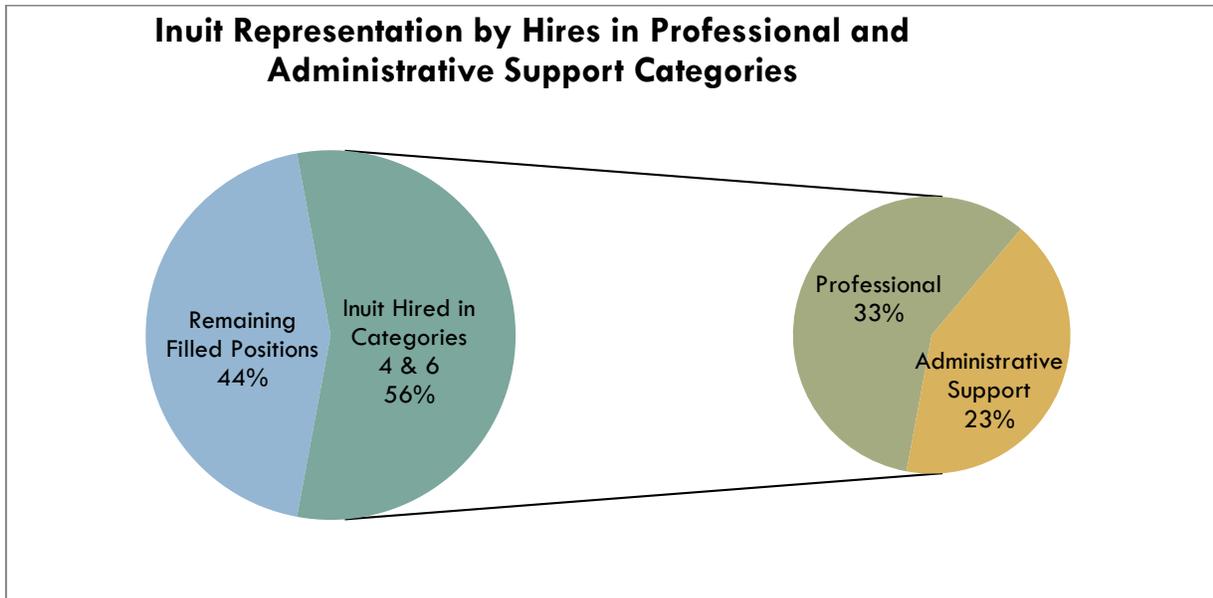
## Inuit Representation

Inuit representation is strongest in the Administrative Support and Paraprofessional categories with 90% and 67%, respectively. These two areas combined comprise approximately 30% of the College's total filled positions.



In terms of IEP rates, the Administrative Support category is an area of success. Within the Administrative Support category, positions with the highest IEP rates are typically Administrative Officers, Administrative Assistants, Secretaries, Clerks, Security Officers and Janitors.

Within the Paraprofessional category, positions with the highest IEP rates are typically officer level positions in supporting functions throughout the College.



The actual number of Inuit hired in positions is strongest in the categories of Professional with 39 Inuit hired and Administrative Support with 28 Inuit hired. These Inuit hires combined comprise 56% of the actual positions filled within the two categories. Inuit hired within the Professional category hold positions such as Program Coordinators, Adult Educators and Instructors in various areas of focus such as Teacher Education, Language & Culture, Office Administration, Trades and Academic Studies.

Nunavut Arctic College is committed to increasing Inuit employment and a specific focus is on the Professional (instructors) category. The Professional category is critical because a bilingual learning environment is an urgent need. These positions are difficult to fill with Inuit because eligible instructors require formal qualifications and these positions must be filled before the instructional term begins.

With respect to the Senior Management and Middle Management categories, IEP rates continue to remain low with the greatest barriers to entry being the requirement for an advanced education and directly related work experience.

Due to the limited size of Nunavut's labour market, Inuit employed within NAC's Professional, Paraprofessional and Administrative Support categories may represent a pool of labour which can be developed into occupations of low Inuit representation. This is specifically applicable to coordinator and management positions.

## CHAPTER 4: ISSUES AND OPPORTUNITIES IN INUIT EMPLOYMENT

**This chapter summarizes key risks, issues and opportunities that the agency faces with regard to Inuit employment.**

### Historical Issues and Opportunities

#### Turnover and Retention

Nunavut Arctic College, like other departments and agencies of the Government of Nunavut, has historically experienced high turnover of its workforce. This turnover hampers College operations and routinely results in the loss of best practices, corporate history, and subject matter expertise.

Furthermore, two particular College operational practices which have been historically problematic for retaining Inuit employees are the College's commitments to:

- Provide post-secondary education at the community level; and
- Change the locations of College programs among communities and regions within the territory.

This has resulted in fluctuating numbers of positions and Inuit employees in Middle Management and Professional categories at the three regional campuses as well as in the Community Learning Centres.

#### Specialized Expertise

Unlike many other departments and agencies, Nunavut Arctic College has very few similar positions that it employs in significant numbers across the territory. Instead, the bulk of College positions are significantly specialized. Many require post-secondary credentials.

The need for subject matter experts with post-secondary credentials has historically created staffing challenges for the College.

### Current Issues and Opportunities

#### Turnover and Retention

The College's commitments to providing post-secondary education and varied programming in communities and regions are vital to the College in fulfilling its mandate to provide quality post-secondary education to adult Nunavummiut throughout the territory.

The current College Executive and the Nunavut Arctic College Board of Governors have identified the need for a 10-year Academic Plan to sketch out future program offerings at both the Campus and Community levels. This plan will help to mitigate the effects of the historical fluctuation as well as provide information to key stakeholders and the public on the long-term strategic planning at the

College. The 10-year Academic Plan is identified as a priority for the Administrative Branch of the College in Nunavut Arctic College’s 2019-2020 Business Plan.

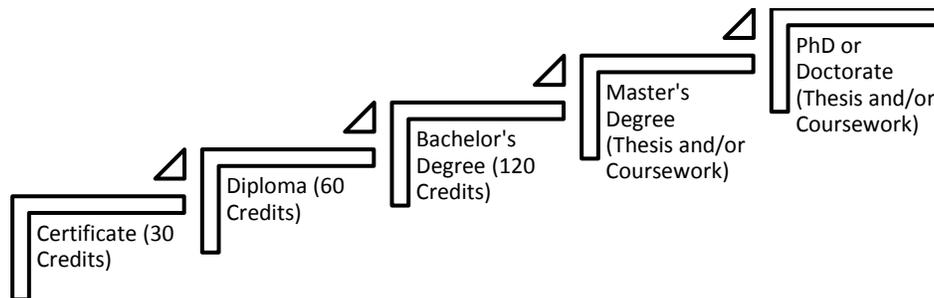
### Specialized Expertise

Unlike many other departments and agencies, Nunavut Arctic College has very few similar positions that it employs in significant numbers across the territory. Instead, the bulk of College positions are significantly specialized.

This is due to Nunavut Arctic College status as a post-secondary Institution. As such, it is expected to be the local repository of knowledge, adhere to national standards across a variety of areas, and employ a significant number of highly specialized subject matter experts in the respective programs areas the College offers, including but not limited to; Healthcare and Health Sciences, Education, Early Childhood Education, Municipal and Local Governance, Jewelry and Metalworking, Management Studies, Social Services and a variety of Trades programs. It is important to note that some areas related to the Fine Arts or Inuit culture, such as Inuit Studies, Fur Production, and Interpreter Translator, are exempted from these requirements.

For Nunavut Arctic College’s programs and course credits in these areas to be accepted by other post-secondary institutions, Nunavut Arctic College staff members are expected to have achieved a credential one higher than the credential in which they are teaching.

#### Levels of Credentials and Typical Completion Requirements:



For example, an instructor in the Bachelor of Science, Arctic Nursing Program would require a Masters of Nursing in order for program credits to be recognized by Dalhousie University and eligible for credit transfer and ultimately the awarding of that Degree.

It should be noted at this point, that these numbers are susceptible to fluctuation as mentioned in the Historical Issues and Opportunities subsection, as program offerings are moved among regions and communities.

	Total Positions	Positions Requiring a Higher Credential			NOC
		Filled Positions	Inuit Employed	% IE	
<b>Masters Level</b>					
Middle Management	10.00	8.00	5.00	62%	4161/0413
Professional	37.00	27.00	4.00	15%	4021/0421/4131
<b>Red Seal Level or Industry Equivalent</b>					
Professional	20.00	10.00	1.00	10%	4021/4131
<b>Total Categories</b>	<b>57.00</b>	<b>45.00</b>	<b>10.00</b>	<b>22%</b>	

*As of March 31st, 2018*

Although this presents the College with a considerable staffing challenge, it also represents a significant opportunity, as the College is uniquely placed to offer scholarship incentives and broker specialized programs to address identified labour market gaps in these areas. For example, the Nunavut Arctic College Policy B.16, Brokerage and Programs, Principle & states, that Nunavut Arctic College may enter brokerage arrangement with other post-secondary institutions to, “access additional post-secondary institutions and agencies which may provide enhanced developmental opportunities for students and staff”, and so the College anticipates using brokered programs for target Inuit to enter the Instructing, Middle Management and Senior Management professional categories.

As an interim solution to this issue, Nunavut Arctic College will strive to increase the employment of Inuit in the College by continuing to apply the Priority Hiring Policy on all job competitions.

### Priority Hiring Policy Compliance

NAC complies with the Government of Nunavut’s Priority Hiring Policy when recruiting and staffing positions throughout Nunavut. NAC utilizes the priority hiring policy by:

- Stating that the Priority Hiring Policy will be applied in all job ads.
- Screening applications for job competitions by following the policy.
- Staffing positions by use of restricted competitions.
- Hiring term employees in permanent positions when Inuit are not successful.
- Cancelling competitions when no Inuit have qualified and exploring avenues to attract qualified Inuit applications.
- Applying the policy when hiring any casual staff and providing the training and experience necessary for them to qualify for full-time positions.

### Internal College Policies Regarding Professional Development

In regards to professional development, Nunavut Arctic College has maintained two policies to assist and promote College staff in their professional development:

1. NAC Governance and Organization Policy B.16: Brokerage and Programs
2. NAC Academic Matters Policy C.13: Staff Tuition Fees

Although these policies have not been used in the past to specifically improve Inuit employment within the College, they offer an excellent foundation for the College in its efforts towards fulfilling its Inuit

employment mandate. The College will be reviewing these policies in the 2018-2019 fiscal year to ensure their effectiveness and the final communications plan will include a section dedicated to targeting eligible Inuit employees informing them of the professional opportunities offered at the College level.

### **Accessing External Resources and Programs for Inuit Employment**

In the past, Nunavut Arctic College has accessed Government of Nunavut programs and resources to increase the representation of Inuit in College staff. This has included the use of EIA/HR funding to cover trainees in identified College positions with the goal of increasing Inuit employment in the Professional and Middle Management categories. To date, the numbers that the College has access to support Inuit have been small; however, Nunavut Arctic College will strive to increase its use of external resources from the Government of Nunavut towards the goal of Inuit employment.

### **Artificial Barriers to Inuit Employment Specific to Nunavut Arctic College**

Nunavut Arctic College holds the position that any and all barriers to Inuit employment should be examined and, wherever possible, removed or at least mitigated. Potential barriers such as wider social or economic barriers are realities that must be recognized, although not within the scope of this document and may be outside of the capacity of the agency to address. However, the College will continue to strengthen the position of the GN on these issues by playing an integral role towards addressing them as the sole provider of post-secondary education in Nunavut.

Potential barriers to progress may be transactional, such as those found in relation to staffing processes, or they may be environmental, such as potential locations where Inuit culture is not being fostered and incorporated. Examples of potential barriers that may exist and that Nunavut Arctic College will seek to address include:

1. The College currently has no targeted recruitment of potential employees, specifically in regards to targeting promising College alumni to consider the College as an employer of choice.
2. Lack of co-op and apprenticeship placements, although this is mitigated by the new Career Broadening Program offered through the Department of Human Resources and the College will encourage our staff to consider such opportunities.
3. Workplace culture can have a significant effect on staff turnover.
4. Although the College has specific policies for academic professional development, these policies are not being used specifically to target Inuit employment.
5. Many College positions require specialized subject matter experts that the labour market does not currently support.

## **Potential Future Issues and Opportunities**

### **Turnover Due to Retirement Potential**

A critical issue for NAC has been identified through the GN workforce analysis: retirement potential at the College appears to be higher than in the Government of Nunavut as a whole.

What follows will be a categorical analysis of the Professional, Paraprofessional and Administrative Support categories. This analysis was conducted as of March 31st, 2018 using Towards a Representative Public Service data to ensure consistency among data presented in this plan. The analysis was used to estimate attrition rates due to retirement potential and formed the basis of the College’s strategic planning on future opportunities to expand Inuit employment.

In the **Professional category**, age ranges are fairly evenly distributed amongst the 5 age ranges with the exception of the range Age 20-29 which is significantly underrepresented in this category. This underrepresentation is largely owing to the Professional category being principally College instructors and the requirement of higher credentials as noted earlier.

<b>Professional Category</b>			
	<b>Total Positions (FTE)</b>	<b>Total Positions (Headcount)</b>	<b>% of Category</b>
Age 20 - 29	1.00	1	1%
Age 30 - 39	22.00	22	25%
Age 40 - 49	19.00	19	21%
Age 50 - 59	31.00	31	35%
Age 60+	16.00	16	18%
<b>Total Employment Categories</b>	<b>89.00</b>	<b>89</b>	<b>100%</b>

With roughly 18% of current employees in the Professional category nearing retirement (Age 60+), the College is well placed to expand Inuit employment in this category providing the College can address identified labour market gaps through the professional development of Inuit candidates.

In the **Paraprofessional category**, employees were most concentrated in the Age 30-39 and 50-59 range.

<b>Paraprofessional Category</b>			
	<b>Total Positions (FTE)</b>	<b>Total Positions (Headcount)</b>	<b>% of Category</b>
Age 20 - 29	2.00	2	11%
Age 30 - 39	5.00	5	28%
Age 40 - 49	4.00	4	22%
Age 50 - 59	5.00	5	28%
Age 60+	2.00	2	11%
<b>Total Employment Categories</b>	<b>18.00</b>	<b>18.00</b>	<b>100%</b>

With no significant retirement potential in the Paraprofessional category, Nunavut Arctic College will instead look to expand Inuit employment in the Paraprofessional category by filling existing vacancies with Inuit candidates.

Finally, in the **Administrative Support category**, although there is limited retirement potential in the Age 60+ range, the bulk of College employees are in the Age 30 – 39 and Age 50 – 59 ranges. So although the retirement potential is limited during the short term period, there existing potential for succession planning in the medium and long term goals.

<b>Administrative Support Category</b>			
	<b>Total Positions (FTE)</b>	<b>Total Positions (Headcount)</b>	<b>% of Category</b>
Age 20 - 29	2.00	2	6%
Age 30 - 39	13.00	13	42%
Age 40 - 49	5.00	5	16%
Age 50 - 59	7.00	7	23%
Age 60+	4.00	4	13%
<b>Total Employment Categories</b>	<b>31.00</b>	<b>31</b>	<b>100%</b>

Since the labour market already supports the Administrative Support category well, the College intends to fill these upcoming vacancies through the use of restricted competitions and compliance to the Priority Hiring Policy.

### **College-University Partnership**

One of the identified goals in Nunavut Arctic College’s Business Plan for the 2018-2019 Fiscal year is to have a signed Memorandum of Understanding in place with a currently undetermined Partner University.

In August, 2017, after direction from Cabinet, a joint team made up of representatives of the Nunavut Arctic College and the Department of Education, issued an Expression of Interest to engage eligible Canadian universities that wished to enter into a College-University Partnership. The purpose of this partnership was defined as being in order to improve the quality of and access to higher education in the territory of Nunavut.

In January 2018, a selection committee made up of representatives from Nunavut Arctic College, the Department of Education and Nunavut Tunngavik Inc., scored 11 responses to the Expression of Interest and conducted 6 interviews to determine the suitability of the proponents. As of March, 2018, two institutions had been identified as the leading contenders in the process, and following a unanimous decision by the section committee, the Memorial University of Newfoundland was recommended as the best candidate for partnership with Nunavut Arctic College.

Following negotiations between Memorial University and Nunavut Arctic College, a final partnership agreement was completed in May 2019 and a Standing Partnership Committee was struck to oversee all aspects of the partnership, including the delivery of programs aimed at increasing Inuit employment at the College as well as within stakeholder public agencies and departments within the Government of Nunavut.

One of the key components of the Memorandum will be capacity building at the College in areas such as faculty development, leadership, and professional development. As such, the College-University Partnership represents a unique opportunity for the College to expand the external resources the College has access to. These resources will be factored into future Inuit employment initiatives by the College, and will likely contribute significantly to the brokerage of programs and services.

### **Additional Post-Secondary Degree Programs**

An opportunity moving forward is the interest of the Government of Nunavut and Nunavut Arctic College to partner with a University or multiple Universities to provide additional post-secondary degree offerings in Nunavut. This will mean additional staff within NAC and an opportunity to increase the skills base needed within NAC's PY base (as well as that of GN positions generally). It is anticipated that by 2021 NAC would be offering new degree programs each year through to 2027.

The analysis behind this opportunity identifies increases to the number of PYs in NAC by 2023. While this represents an opportunity for increasing Inuit employment, NAC has already identified this as an issue going forward, given that the positions will require a university degree and/or extensive occupational experience.

## CHAPTER 5: INUIT EMPLOYMENT GOALS

This chapter summarizes the agency's long-term, medium-term and short-term goals in Inuit employment.

### About Inuit Employment Goals and Targets

#### Definitions

An **Inuit employment goal** is the total number of Inuit employees (in FTEs) projected to be employed at a point in time. Goals are accompanied by an estimated Inuit representation rate (% Inuit employees) that the department or territorial corporation expects to achieve at the point in time. *The goal is the number of Inuit employees, not the Inuit representation rate.*

An **Inuit employment target** is the number of Inuit employees (in FTEs) in an employment category projected to be employed at a point in time. Targets are accompanied by an estimated Inuit representation rate (% Inuit employees) that the department or territorial corporation expects to achieve at the point in time. *The target is the number of Inuit employees, not the representation rate.*

The estimated **Inuit representation rate** is the per cent (%) of Inuit employees associated with a goal or target. Inuit representation rates can only be estimated, as the calculation depends on highly variable factors such as the total number of positions (in FTEs) and the number of filled positions, or capacity, at a point in time. Inuit representation is affected by rate of growth in the number of GN positions, and/or by higher or lower capacity. *The estimated Inuit representation rate should not be considered as a goal or target for these reasons.*

#### Factors that Influence Goals and Targets in IEPs

Departments and territorial corporations set their Inuit employment goals and targets by considering labour supply and demand factors in Nunavut as a whole and in the communities where their offices are located. Factors may include:

- The availability, interest and level of preparedness of Inuit for government employment, as documented in Nunavut Inuit Labour Force Analysis (NILFA) products and related summaries prepared by the GN;
- Trends in the number of Inuit who are likely to be qualified now for available positions or high-demand occupations;
- Trends in the number of Inuit who are likely to become qualified over time for available positions or high-demand occupations;
- Competition for skilled Inuit throughout the GN and with other employers in the territory;
- Recent trends in staffing and recruitment in the GN;
- Operational requirements and approved positions (PYs) and budgets; and
- Vacancies and projected turnover rates in the department or corporation.

## Annual, Short-term, Medium-term and Long-term Goals

Departmental IEPs to 2023 include Inuit employment goals and targets for the:

- Short-term (by March 2020),
- Medium-term (by March 2023), and
- Long-term (beyond 2023, within 10 years of 2017).

IEPs also include a summary action plan to achieve the short- and medium-term goals.

In setting short-term, medium-term and long-term goals and targets, departments and corporations cannot exceed the approved number of positions (PYs) in each employment category as of the date of the IEP.

Annual goals, targets and priorities continue to be included in departmental and agency Business Plans. These annual IEPs include one-year Inuit employment goals and targets along with priority actions for the three-year period of the Business Plan. The annual IEPs are “rolling” plans that are updated each year during the Business Planning and Main Estimates cycles.

Annual IEPs are expected to align with longer-range departmental IEPs to 2023 and the GN’s strategic directions for Inuit employment.

Annual goals and targets may vary from those in departmental IEPs to 2023, as they are based on more current factors such as:

- Approved changes in the number of positions (PYs) and/or operating budget;
- Approved changes in organizational structure;
- Approved operational priorities;
- Existing vacancies; and
- New vacancies expected in the immediate future.

## Short-Term Goals and Targets

Short-term goals are within 3 years from 2017, by March 2020.

SHORT-TERM GOAL	EXPECTED OUTCOMES
<p><b>By March 2020 NAC will increase Inuit representation to 56% by:</b></p> <ul style="list-style-type: none"> <li>Maximizing job opportunities available for Inuit in all categories.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of Inuit employees in the Professional category to 37.</li> <li>Increase the number of Inuit employees in the Paraprofessional category to 11.</li> <li>Increase the number of Inuit employees in the Administrative Support category to 28.</li> </ul>

Employment Category	Current (FTE) March 31, 2019				Short-Term (FTE): By March 31, 2020		
	Total Positions	Filled Positions	Inuit Employed	% IEP	Positions Filled	Inuit Employed	% IEP
Executive Total	2.00	2.00	1.00	50%	2.00	1.00	50%
Senior Management Total	8.00	7.00	2.00	29%	4.00	2.00	50%
Middle Management Total	24.00	21.00	10.00	48%	19.00	8.00	42%
Professional Total	131.60	90.00	35.00	39%	83.00	37.00	45%
Paraprofessional Total	24.50	13.00	9.00	69%	16.00	11.00	69%
Administrative Support Total	57.67	29.00	25.00	86%	31.00	28.00	90%
<b>Total Employment Categories</b>	<b>247.77</b>	<b>162.00</b>	<b>82.00</b>	<b>51%</b>	<b>155.00</b>	<b>87.00</b>	<b>56%</b>

## Medium-Term Goals and Targets

Medium-term goals are within 6 years from 2017, by March 2023.

MEDIUM-TERM GOAL	EXPECTED OUTCOMES
<p><b>By March 2023 NAC will increase Inuit representation to 67% by:</b></p> <ul style="list-style-type: none"> <li>Maximizing job opportunities available for Inuit in Professional categories.</li> <li>Addressing identified labour market gaps in specialized positions with qualified Inuit candidates.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of Inuit employees in the Executive category to 2.</li> <li>Increase the number of Inuit employees in the Senior Management category to 4.</li> <li>Increase the number of Inuit employees in the Middle Management category to 12.</li> <li>Increase the number of Inuit employees in the Professional category to 65.</li> <li>Increase the number of Inuit employees in the Paraprofessional category to 18.</li> <li>Increase the number of Inuit employees in the Administrative Support category to 37.</li> </ul>

Employment Category	Current (FTE) March 31, 2019				Medium-Term (FTE): By March 31, 2023		
	Total Positions	Filled Positions	Inuit Employed	% IEP	Positions Filled	Inuit Employed	% IEP
Executive Total	2.00	2.00	1.00	50%	2.00	2.00	100%
Senior Management Total	8.00	7.00	2.00	29%	6.00	4.00	67%
Middle Management Total	24.00	21.00	10.00	48%	24.00	12.00	50%
Professional Total	131.60	90.00	35.00	39%	112.00	65.00	58%
Paraprofessional Total	24.50	13.00	9.00	69%	20.50	18.00	88%
Administrative Support Total	57.67	29.00	25.00	86%	40.00	37.00	93%
<b>Total Employment Categories</b>	<b>247.77</b>	<b>162.00</b>	<b>82.00</b>	<b>51%</b>	<b>204.50</b>	<b>137.00</b>	<b>67%</b>

## Long-Term Goals and Targets

Long-term goals are beyond March 2023, within 10 years from 2017.

LONG-TERM GOAL	EXPECTED OUTCOMES
<p><b>Within 10 years, NAC will increase Inuit representation to 74% by:</b></p> <ul style="list-style-type: none"> <li>Maximizing job opportunities available for Inuit in Professional categories.</li> <li>Promoting Inuit into Senior Management positions.</li> <li>Addressing identified labour market gaps in specialized positions with qualified Inuit candidates.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of Inuit employees in the Senior Management category to 5.</li> <li>Increase the number of Inuit employees in the Middle Management category to 17.</li> <li>Increase the number of Inuit employees in the Professional category to 76.</li> <li>Increase the number of Inuit employees in the Administrative Support category to 39.</li> </ul>

Employment Category	Current (FTE) March 31, 2019				Long-Term (FTE): Within 10 years of 2017		
	Total Positions	Filled Positions	Inuit Employed	% IEP	Positions Filled	Inuit Employed	% IEP
Executive Total	2.00	2.00	1.00	50%	2.00	2.00	100%
Senior Management Total	8.00	7.00	2.00	29%	7.00	5.00	71%
Middle Management Total	24.00	21.00	10.00	48%	25.00	17.00	68%
Professional Total	131.60	90.00	35.00	39%	115.00	76.00	66%
Paraprofessional Total	24.50	13.00	9.00	69%	20.50	18.00	88%
Administrative Support Total	57.67	29.00	25.00	86%	42.00	39.00	93%
<b>Total Employment Categories</b>	<b>247.77</b>	<b>162.00</b>	<b>82.00</b>	<b>51%</b>	<b>211.50</b>	<b>156.00</b>	<b>74%</b>

## Goals to Remove Any Artificial Barriers

1. No targeted recruitment being done.
  - The College has a draft communications strategy that targets future youth into post-secondary programs – which will assist with targeted employment.
  - The draft communications strategy will also encourage College alumni to consider Nunavut Arctic College as an employer of choice.
2. Lack of co-op and apprenticeship placements.
  - The College will identify more flexible internship options, and more support for internship programs.
  - The College will identify potential partnerships with Government of Nunavut departments for more co-op and apprenticeship placement opportunities.
3. Effective working relationships can enhance the workplace culture of Nunavut Arctic College and decrease staff turnover.
  - The College will offer more performance management training to current managers and Inuit employees looking to advance into Middle and Senior Management categories.
4. Although the College has specific policies for academic professional development, these policies are not being used to target Inuit employment.
  - The College will thoroughly review internal professional development policies and update them where necessary.
  - The College will implement targeted outreach to current Inuit employees advising them of academic professional development opportunities.
5. Many College positions require specialized subject matter experts that the labour market does not currently support.
  - The College will launch a Foundation to award scholarships in areas not currently supported by the labour market.
  - The College will identify current Inuit employees who may be eligible for professional development activities that would lead to employment in specialized positions.
  - The College will ensure, only where necessary, job descriptions require advanced level education and experience.
  - Inflated qualifications will be removed as required in current job descriptions.

## CHAPTER 6: ACTION PLAN TO 2023

**This chapter identifies the specific actions that the agency will take to achieve its short- and medium-term goals. It includes the approach to monitoring and reporting on progress.**

### Types of Actions

In developing their Inuit Employment Action Plans to 2023, departments and corporations have identified six types of actions to increase and enhance Inuit employment:

**Ensuring an Effective Public Service** includes actions to:

- Understand the departmental workforce
- Design organizations and jobs to support Inuit employment
- Identify career ladders and career paths
- Improve the workplace environment

**Staffing and Recruiting** includes actions to:

- Improve staffing processes and practices
- Make use of available staffing tools
- Attract and retain qualified Inuit
- Develop job competition skills

**Planning and Monitoring Training and Development** includes actions to:

- Communicate education, training and development opportunities to employees
- Plan and monitor education, training and career development
- Plan for succession

**Providing Education, Training and Development** includes actions to:

- Provide performance management training
- Offer an on-boarding program
- Sponsor advanced education
- Sponsor in-service training within the department
- Make use of GN-wide programs for Inuit employees
- Provide other leadership and management training

**Supporting Pre-employment Training** includes actions to:

- Provide new and improved pre-employment training programs
- Make pre-employment scholarships available

**Undertaking Public Outreach and Communications** includes actions to:

- Establish partnerships to attract Inuit candidates
- Promote the GN or department as an employer of choice

## Inuit Employment Action Plan to 2023

### Ensuring an Effective Public Service

GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
1. Review Job Descriptions and standardize alike positions.	Ensure artificial barriers are removed and standardize positions where possible.	Review and edit Job Descriptions as required.	CFO Manager, HR Management	2018-2019 Q3
2. Promote GN Cultural Orientation training for new employees.	New employees will attend the GN Cultural Orientation Sessions when the sessions are provided.	New employees are informed of the sessions in their onboarding package and by email.	CFO Manager, HR	2019-2020 Q3
3. Support Inuit Qaujimagatuqangit and cultural immersion activities.	NAC will support and implement IQ and cultural immersion activities throughout the College.	IQ committee to be formed and will propose activities to strengthen cultural awareness and support IQ.	President Vice President NAC Senior Management NAC Staff	2019-2020 Q3
4. Enhance the workplace culture of the Nunavut Arctic College.	Effective working relationships among employees will promote the retention of Inuit staff at the College and decrease turnover.	Provide performance management training to current managers and Inuit employees interested in advancing into Middle and Senior Management.	CFO Manager, HR	2019-2020 Q4

### Staffing and Recruiting

GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
5. Adhere to the Priority Hiring policies of the Government of Nunavut.	Increase the number of positions that are filled with qualified Inuit.	Adhere to the Government of Nunavut's policies on priority hiring.  Use restricted competitions as appropriate.	Manager, HR Staffing Consultants Managers and Supervisors	2018-2019 Q1  Ongoing
6. Increase capacity in the Nunavut Arctic College HR division to allow increased focus on recruitment and development of Inuit employees.	Increased recruitment and retention of Inuit within the College.	Add capacity to the HR Division of Nunavut Arctic College; staff vacant positions.	CFO Manager, HR Staffing Consultants	2019-2020 Q1

GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
7. Hire summer students through the GN's Summer Student Equity Employment Program.	Inuit students are hired and given meaningful work experiences at NAC.  Provide exposure to future education and work opportunities.	Actively recruit summer students for NAC by the use of the GN program.	CFO Manager, HR Staffing Consultants	2019-2020 Q2
8. Improve the Exit Interview process.	Program processes are improved providing the College with insight into possible retention strategies.	Improve processes and administration in order to receive useful feedback from staff.	CFO Manager, HR	2019-2020 Q3
9. Increase the number of College alumni in professional and management positions.	Increase the number of College alumni in the Professional and Middle Management Categories.	Draft a Strategy to actively recruit College Alumni into Middle Management and Professional categories.	CFO Manager, HR Director, Policy and Strategic Planning	2019-2020 Q4

### Planning and Monitoring Training and Development

GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
10. Develop and monitor NAC's succession plans.	Succession plans are developed, monitored and updated as required.	Develop succession plans that link the development of Inuit into targeted positions.	CFO Manager, HR NAC Senior Management	2020-2021 Q1
11. Training and Career Development Plans for Inuit employees.	Inuit staff have development plans in place and they link to NAC's succession planning as required.	By performance management, plans are created for the development of Inuit staff.	CFO Manager, HR NAC Senior Management	2020-2021 Q1

### Providing Education, Training and Development

GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
12. Address identified gaps in the labour market in regards to specialized positions.	An increase of scholarships will increase the potential number of Inuit qualified for specialized positions within the College.	Launch Nunavut Arctic College Foundation.	Bursar Vice-President Director, Policy and Strategic Planning	2018-2019 Q4

GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
13. The College will identify more flexible internship options and identify potential partnerships with Government of Nunavut departments.	Increase knowledge of the College and the Government of Nunavut as employers of choice.	Participate in the Government of Nunavut internship programs and look for specialized partnerships with Government of Nunavut departments.	Vice-President Director, Learner Services CFO Manager, HR Director, Policy and Strategic Planning	2019-2020 Q1
14. Provide additional avenues towards workplace Academic Education and Specialized Training.	Filling identified gaps in the labour market that are required to fill specialized positions with Inuit candidates.	Review College policies on academic professional development and update as necessary.	Vice-President Director, Policy and Strategic Planning	2019-2020 Q2
15. Make Inuit employees at the College aware of professional development and educational opportunities.	With more awareness of College and GN initiatives to increase Inuit movement into the Professional, Middle, and Senior Management categories.	Implement a targeted outreach to current Inuit employees as part of the College wide Communications plan.	Director, Policy and Strategic Planning Public Affairs Officer Manager, HR	2019-2020 Q3
16. Create an onboarding package for new College employees.	Improve the onboarding experience and retention rates of new employees to the College.	Develop an orientation and information package for the onboarding of staff.	CFO Manager, HR	2019-2020 Q4
17. Increase Inuit leadership at the College.	Increase of Inuit representation in the Middle and Senior Management Categories.	Make use of HR's Hivuliqtikhanut leadership program for identified Inuit looking to move into Middle and Senior Management.	CFO Manager, HR NAC Senior Management	2019-2020 Q4
18. Provide additional programs to address specific labour market needs.	Increase in the number of qualified Inuit to filled identified, specialized positions.	Broker specialized programs with potential University Partner.	Vice-President	2019-2020 Q4
19. Increase the number of Inuit Instructors at the College.	Increase in the number of Inuit in specialized Instructor positions within the Professional category at the College.	Explore either internally or through the potential university partner in developing the instructional capacity of Inuit candidates.	Vice-President Deans Manager, HR Director, Policy and Strategic Planning	2020-2021 Q4

## Undertaking Public Outreach and Communications

GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
20. Promote youth entrance in Post-Secondary Programs that support current labour market needs.	Higher numbers of Inuit youth entering the College at the Post-Secondary level.	Include in the Communications plan an element that recruits youth into identified Post-Secondary Programs.	Director, Policy and Strategic Planning Public Affairs Officer	2018-2019 Q2
21. Promote the College as an employer of choice among College Alumni.	Increase the reputation of the College among alumni.	Include in the communications plan an element that reaches College alumni.	Director, Policy and Strategic Planning Public Affairs Officer Manager HR	2018-2019 Q2

## Monitoring and Reporting on Progress

Departments and territorial corporations report to the GN's central Inuit employment and training office twice each year on:

- Changes in Inuit employment by employment category; and
- Progress in implementing planned actions to increase Inuit employment.

These are internal documents for monitoring progress towards goals, targets and planned actions.

Each progress report covers the previous two quarters. The Q1 progress report covers Q3 and Q4 of the previous fiscal year (October 1 to March 31). The Q3 progress report covers Q1 and Q2 of the current fiscal year (April 1 to September 30).