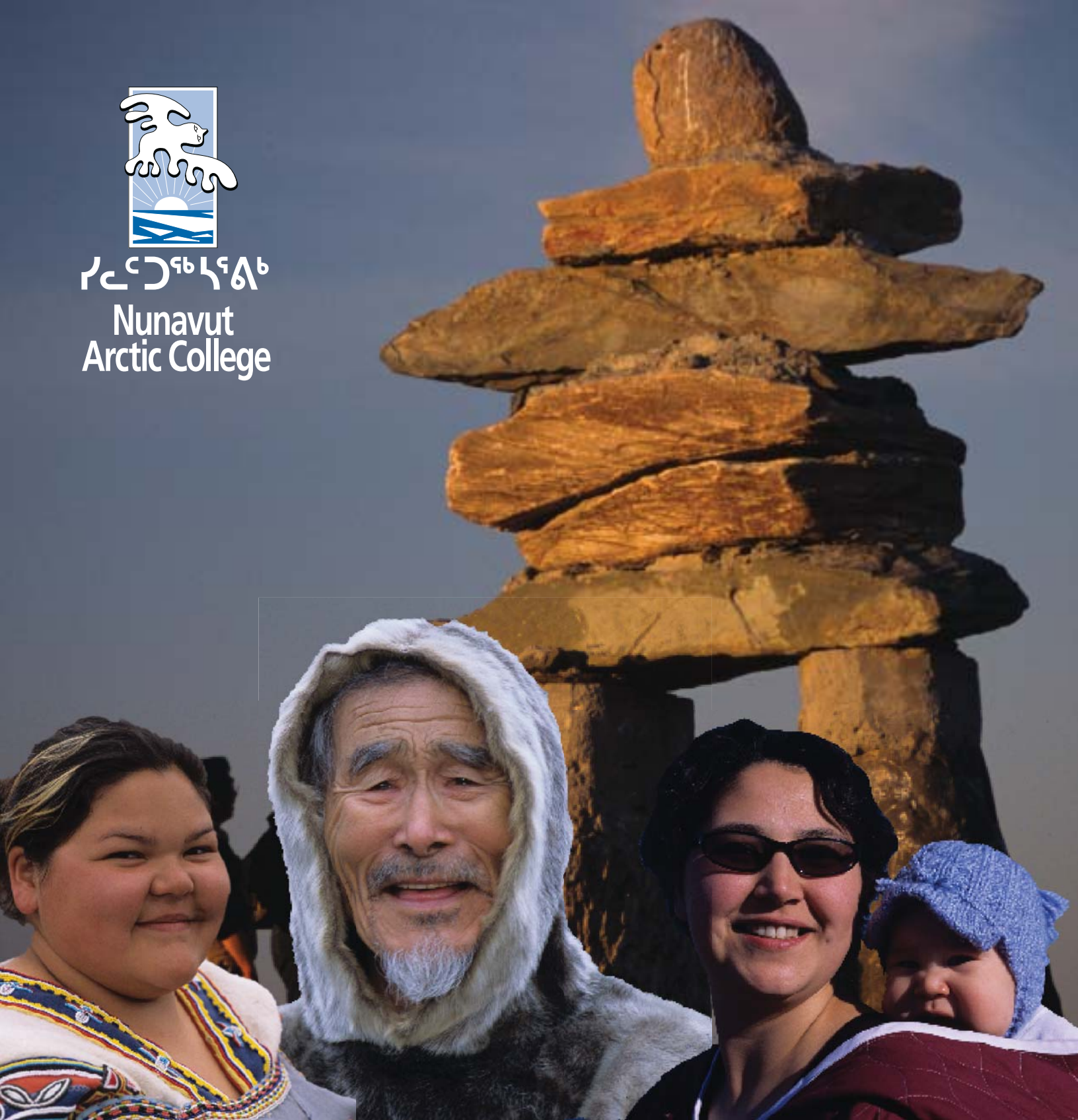




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Nunavut
Arctic College



SIVUMUAQATIGITTA

CORPORATE PLAN 2008-2013

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THE EVOLUTION OF NUNAVUT ARCTIC COLLEGE

Nunavut Arctic College celebrated its thirteenth anniversary in 2008. In its short history Nunavut Arctic College has become a major contributor to the development of Nunavut and the premiere provider of quality adult learning opportunities for all Nunavummiut.

The programs and services offered by the College are geared to meet the growing need for accessible and relevant post-secondary education and training programs that will prepare individuals for the many employment opportunities in Nunavut. Programs are delivered at regional campuses in Cambridge Bay, Iqaluit, and Rankin Inlet, and through twenty-four Community Learning Centres located throughout Nunavut. The Head Office for Arctic College is located in Arviat and the President's Office in Iqaluit.

Nunavut Arctic College has some of the most unique and successful university partnership programs offered anywhere in the country. The Nunavut Teacher Education Program continues a twenty-five year relationship with Canadian Universities in the delivery of this program. The College struck a new university partnership with the University of Regina in 2007. This program gives students the opportunity to obtain a Bachelor of Education degree entirely in Nunavut. The College has worked with Dalhousie University to develop a baccalaureate degree in Arctic nursing and delivery of the Nunavut Nursing Program began in September 1999. Nunavut Arctic College was pleased to see the first graduates of the program in the spring of 2004. In 2005, eleven students graduated from the Akitsiraq Law School offered in partnership with the University of Victoria Faculty of Law.

The Nunavut Research Institute is an important part of Nunavut Arctic College. The Institute provides leadership in developing, facilitating and promoting traditional knowledge, science, research and technology as resources for the people of Nunavut. The Institute operates out of facilities located in Iqaluit and Igloodik.

Nunavut Arctic College receives its yearly operating revenue from many sources. The Government of Nunavut (GN) provides the College with base funding. For 2007-08, this amount, including an adjustment for salaries totals \$17 million. Additional revenue, including tuition and fees, room and board, investment income and net contract revenue, brings the College's revenue for base operations to \$23 million.

In addition to the base budget, the College receives considerable third party funding from the Government of Nunavut, Inuit organizations and other funding partners for the delivery of specific programming. Examples are \$1.879 million from the Department of Education for the community-based portion of the Nunavut Teacher Education Program; \$898 thousand from the Municipal Training Organization; and \$1.2 million from the Nunavut Housing Corporation. Third party funded training is expected to exceed \$5 Million in 2008-09.

CHALLENGE

The Board of Governors is committed to providing leadership and direction for Nunavut Arctic College by establishing policy and defining the mission, vision and values that will direct the continual improvement of the College.

“Whereas the Board of Governors of Nunavut Arctic College recognizes that Inuit are the vast majority of students at the College; and whereas the Board also recognizes that Nunavut is unique in Canada in that it came into being at the behest of the Inuit through the Nunavut Land Claims Agreement; therefore be it resolved that Inuit ways of learning and knowing, Inuit traditional knowledge and Inuit culture shall be the foundation for all programs, all curricula and designs for capital projects of the College, effective immediately; be it further resolved that any academic programs or curricula so developed shall to the greatest extent possible be delivered in Inuktitut or Inuinnaqtun; and be it further resolved that any academic programs or curricula so developed must also adhere to stringent academic standards and preserve the principle of transferability of credits to other learning institutions.” [BG-101-2004]

MISSION

To strengthen the people and communities of Nunavut by providing life-long learning opportunities for Nunavummiut adults by appropriately delivering quality career programs developed with input from our partners throughout the Arctic, and by making the benefits of Inuit traditional knowledge and southern science more accessible.

VISION

Nunavut Arctic College will strive to be the college of choice for the people of Nunavut by offering culturally relevant programs of the highest national standard. In the advancement of their language and culture, our graduates will value education and will be proud to take their place in Nunavut and beyond.

VALUES

Nunavut Arctic College is a creative community of educators and learners. We are proud of our essential role in providing education that bridges the Nunavut of yesterday, today, and tomorrow.

We value our learners and are committed to their success by:

- Engaging and challenging our students in learner-centred programs;
- Supporting learners through personal interaction, small scale learning environments, and sensitivity to the needs of students;
- Integrating Inuit culture and knowledge in our programs.

We value a positive and productive learning and working environment by:

- Offering innovative programs to meet the requirements of a wide range of learners;
- Providing services that acknowledge learners as multi-faceted individuals and promote student success in all areas of life, as workers, community members, volunteers, family members, and parents;
- Establishing and achieving College objectives through the application of research and transparent practices, and through the services of Nunavut Research Institute establishing the highest research standards.

We value strong connections to the communities we serve by:

- Utilizing community-based delivery models for programs;
- Valuing exchange and interaction with communities and acknowledging the community’s role in establishing educational priorities for the College.

We value our partnerships by:

- Collaborating with other institutions and organizations in order to provide a broad range of programs and services for the people of Nunavut.

THE PRINCIPLES

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

- Respects and honors Inuit languages and culture.
- Involves Elders as an integral part of College life.
- Promotes an understanding of Inuit culture and languages.
- Values students' connections to family and community.
- Prepares students for meaningful careers and healthy lives.
- Places the well-being of students 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 students and staff.
- Engages learners as active participants in all aspects of learning and evaluation.
- Ensures our graduates meet national standards.

STRATEGIC LINKS

STRATEGIC LINK TO PINASUAQTAVUT

Nunavut Arctic College supports the Government of Nunavut as it works to build a stronger cultural foundation based on Inuit societal values, develop and expand the economy, and improve education, housing and healthcare. The College is committed to the four main goals of Pinasuaqtavut – Healthy Communities, Simplicity and Unity, Self-Reliance and Continuing Learning. Nunavut Arctic College is encouraged by the emphasis placed on education and training throughout Pinasuaqtavut. Arctic College joins with northern and southern partners to expand the range of adult learning options accessible by Nunavummiut. In particular, Arctic College will offer more programs accessible in the communities in order to support the continuing personal and professional development of Nunavummiut and equip them with skills to find meaningful employment.

STRATEGIC LINK TO THE NUNAVUT ADULT LEARNING STRATEGY

The Nunavut Adult Learning Strategy recognizes the important role Nunavut Arctic College plays in the delivery of post-secondary education and training programs in Nunavut. Arctic College supports the vision, goals and objectives of the strategy and is committed to collaborating with GN Education and other partners to move forward with its implementation.

“We envision a territory where learning and training build Nunavut-based capacity, providing Nunavummiut with opportunities to effectively engage in the cultural, social and economic development of our territory. Nunavut will become a place in which our common goals are achieved through collaboration, cooperation and investment in our human resources.”

STRATEGIC LINK TO THE NUNAVUT LAND CLAIMS AGREEMENT

Nunavut Arctic College supports the Government of Nunavut and Nunavut Tunngavik Inc. in achieving the objectives of the Nunavut Land Claims Agreement (NLCA). In particular, Article 23 of the NLCA has as its objective “to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level.” The College will continue to offer relevant education and training that will prepare Inuit for employment opportunities in government.

| Inuit Employment Summary | Current Positions | 2009 | 2010 | 2011 | 2012 | 2013 |
|--------------------------------|-------------------|-----------|-----------|-----------|-----------|-----------|
| Total Positions | 124.5 | 126 | 136 | 138 | 139 | 139 |
| Total Vacancies | 26.5 | 20 | 24 | 19 | 14 | 10 |
| Executive | 1 | | | | | |
| Beneficiaries | 0 | 0 | 0 | 1 | 1 | 1 |
| Senior Management | 7 | | | | | |
| Beneficiaries | 2 | 2 | 2 | 3 | 3 | 3 |
| Vacancies | 0 | 0 | 0 | | | |
| Middle Management | 17 | 18 | 20 | | | |
| Beneficiaries | 3 | 3 | 5 | 6 | 7 | 7 |
| Vacancies | 5 | 4 | 3 | 3 | 2 | 1 |
| Professional | 56.5 | 55 | 61 | 63 | 64 | |
| Beneficiaries | 14 | 15 | 11 | 22 | 26 | 28 |
| Vacancies | 13 | 11 | 15 | 12 | 10 | 8 |
| Paraprofessional | 18.5 | 19 | 20 | | | |
| Beneficiaries | 9 | 11 | 12 | 13 | 13 | 13 |
| Administrative Support | 24.5 | 26 | 27 | | | |
| Beneficiaries | 9 | 11 | 12 | 13 | 13 | 13 |
| Vacancies | 2 | 1 | 1 | | | |
| Total Positions less vacancies | 98 | 106 | 112 | 119 | 125 | 126 |
| Total Beneficiaries | 44 | 49 | 50 | 68 | 74 | 76 |
| Percentage Inuit Employment | 45% | 46% | 45% | 57% | 59% | 60% |



Nunavut Arctic College President, Daniel Vandermeulen presents Kimberly Uluadluak with her Office Administration Certificate at the 2008 Kivalliq Campus graduation.

ENVIRONMENTAL SCAN

Nunavut Arctic College faces unique challenges and opportunities. Various social and economic conditions create hardships for Nunavummiut in many communities. The quality of life for the people of Nunavut will improve with the development of a well-trained workforce so that they can take advantage of the many opportunities emerging in the territory. This underscores the important role Arctic College needs to play in developing quality education and training programs that are accessible, culturally relevant and geared to labor market needs. Six critical issues influence future decision-making. Responding to these challenges, opportunities and critical issues will shape the strategic direction of Nunavut Arctic College during the coming years.

Inuit Languages and Culture: In order to preserve Nunavut's cultural heritage, Inuit Qaujimajatuqangit knowledge, skills and values, and Inuit languages must be the foundation for all academic programs and services offered by the College.

Demographic Trends: The continued population growth of Nunavut exerts pressure to provide post-secondary education required to meet current and future needs for job opportunities. The College needs a significant investment in infrastructure to provide more space for student housing and expanded learning facilities.

Educational Levels: The number of high school graduates continues to increase and there will be a corresponding increase in the demand for post secondary programs. However, there continues to be a need for increased adult basic education throughout the territory in order to provide mature students with the academic foundation needed to be successful in higher education programs.

Political Developments: The College is a board-governed Crown Agency of the Government of Nunavut from which it receives its principal funding. Government priorities set out in Pinasuaqtavut and the Nunavut Adult Learning Strategy guide College planning and priorities. Discussions around devolution and Article 23 of the Nunavut Land Claim Agreement have major implications for the College.

Economic Indicators: There has been a dramatic increase in construction and resource exploration. The College needs a large investment in infrastructure in order to respond to the demand for trades and resource technology training within Nunavut.

Science and Technology: The College lacks adequate information technology resources to meet the needs of the Regional Campuses and Community Learning Centers, in addition to the growing demand for delivery of programming via distance education technologies.

Environmental Technology students expand their knowledge through trips on the land, combining Inuit Qaujimajatuqangit with modern science.



Dorothy Tootoo presents graduating student Nigel Kubluitok with the Kivalliq Campus Inuqatigiittianniq award for his leadership and commitment to campus life.



OUR ACHIEVEMENTS

Before looking ahead to the future, it is important to look at our achievements in the thirteen years since the creation of Nunavut Arctic College and to ask the question "What difference has Nunavut Arctic College made to the new territory of Nunavut and its people?"

ADMINISTRATION OF PROGRAMS AND SERVICES

As part of the commitment of the Government of Nunavut (GN) to make jobs available to Nunavummiut in all parts of the territory, the Head Office was re-located to Arviat in 2001. The Academic Affairs and Finance and Administration divisions are located there. Head Office is responsible for the overall planning, coordination and direction of the academic and administrative affairs of the College. Accomplishments to date include: Completion of the 2006-2010 Inuit Employment Plan as submitted to the GN Human Resources for inclusion in the Nunavut

Inuit Employment Plan.

- Completion of the 2006-2010 Inuit Employment Plan as submitted to the GN Human Resources for inclusion in the Nunavut Inuit Employment Plan.
- Preparation of the annual Business Plan and Program and Services Plan for GN Finance.
- Improved computer services through the installation of new servers at all locations.
- Upgraded campus computer labs for instructing higher level programs.
- Installation of NetKaster at regional campuses improving connectivity for computer labs.
- Development and delivery of successful customized training programs such as the Municipal Training Organization Program and Mental Health Diploma Program.
- Improved access to library services throughout the College.
- A Language and Culture Committee advising on culturally appropriate curricula.
- College graduates are finding employment in record numbers soon after graduation and would recommend the College to others.
- Multi-year Prior Learning Assessment and Recognition Project funded by Human Resource Development Canada.
- Launch of Nunavut Arctic College Instructor Development Program.

Prior Learning Assessment and Recognition

Nunavut Arctic College has developed culturally relevant Portfolio Development in consultation with elders and educators across Nunavut. Piloted in nine communities in 2007-08, "students are getting turned on to learning."



Students outside the Gjoa Haven Community Learning Centre.

KITIKMEOT CAMPUS

The Kitikmeot Campus in Cambridge Bay is responsible for all College programming in the Kitikmeot region. In addition to offering the Human Service Program in Cambridge Bay, Adult Basic Education is offered in all Kitikmeot communities through the College's network of Community Learning Centres. The community educators offer a variety of programming based on the needs identified by the community. They co-ordinate the delivery of all College programming in their communities, as well as fostering partnerships and liasoning with local organizations such as hamlets councils. Some accomplishments for the Kitikmeot include: Some accomplishments for the region to date include:

- Piloting the new Prior Learning Assessment and Recognition Curriculum.
- Ensuring that appropriate Information Technology resources are available to staff and students.
- Working with Kitikmeot Economic Development Commision, Newmont Mining, and GN Education to implement Nunavut Community Skills Inventory System (NCSIS) through out the Kitikmeot Region.
- Piloting the incorporation of the PLATO internet-based educational software into the delivery of upgrading programs.
- Partnering with a variety of agencies in each community to maximize use of the college infrastructure and raise the visibility of the college.
- Making ongoing changes to our campus so that it is welcoming to students from across Nunavut.



The College continues to advance its efforts in developing culturally-appropriate Prior Learning and Assessment practices.



2008 Kivalliq Campus graduation ceremony.

KIVALLIQ CAMPUS

The Kivalliq Campus in Rankin Inlet is responsible for the delivery of the Management Studies and Office Administration programs. These programs are base funded and are for students from across Nunavut. There are three and a half full-time instructors accommodating three full time classes of 15-25 students in each year of the program. Employment placement from these programs is nearly 80% with the increased demand in Nunavut for financial management.

Full time adult educators are employed in each community in the region with the exception of Whale Cove, where there is a new half-time instructor. All the regional Adult Educators are bilingual beneficiaries and offer Adult Basic Education, literacy, and upgrading programs in the local Community Learning Centre. They provide educational counseling, facilitate community learning, and assess local training needs, while maintaining the Community Learning Centres.

Adult Educators also coordinate the organization and delivery of other specialized courses as requested by the community when funding is available through government, business and Inuit organization partners. The Kivalliq Campus is actively involved in the delivery of third-party, custom designed or other specifically-requested training programs. Some accomplishments from the Kivalliq include:

- Maternity Care Worker and Midwifery Programs were developed and piloted in cooperation with GN Health & Social Services and will be delivered in the Kitikmeot and Qikiqtani in 2008.
- Customized Training has increased through successful partnerships with the Municipal Training Organization, Regional Inuit Organizations, and various GN departments.
- Community Aerodrome Radio Assistants Program was developed and delivered in cooperation with NAV Canada and Nunavut Airports. The number of graduates from Nunavut has doubled since offering this program closer to home.
- The Director of Trades, Transportation, and Mining Programs was hired in 2007 and is a significant addition to the College's capacity for initiatives in the mining industry, Nunavut Trades Training Centre, and Nunavut Housing Trust Strategy.
- The College has been contracted by Kivalliq Inuit Association to deliver mine training under their new IIBA with Agnico-Eagle Mines.



Jewellery and metalwork students attended the Craft Schools of Canada Exhibit in Toronto. Photo courtesy of Adrienne Stanton.

NUNATTA CAMPUS

The Nunatta Campus in Iqaluit is responsible for all programming and Community Learning Centers in the Qikiqtani Region. The Campus offers programs in Nunavut Teacher Education, Nursing, Environment Technology, Inuit Language and Culture, College Foundation, Office Administration, Fine Arts and Crafts, as well as Academic Preparation. Achievements in the Qikiqtani include Increase of graduates from degree programs successfully obtaining professional licenses.

- Increase of graduates from degree programs successfully obtaining professional licenses.
- Increase in community-based delivery of credited programs.
- The Nunavut Teacher Education Program review was completed and planning for a territorial expansion has started.
- Approval of a new student residence with construction to start in 2008.
- The College Foundation Program increased access to diploma and degree programs.
- Seven students graduated from the Mental Health Care Diploma Program in 2007. A new cohort started in January 2008.
- A Computer System Technician Program commenced January 2007 in cooperation with GN Community and Government Services
- Increase in Language and Culture program publications and participation in International Inuit Studies Conference with research grant from the Social Sciences and Humanities Research Council of Canada.
- Construction of the new Pond Inlet Community Learning Centre is scheduled to start in 2009.
- Maternity Care Worker and Midwifery Program started in Fall 2007.
- Community Therapy Assistant Program started in the Spring 2008.
- Fur Design and Production Program started in Fall 2007. Two students, Meeka Kilabuk and Rosalind Machmer won in the National Design Competition. Their designs will be shown in the Montreal Fur Design Exhibition in Spring 2008.
- Two Jewelry & Metalwork Program students won awards in 2007. Alie Kippomee won the BMO Award and Eva Eeseemailee on the College Christmas Card Competition.
- Hairdressing Program students went to the Professional Trade Show in Hairdressing in Montreal in Winter 2008. Lucie Idlout won silver in the National Skills Canada Competition in hairdressing.
- Arctic Bay Community Learning Centre is hosting an Inuit Heritage Trust project in partnership with Carleton University to map geographical locations of cultural significance on a Canada Culture On-line website.
- Funding partnerships with INAC, Kakivak and the GN departments of HR, CLEY, EDT, CGS, HSS, and Education.



NUNAVUT RESEARCH INSTITUTE

“The mission of the Nunavut Research Institute is to provide leadership in developing, facilitating and promoting traditional knowledge, science, research and technology as a resource for the well-being of people in Nunavut.”

Located in Iqaluit with an office in Igloolik, Nunavut Research Institute is responsible for licensing of all research projects not regulated under the Wildlife Act or the Archeological Site Regulations. The Institute ensures that research projects in the north reflect Nunavut’s priorities, represents Nunavut on science-related issues on national boards and agencies, and acts as a liaison between academic institutions and Nunavut organizations. Achievements include: Science Outreach and Education activities in twenty schools in Nunavut

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Nunavut Research Institute(NRI)

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Services

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Research Licensing

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Research Logistics

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Science and Technology Services

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Inuit Qaujimagatuqangit

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Educational Programs



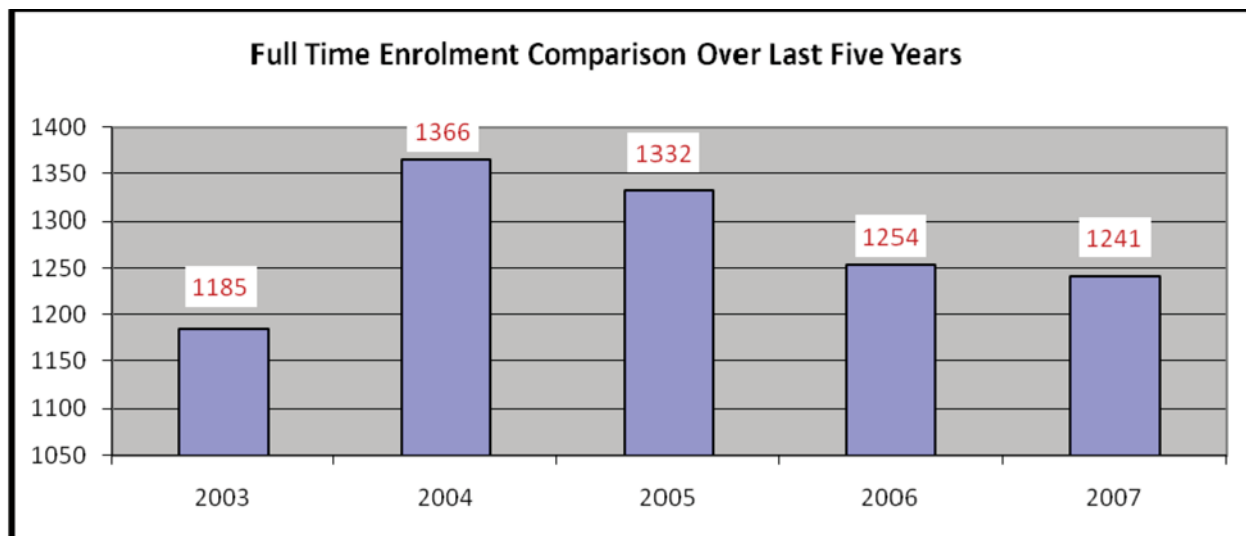
- Science Outreach and Education activities in twenty schools in Nunavut.
- New research licensing guidelines are in place and available at www.nri.nu.ca.
- Glossary produced for contaminants terminology.
- Information sheet for researchers - “How to work with translators and interpreters”.
- Hosted the Nunavut node for the Climate Change Impact and Adaptation Research Network.2002-2006.
- Collaborated with Claudio Aporta in the production of “Anijaarniq”, a CD on Inuit Landskills and Wayfinding.
- Funding obtained from the University of Toronto for an Arctic Health Research Network Coordinator 2006.
- Partnered with the three territorial research institutes to obtain a SSHRC grant on the social economy.
- Hosted the International Polar Year Nunavut Coordinator for INAC.
- Held a consultation of Nunavut organizations on IPY activities.
- Published a Guide for Researchers in cooperation with Inuit Tapiriit Kanatami.
- Launched a web searchable database of publications at www.nwrcc.ca.
- Prepared materials for the British Museum on Caribou Skin Preparation.
- Successful partnerships and third party contracts with INAC, NSERC, GSC, Actua and many other organizations and universities.

www.nri.nu.ca



ENROLLMENTS

Enrolment in programs at Nunavut Arctic College has been high in recent years reaching the highest levels ever attained in 2003-2004. The reason for this is an increase in enrollment in our base-funded programs and our university partnership programs. Customized training also increased steadily during this period due to the college strengthening its partnerships with the various funding agencies and offering more programs at the community level.



Enrollments are expected to grow driven by three factors. First, the construction and mining industry has increased demand for a skilled workforce. GN's response is the establishment of the Nunavut Trades Training Centre in Rankin Inlet and the expansion of training capacity in the Kitikmeot and Qikiqtani. Second, Nunavut's need for more education and health care personnel is increasing. GN's response is expansion of the College's teacher and nurse training programs in the Kivalliq and Kitikmeot. Arctic College's ability to respond to employer and student demand for training delivered at the regional campuses is limited by availability of student accommodations and childcare. That limitation does not apply in the communities. Therefore the third factor in future enrollment growth is expansion of the Community Learning Program.



2008 Adult Basic Education graduates and Michelle Buchan at the Kitikmeot Campus graduation.

OUR CHALLENGES AND OPPORTUNITIES

The accomplishments of the past thirteen years provide Nunavut Arctic College with a strong foundation from which to address the challenges and opportunities falling within the scope of the next planning cycle. The 2008-2013 Corporate Plan recognizes Arctic College's obligation to serve territorial as well as regional and community needs. The following summarizes the key priority areas for each division.

ADMINISTRATION OF PROGRAMS AND SERVICES

- Building on existing partnerships to create more degree and advanced study programs.
- Responding in a timely manner to requests for the development of customized training.
- Participating in the Inuit Trainee Program to increase levels of Inuit employment.
- Revising course and program curricula to integrate Inuit languages, culture and traditional knowledge.
- Ensuring the College continues to operate in a fiscally responsible manner.
- Planning and improving for continued growth of technology at the communities.
- Implementing changes as proposed in the Nunavut Adult Learning Strategy.
- Implementing Prior Learning Assessment and Recognition throughout the College.
- Promoting and maintaining a user friendly web site.
- Developing tools for measuring performance of College programs and services.
- Developing effective distance education program delivery.
- Developing a user-friendly web site and a generic Meet Online application.
- Implementing a bar-code inventory control system.
- Development of a communications strategy promoting interest in College programs.
- Improvements in communication satellite bandwidth will continue with Nunavut Broadband Development Corporation and Infrastructure Canada under a new funding agreement.
- Developing strategies to increase enrollment and improve student retention rates.



The Fur Work and Design Program has become one of the College's most popular and successful programs.

NUNATTA CAMPUS

The Nunatta Campus is the largest of the three regional campuses. The Campus provides a variety of programs through its various partners in Inuit Languages and Culture, Fine Arts and Crafts, Environmental Technology, Nursing, and Teacher Education. Nunatta is spread out over three locations in Iqaluit. An expansion of the main campus is needed to ensure continued growth. In addition specific plans need to be made to increase levels of Inuit employment. Some key priorities for the next planning phase are: Recruiting, training and developing more Inuit staff.

- Recruiting, training and developing more Inuit staff.
- Inclusion of Inuit languages and culture as an integral part of our programs and delivery.
- Recruiting more students with the academic prerequisites necessary for post-secondary programs.
- Improved retention through delivery of student services recognizing the need for family support, childcare, counseling, recreation and financial advice.
- Building on the success to date through creative partnerships, to deliver more certificate, diploma and degree programs at the community level.
- Reviewing funding requirements for base-funded programs and opportunities for increased third-party training.
- Developing infrastructure to improve services for staff and students by constructing new student residences and continuing with plans to expand the main campus.
- Find long-term funding for programs delivered as pilots through third party partnership.

KIVALLIQ CAMPUS

The Kivalliq Campus is poised to experience the most significant growth in its history. The Mining industry is rapidly developing new sites, the Nunavut Housing Corporation has increased construction, and the Kivalliq Inuit Association are planning a road to Manitoba. The Nunavut Trades Training Centre in Rankin Inlet will be the focus of much of that growth. In addition, increased demand for financial managers in government will continue to put additional pressure on enrolment in the Management Studies and Office Administration programs. There is also increased demand for training with the expansion of the NTEP Program and GN HSS certificates and diplomas. The Campus will need a significant investment in infrastructure in order to fulfill its mandate. Key priorities for the next five years will be: Providing training opportunities by the Nunavut Trades Training Centre.

- Providing training opportunities by the Nunavut Trades Training Centre.
- Developing training partnerships with industry and the regional Inuit organizations for the delivery of mine and trades training for employment opportunities in various locations.
- Development of training partnerships with the Department of Justice for the proposed corrections facility in Rankin Inlet.
- Delivering contracted training on behalf of partner organizations including GN Human Resources, NAV Canada, Nunavut Airports, GN Health & Social Services, and the MTO.
- Developing training opportunities in the Environmental Sciences to meet the demand of the growing employment in the mineral industry.



Construction of the Nunavut Trades Training Centre will open new doors for Nunavummiut, addressing industry needs for skilled tradespeople in our growing territory.



Kitikmeot Campus Director Fiona Buchan-Corey with 2008 Human Services graduate Sandra Demcheson.

KITIKMEOT CAMPUS

The Kitikmeot Campus is the smallest of Arctic College's three regional campuses. The Campus is challenged by the lack of ongoing base-funded programs, which has meant fewer resources available to meet the growing demands of delivering third party funded programs. The Campus is also challenged to meet industry demands for mine training but it lacks the appropriate facilities and equipment to support them. The key priorities for the region are:

- Planning for the capital replacement and consolidation of existing campus facilities.
- Working with Advisory Committee to ensure Inuit Qaujimagatuqangit is incorporated into the Human Services Program and to implement a community-based model for delivering the Human Services Program.
- Securing funds and facilities to deliver mineral exploration and mining-related training.
- Recruiting and developing more positions for Inuit staff.



The Nunavut Research Institute continues its work to promote and preserve Inuit Qaujimagatuqangit.

NUNAVUT RESEARCH INSTITUTE

The Nunavut Research Institute operates in Iqaluit and Igloolik. The building in Iqaluit is old and needs to be replaced. The Iqaluit staff administer the Scientists Act and facilitate northern research. The Institute also operates the Oral History Project in Igloolik. The start of the International Polar Year in 2007 significantly increased the workload of the Institute. Maintaining services over the next few years without additional resources and working from the present facility is going to be a challenge for staff. The following are some priority items that need to be addressed: Establishment of a Nunavut Science Advisory Council.

- Establishment of a Nunavut Science Advisory Council.
- Traditional knowledge research and production of educational material.
- Compile a dictionary of Inuktitut words not commonly used.
- Work with Canadian Aquatic Biomonitoring Information Network and other IPY research partners to develop a centre for expertise in aquatic bio-monitoring.
- Develop community-based monitoring, research and assessment protocols in Nunavut.
- Support community based research.
- Pilot a family photographic history project with the British Museum in Igloolik.
- Complete the digitization of the oral history audio tapes.
- Work with Polar Year researchers to communicate their data to Nunavut.
- Provide input to the federal government on the establishment of a High Arctic Research Centre.



Martha Michael demonstrates the lighting of a qulliq in Iqaluit.

STRATEGIC GOALS AND OBJECTIVES

Nunavut Arctic College is committed to achieve four strategic goals. Each goal has a number of strategic initiatives.

ILIQUSIIT: BUILDING A CULTURALLY RESPONSIVE COLLEGE

The Board of Governors wishes to ensure that Inuit languages and culture are the foundation for adult learning at Nunavut Arctic College. In October 2006 the Board of Governors endorsed the Teaching and Learning Principles developed by the Language and Culture Committee to provide guideposts for the College to become an inclusive learning institution that respects and honours Inuit languages and culture. The Board also wants further credit and non-credit development of Inuit Visual and Performing Arts and welcomes partnership opportunities with communities, schools, regional Inuit associations and the Nunavut Culture School. The Board of Governors considers the establishment of bilingual learning environments to be an urgent need.

STRATEGIC INITIATIVES:

- Broaden the role of the Language and Culture Committee.
- Expand the participation of Elders in adult learning and curriculum development and in the life of the College.
- Develop Inuktitut and Inuinnaqtun teaching materials and broaden program delivery.
- Promote the celebration of cultural events, feasts and ceremonies.
- Develop Inuit Visual and Performing Arts learning opportunities.
- Offer learning opportunities that explore Inuit ways of knowing and seeing the world.
- Recruit more bilingual instructors and supervisors.
- Advocate throughout the College for the infusion of Inuit languages and culture.



NUNALIIT: IMPROVING PROGRAMS AND SERVICES TO COMMUNITIES

The continuing need for more adult learning opportunities accessible in the communities is found in Pinasuaqtavut and the Report by the Standing Committee on Health and Education, as well as in the Letters of Expectation received from the Minister Responsible for Nunavut Arctic College. The Nunavut Adult Learning Strategy further identifies literacy and adult basic education as a strategic priority so that Nunavummiut can be fully engaged in adult learning.

Currently Nunavut Arctic College delivers community-based programs through Community Learning Centers located in all communities, except Grise Fiord. Community Learning Centers are staffed with Adult Educators who fulfill a variety of roles including initiating and coordinating programs, supporting adult learners, assessing community needs, and being the first point of contact for those wanting information or wishing to access College services. However, further investment is needed where Centres are old and need to be replaced. The College needs additional resources to support the development and delivery of more programs to the communities and the capacity to deliver some programs using a variety of distance-based delivery technologies. Strengthening basic adult services will significantly increase the ability of community members to continue in post secondary learning or enter the job market.

STRATEGIC INITIATIVES:

- Ensure appropriate territorial wide delivery of campus-based programs.
- Strengthen partnerships with territorial and regional Inuit organizations.
- Increase capacity for distance education delivery.
- Develop an annual five-year program plan based on community needs.
- Cooperate with GN Culture, Language, Elders and Youth and the Nunavut Culture School in the delivery of community-based culture programs.
- Cooperate with GN Education in the implementation of the Nunavut Community Skills Information System.
- Cooperate with Nunavut Housing Corporation in the delivery of pre-trades courses in the communities.
- Cooperate with the Municipal Training Organization in the delivery of municipal government courses in the communities.
- Develop a generic Community Learning Program to provide community-based access to post-secondary programs or entry-level employment.
- Advocate throughout the College for community-based learning opportunities.



2008 Kivalliq Campus graduation ceremony.

PITSIAQSIMANIQPAAQ: ACHIEVING ACADEMIC EXCELLENCE

The Board wishes to build a culturally relevant college that maintains appropriate academic standards for all curriculum and for program delivery. The Board values alternate entrance options that recognize the different abilities of adult learners. The Board also values exit standards that are recognized by prospective employers and the College's post-secondary partners. The College must continue the development of new programs and initiatives to meet the widening employment opportunities of Nunavummiut. All programs and services are expected to include appropriate Inuit content, provide appropriate community access, provide appropriate transition-to-work experiences, undergo periodic quality review, meet acceptable performance standards, and advance the adult learning of Nunavummiut.

STRATEGIC INITIATIVES:

- Establish the Nunavut Trades Training Centre as a centre of excellence.
- Establish a Circumpolar Studies Center in partnership with the University of Arctic.
- Renew the Nunavut research agenda.
- Ensure programs incorporate Inuit languages and culture and meet national standards.
- Provide training programs leading to certification for adult educators.
- Cooperate with GN Health and Social Services to train Inuit professionals.
- Cooperate with GN Education to train more bilingual educators and develop the Mature Student Diploma.
- Cooperate with the GN Energy Secretariat in the development of Energy Education Initiatives.
- Develop key performance indicators.
- Improve academic entry levels of post-secondary applicants.
- Improve student graduation rates.
- Establish advisory committees for each program portfolio.

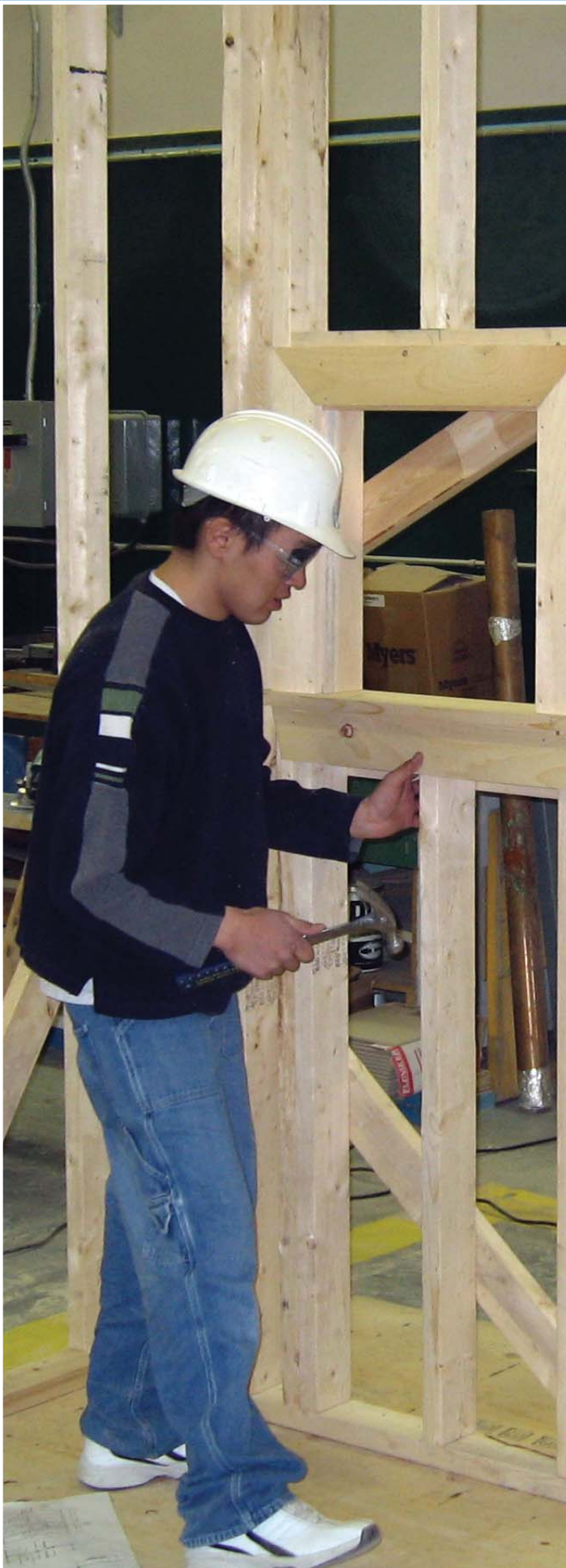
SANNGINIQ: STRENGTHENING COLLEGE SYSTEMS AND OPERATIONS

Nunavut Arctic College needs strong business systems to continue its growth. Much has been accomplished. The 2006-2007 fiscal year ended with a surplus by closely monitoring expenditures and generating additional revenues. There have also been improvements with respect to tabling of reports with the Minister Responsible for Nunavut Arctic College. A Program and Services Plan and a Business Plan are completed annually and submitted to GN Finance. Arctic College works closely with the Crown Agency Council to improve accountability and address issues raised by the Office of the Auditor General. College governance recognizes that the Board's duty is not to manage but 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. The capital plan reflects the urgent need for new campus facilities in Cambridge Bay, new learning centres in some communities, and the replacement of the Nunavut Research Centre in Iqaluit.

STRATEGIC INITIATIVES:

- Consolidate business operations under the senior business officer.
- Implement a leadership matrix serving the campuses and program portfolios.
- Energize college communications, public relations, promotions and marketing activities.
- Strengthen governance by enhancing the policy development process.
- Establish a Nunavut Science Advisory Council.
- Develop key performance indicators and a quarterly performance report.
- Develop a process for periodic evaluation of the President.
- Increase Inuit employment throughout the College.
- Work closely with GN Education to develop and implement the capital facility plan.
- Prepare for a review of the Public Colleges Act.

Sanikiluaq Carpentry apprentice Jobie Meeko demonstrates his talents during Skills Canada's territorial skills competition. Jobie took first place in the post-secondary carpentry category. Photo: Skills Canada Nunavut.



CONCLUSION

The next five years will be a period of significant growth for Nunavut Arctic College. A number of factors have combined to bring about the current situation. These include priorities as set out in Pinasauqtavut, the Nunavut Adult Learning Strategy and the Berger Report to name a few. The need to develop a highly-skilled bilingual workforce in Nunavut is also a contributing factor. Arctic College has made significant contributions to the development of Nunavut to date, but will make even more of an impact as the priorities in this Corporate Plan are acted upon.

Nunavut Arctic College has matured as an institution and is well positioned to take on future challenges. Construction of the Nunavut Trades Training Centre in Rankin Inlet, combined with new student residences in Rankin Inlet and Iqaluit will greatly enhance the College's capacity and improve learning opportunities for students. Other capital requirements need to be addressed if Arctic College is going to be able to achieve its mandate. Two key capital priorities are the construction of a new campus in Cambridge Bay for the Kitikmeot and new facilities for the Nunavut Research Institute.

Finally, Arctic College will need to continue to build partnerships to support sustained growth and build capacity. Partnerships such as those that exist with GN departments and the Municipal Training Organization, with universities in nursing and teacher education, and involvement in the University of the Arctic are all examples of arrangements that increase programs and services to Nunavummiut. Increased collaboration with our partners will strengthen Nunavut Arctic College and strengthen Nunavut.

PLANS

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FACILITY CONDITIONS

| Community | Facility | Condition | Project |
|-------------------------|-------------------------------------|-------------------------------------|---|
| Kitikmeot Region | | | |
| Cambridge Bay | Kitikmeor Campus | Old 1960s | New consolidated facility with offices, classrooms and shops; |
| Cambridge Bay | CLC (4 classrooms) | Good | |
| Cambridge Bay | 4 Classroom Annex | Good | |
| Cambridge Bay | 2 Trailers | Old, cold storage | |
| Cambridge Bay | MOT Garage | | |
| Cambridge Bay | Student Housing (20 units) | 200?; new | |
| Gjoa Haven | CLC (2 classrooms) | Poor | Replace |
| Kugaaruk | CLC Replacement (1 Classroom) | Poor 1970s | Replace |
| Kugluktuk | CLC (2 Classrooms) | Poor & Excellent | Replace as part of the new library |
| Taloyoak | CLC (3 Classrooms) | Good | |
| Kivalliq Region | | | |
| Arviat | CLC | Good | |
| Arviat | Headquarters | Foundation settling, walls cracking | Re-level and renovate for more offices and storage. |
| Baker Lake | CLC (4 Classrooms) | Good | |
| Chesterfield Inlet | CLC (2 Classrooms) | Poor | Replace |
| Coral Harbour | CLC (2 Classrooms) | Very Poor | Replace as part of new school |
| Rankin Inlet | Trades Shop (leased MOT garage) | Old and inadequate | Replaced with trades centre |
| Rankin Inlet | Kivalliq Campus | Good, but lack of Space | Provide space for classroom and office space |
| Rankin Inlet | Kivalliq Residence (40 rooms) | | |
| Rankin Inlet | CLC | | |
| Rankin Inlet | Family Housing (12 units + daycare) | New 2008 | |
| Rankin Inlet | Nunavut Trades Training Centre | Tendered | |
| Repulse Bay | CLC (2 Portable classrooms) | Poor & Good | Replace |
| Whale Cove | CLC (1 classroom) | 1-year lease | Replace |
| | | | |

| Community | Facility | Condition | Project |
|------------------|--|--------------------|--|
| Qikiqtani Region | | | |
| Arctic Bay | CLC (2 classrooms) | Good | |
| Cape Dorset | CLC (4 classrooms) | New | |
| Clyde River | CLC (2 classrooms) | Good | |
| Grise Fiord | No service | | Need CLC with 2 classrooms |
| Hall Beach | CLC (2 Portables) | Poor & Good | Replace both portables |
| Igloolik | CLC (4 Classrooms) | Good | Tear down the old CLC |
| Igloolik | Oral History Project | GN Building | |
| Iqaluit | Ukkivik classrooms and singles/ couples residence (no children) | Old 1940s | Replace Single Student Residence, expand Nunatta |
| Iqaluit | Nunatta Campus | Lack of Facilities | New additional classroom and offices |
| Iqaluit | Nunavut Research Institute | Old | Nw facility with offices and labs |
| Iqaluit | Q Unit family housing (25 units and daycare) | Good | Build family accommodations |
| Iqaluit | White Row family housing (30 rentals) | | |
| Iqaluit | 6-Storey family housing (3 rentals) | | |
| Iqaluit | Inuit Arts and Crafts | Fair | Needs replacement with specialized equipment |
| Kimmirut | CLC (2 classrooms) | Good | |
| Pangnirtung | CLC (4 Classrooms) | Good | |
| Pond Inlet | CLC (1 Classroom) | Old, very poor | New CLC tendered (4 Classrooms) |
| Qikiqtarjuaq | CLC (2 Portables) | Poor & Good | New CLC designed as part of the new school (2 Classrooms) |
| Resolute Bay | CLC (1 Classroom) | Fair | |
| Sanikiluaq | CLC (1 portable) | Poor | Replace with 2 classrooms as part of school. |

FACILITY PRIORITIES

| | Community | Facility | Prior Years \$ in 000s | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | |
|----------------|---------------|---|---------------------------|-----------|-----------|-----------|-----------|--------|
| Approved | | | | | | | | |
| A | Rankin Inlet | NTTC - Phase 1 (going to tender) | 2,670 | 8,250 | 9,100 | | | |
| A | Rankin Inlet | Family Accommodations (under construction) | 5,460 | 3,900 | 550 | | | |
| A | Iqaluit | Student Residence | 13,405 | 1,270 | 6,000 | 50 | | |
| A | Pond Inlet | CLC Replacement (going to tender) | 260 | 2,080 | 3,700 | 1,500 | 50 | |
| A | Qikiqtarjuaq | CLC | 215 | 60 | 1,770 | 1,200 | 15 | |
| A | Iqaluit | Main Building Addition | | | | | | |
| Total Approved | | | 22,010 | 10,560 | 15,120 | 2,750 | 65 | |
| Priority | | | | | | | | |
| 1 | Cambridge Bay | Kitikmeot Campus | | 500 | 4500 | 5,500 | 3500 | 500 |
| 2 | Iqaluit | Nunavut Research Institute | | | 250 | 3,220 | 50 | |
| 3 | Kugaaruk | CLC Replacement | | | 250 | 2,000 | 1,500 | 250 |
| 4 | Whale Cove | CLC | | | 250 | 2,000 | 1,500 | 250 |
| 5 | Grise Fiord | CLC | | | 250 | 2,000 | 1,500 | 250 |
| 6 | Sanikiluaq | CLC (Old Portable) | | | 250 | 2,000 | 1,500 | 250 |
| 7 | Rankin Inlet | NTTC Phase 2 | | | | 500 | 3,000 | 5,500 |
| 8 | Igloolik | CLC Demolition | | | | 250 | 2,000 | 15,00 |
| 9 | Kugluktuk | CLC 2 Units | | | | 250 | 2,000 | 1,500 |
| 10 | Coral Harbour | CLC | | | | 250 | 2,000 | 1,500 |
| Total Priority | | | | 500 | 5,750 | 18,000 | 15,500 | 11,500 |

FINANCIAL OPERATIONS

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|-----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | |
| GN Contributions | 16,099,000 | 17,129,000 | 17,129,000 | 17,129,000 | 17,129,000 | 17,129,000 |
| Student Fees and Tuition | 659,040 | 842,900 | 842,900 | 842,900 | 842,900 | 842,900 |
| Room and Board | 587,640 | 763,230 | 801,000 | 841,000 | 883,000 | 927,000 |
| Contract Administration Fee | 432,625 | 697,500 | 697,500 | 697,500 | 697,500 | 697,500 |
| Investment Revenue | 320,000 | 365,000 | 365,000 | 365,000 | 365,000 | 365,000 |
| Other Revenue | 207,000 | 207,000 | 207,000 | 207,000 | 207,000 | 207,000 |
| NTTC Adjustment | | | 774,000 | 1,549,000 | 1,549,000 | 1,549,000 |
| Total Revenue | 18,305 | 20,004,630 | 20,816,400 | 21,631,400 | 21,673,400 | 21,717,400 |
| Expenses: | | | | | | |
| Salaries and Benefits | 12,540,960 | 13,889,311 | 13,927,081 | 13,967,081 | 14,009,081 | 14,053,081 |
| Travel | 800,430 | 863,055 | 863,055 | 863,055 | 863,055 | 863,055 |
| Materials and Supplies | 545,750 | 656,237 | 656,237 | 656,237 | 656,237 | 656,237 |
| Utilities | 166,200 | 166,200 | 166,200 | 166,200 | 166,200 | 166,200 |
| Purchased Services | 335,865 | 379,965 | 379,965 | 379,965 | 379,965 | 379,965 |
| Contract Services | 2,504,000 | 2,637,762 | 2,637,762 | 2,637,762 | 2,637,762 | 2,637,762 |
| Fees and payments | 539,700 | 539,700 | 539,700 | 539,700 | 539,700 | 539,700 |
| Minor Capital | 172,400 | 172,400 | 172,400 | 172,400 | 172,400 | 172,400 |
| NTTC Adjustment | | | 774,000 | 1,549,000 | 1,549,000 | 1,549,000 |
| Staffing | 700,000 | 700,000 | 700,000 | 700,000 | 700,000 | 700,000 |
| Total Expenditure | 18,305,305 | 20,004,630 | 20,816,400 | 21,631,400 | 21,673,400 | 21,717,400 |

PROGRAM PLAN BY COMMUNITY

| Community | 2008-2009 | 2009-2010 | 2010-2011 |
|--------------------|---|--|---|
| Kitikmeot | | | |
| Cambridge Bay | Human Services Certificate Human Services Diploma Maternity Care College Foundation Adult Basic Education Pre-Trades | Human Services Certificate Human Services Diploma Midwifery Diploma Year 1 Teacher Education Year 1 Nursing Year 1 College Foundation Adult Basic Education Trades Access Millwright Pre-Employment Aboriginal Language Certificate | Human Services Certificate Human Services Diploma Midwifery Year 2 Teacher Education Year 2 Nursing Year 2 College Foundation Adult Basic Education Trades Access Millwright Pre-Employment Millwright Apprentice 1-2 Introduction to Mining Welding Apprentice 1-2 Early Childhood Education Certificate Environmental Technology Co-Op Program |
| Gjoa Haven | Home & Continuing Care Pre-Trades | Adult Basic Education Aboriginal Language | Adult Basic Education |
| Kugluktuk | Adult Basic Education Home & Continuing Care Pre-Trades | ABE/Pre Employment College Foundation | ABE/Pre-Employment Teacher Education - Year 1 |
| Kugaaruk | Adult Basic Education Pre-Trades Teacher Education Year 3 | ABE/Pre-Employment Aboriginal Language Teacher Education Year 4 | ABE/Pre-Employment |
| Taloyoak | Adult Basic Education Pre-Trades | ABE/Pre-Employment | ABE/Pre-Employment |
| Kivalliq | | | |
| Arviat | Pre-Employment Pre-Trades | Pre-Employment Access to Trades | Pre-Employment Access to Trades |
| Baker Lake | Pre-Employment Pre-Trades | Pre-Employment Pre-Trades | Pre-Employment Trades Access Certificate |
| Chesterfield Inlet | ABE Introduction to Mining Pre-Trades | ABE | ABE |
| Coral Harbour | Pre-Employment Pre-Trades | Pre-Employment Pre-Trades | Pre-Employment |
| Rankin Inlet | Pre-Employment Pre-Trades College Foundation Certificate Early Childhood Education Certificate Trades Access Certificate Teacher Education Year 1 Management Studies - Year 1 Office Admin Certificate | Pre-Employment Plumbing Pre-Employment OBM Pre-Employment Electrical Pre Employment Access to Trades College Foundation Certificate Teacher Education Year 2 Management Studies Year 1-2 Office Admin Certificate | Pre-Employment Access to Trades Plumbing Pre-Employment Plumbing Apprentice 1-2 Housing Maintainer 1 OBM Pre-Employment OBM Apprentice Level 1-2 Electrical Pre-Employment Electrical Apprentice 1 College Foundation Nursing Year 1 Teacher Education Year 3 Management Studies Year 1 Office Admin Certificate Environmental Technology Co-Op Program |

| Community | 2008-2009 | 2009-2010 | 2010-2011 |
|------------------|---|--|--|
| Repulse Bay | Pre-Employment Introduction to Mining | Pre-Employment Pre-Trades | Pre-Employment |
| Whale Cove | ABE Pre-Trades | ABE | ABE |
| Whale Cove | ABE Pre-Trades | ABE | ABE |
| Qikiqtani | | | |
| Arctic Bay | Pre Trades Office Administration ROA Teacher Education - Year 4 | ABE/Pre-Employment | ABE/Pre-Employment |
| Cape Dorset | Pre-trades College Foundation | Jewellery & Metalwork Year 1 Teacher Education | Jewellery & Metalwork Year 2 Camp Cook |
| Clyde River | Pre-Trades Literacy and Culture | Pre-Employment Camp Cook | Office Administration ROA Building Trades helper |
| Grise Fiord | Upgrading/literacy/computer | Pre-Employment | Pre-Employment |
| Hall Beach | Building Trades Helper Pre-Trades | Introduction to Mining Pre-Employment | Introductory Carpentry |
| Igloolik | Home & Continuing Care Pre-Trades/PLAR Teacher Education Year 4 | Management Studies Year 1 ECE Board Development | Management Studies Year 2 ECE Certificate |
| Iqaluit | Pre-Employment Pre Trades Carpentry Pre Employment Carpentry Apprenticeship 1-4 Housing Maintainer 3 Small Business - Fur Production Hair Stylist Year 1 Community Therapy Assistant Midwifery Year 1 Goldsmithing Certificate College Foundation Cert Nursing Yr 1-4 Teacher Education Yr 1-4 Environmental Tech 1-2 Jewellery & Metalwork 1-2 Interpreter Translator-1-2 and/or Traditional Knowledge & Culture | Environmental Tech 1-2 Jewellery & Metalwork 1-2 Interpreter Translator-1-2, And/ or Traditional Knowledge & Culture | Computer Systems Technician Yr 2 College Foundation Cert. Nursing Yr 1-4 Teacher Education Yr 1-4 Environmental Technology-Coop program Jewellery & Metalwork 1-2 Interpreter Translator-1-2, And/or Traditional Knowledge & Culture |
| Kimmirut | Building Trades Helper Camp Cook | Pre-Trades Prospecting | Tourism/Hospitality |
| Pangnirtung | Pre-Trades Textiles Course Pre-Employment | Office Administration Tourism | Printmaking |
| Pond Inlet | Pre-Trades/PLAR | Building Trades Helper Introduction to Mining | Camp Cook Tourism |
| Qikiqtarjuaq | Pre-Trades/PLAR | Pre-Employment | Office Administration |
| Resolute Bay | Upgrading/literacy/computer | Pre-Trades | Intro to Mining |
| Sanikiluaq | Pre-Trades | Pre-Employment | Office Administration ROA |

FEES AND RENTALS

| FEES AND CHARGES | 2007-08 | 2008-09 | 2008-09 | 2010-11 | 2011-12 | 2012-13 |
|--|------------|------------|------------|------------|------------|------------|
| Tuition ⁽⁶⁾ | | | | | | |
| Cert/Dip per year | \$2,000.00 | \$2,720.00 | \$2,720.00 | \$2,720.00 | \$2,720.00 | \$2,720.00 |
| Cert/Dip per term | \$1,000.00 | \$1,360.00 | \$1,360.00 | \$1,360.00 | \$1,360.00 | \$1,360.00 |
| Cert/Dip per course | \$200.00 | \$300.00 | \$300.00 | \$300.00 | \$300.00 | \$300.00 |
| Degree per year | \$3,000.00 | \$3,400.00 | \$3,400.00 | \$3,400.00 | \$3,400.00 | \$3,400.00 |
| Degree per term | \$1,500.00 | \$1,700.00 | \$1,700.00 | \$1,700.00 | \$1,700.00 | \$1,700.00 |
| Degree per course | \$300.00 | \$375.00 | \$375.00 | \$375.00 | \$375.00 | \$375.00 |
| Residence Monthly ⁽⁷⁾ | | | | | | |
| Single Room/No Meals | \$110.00 | \$115.00 | \$120.00 | \$127.00 | \$134.00 | \$140.00 |
| Single Room / Meals ⁽⁸⁾ | \$440.00 * | \$462.00 | \$485.00 | \$510.00 | \$535.00 | \$560.00 |
| 1 Bedroom Unit | *\$190.00 | \$200.00 | \$210.00 | \$220.00 | \$230.00 | \$242.00 |
| 2 Bedroom Unit | *\$220.00 | \$230.00 | \$242.00 | \$255.00 | \$267.00 | \$280.00 |
| 3 Bedroom Unit | *\$330.00 | \$346.00 | \$364.00 | \$382.00 | \$400.00 | \$420.00 |
| 4 Bedroom Unit | *\$440.00 | \$462.00 | \$485.00 | \$510.00 | \$535.00 | \$560.00 |
| Guests Kivalliq Hall | \$800.00 | \$860.00 | \$925.00 | \$995.00 | \$1,070.00 | \$1,150.00 |
| Guest Apartments | \$475.00 | \$510.00 | \$550.00 | \$590.00 | \$635.00 | \$680.00 |
| Damage Deposit | \$350.00 | \$350.00 | \$350.00 | \$350.00 | \$350.00 | \$350.00 |
| Residence Daily ⁽⁹⁾ | | | | | | |
| Student/No Meals | *\$20.00 | \$25.00 | \$25.00 | \$25.00 | \$25.00 | \$25.00 |
| Student / Meals | *\$80.00 | \$119.30 | \$119.30 | \$119.30 | \$119.30 | \$119.30 |
| Guests / No Meals | *\$80.00 | \$75.00 | \$75.00 | \$75.00 | \$75.00 | \$75.00 |
| Guests / Meals | *\$120.00 | \$178.95 | \$178.95 | \$178.95 | \$178.95 | \$178.95 |
| Student Association Fee ⁽¹⁰⁾ | | | | | | |
| Per Term | \$140.00 | \$150.00 | \$150.00 | \$150.00 | \$150.00 | \$150.00 |
| Per Month | \$35.00 | \$40.00 | \$40.00 | \$40.00 | \$40.00 | \$40.00 |
| Book Fees ⁽¹¹⁾ | | | | | | |
| Per Semester | \$200.00 | \$200.00 | \$200.00 | \$200.00 | \$200.00 | \$200.00 |
| Photocopying @ page | | | | | | |
| Copying | \$0.10 | \$0.10 | \$0.10 | \$0.10 | \$0.10 | \$0.10 |
| Copying and paper | \$0.25 | \$0.25 | \$0.25 | \$0.25 | \$0.25 | \$0.25 |
| Document Replacement | 0 | \$25.00 | \$25.00 | \$25.00 | \$25.00 | \$25.00 |

6 Based on FANS limit.

7 Accommodations include utilities.

8 *\$ unchanged since April 15, 1999.

9 Based on GN Duty Travel Rates adjusted semi-annually. Student rates are 2/3 of guest rates

10 Included in FANS tuition limit. Only assessed on fulltime students.

11 Based on FANS limit.


MOTION # BG-20-2008

The Board of Governors approves *Sivummuaqatigiitta*, the 2008-2013 Corporate Plan, as presented, including the facility, financial, program, and fees and rentals plans.

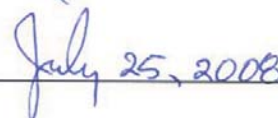
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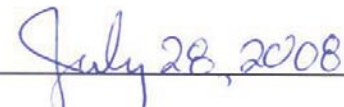
 Chair, Board of Governors
 Nunavut Arctic College




 Minister, Responsible for
 Nunavut Arctic College



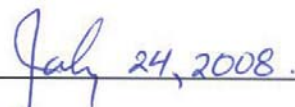
 Date



 Date



 President
 Nunavut Arctic College



 Date