

Public Post-Secondary Funding Review Submission
COLLEGE OF NEW CALEDONIA (CNC)
June 2022

1. What are the most important contributions your institution makes to economics, social, and environmental health of British Columbia?

ECONOMIC

The area which CNC serves is divided amongst the Cariboo, North Coast, and Nechako economic regions in the British Columbia Labour Market Outlook: 2021 Edition. The Cariboo labour market region encompasses Prince George, Quesnel, and Mackenzie, while the North Coast and Nechako labour market regions include Burns Lake, Vanderhoof, and Fort St. James. CNC's six campuses are spread throughout these six communities and play an important role in training and educating students in health sciences, trades and technologies, social services, developmental, business, and university studies.

The Nechako region is projected to experience an average annual population growth of 1.4 per cent over the next 20 years and is one of two BC regions that are projected to grow at a rate consistently higher than the projected provincial growth rate between now and 2041¹. The Cariboo and North Coast regions have projected growth rates of 0.3 per cent and 0.6 per cent respectively. Despite this, the September 2021 Labour Force Survey indicated declining employment rates in these regions.

One million job openings are forecasted in B.C. over the next decade, with approximately 77 per cent (or 773,000 job openings) requiring some level of post-secondary education or training². Jobs requiring a diploma, certificate, or apprenticeship training will account for 41 per cent of openings in British Columbia between 2021 and 2031².

The top occupations for the Cariboo, Nechako, and North Coast economic regions based on projected job openings between 2021 and 2031 that require an apprenticeship certificate, diploma, or certificate include²:

- Cooks*;
- Automotive service technicians, truck and bus mechanics, and mechanical repairers;
- Heavy equipment operators, except crane;
- Pulp mill machine operators;
- Social and community service workers;
- Retail and wholesale trade managers;
- Nurse aides, orderlies and patient service associates;
- Administrative officers and office support workers*.

**Note that the BC Labour Market Outlook 2021 edition lists these professions as amongst the top 10 likely to face rapid automation. Re-training is therefore going to be a necessity.*

CNC offers credentials for students to qualify for the top job openings specific to the region over the next 10 years. Additionally, young people tend to be the most mobile workers, and BC's ageing workforce may create a long-term reduction in overall labour mobility. Delivering local and

¹ https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/people_population_projections_highlights.pdf

² BC Labour Market Outlook: 2021 Edition

relevant training that meets the regional labour market demands is vital in ensuring all regions of the province are thriving and supporting the economic prosperity of BC. Jobs requiring bachelor, graduate, or first professional degree will account for 36 per cent of job openings between 2021 and 2031³. CNC's university transfer programs offered throughout the region will continue to be an affordable and accessible starting point for northern BC residents as they embark on their advanced educational path.

SOCIAL

First Nations communities are located throughout the College's vast service area, which spans 117,500 square kilometres. Many First Nations are located in rural and isolated communities, making CNC's commitment to training and education essential to meeting the social, educational, and economic needs of Indigenous partners and learners. Also, the Indigenous population is projected to grow faster than the non-Indigenous population over the next 20 years, even given the expected international migration⁴. The Indigenous population is projected to remain younger than the non-Indigenous ageing population in Canada⁴, placing them at the forefront of Canada's labour pool. CNC plays a key role in ensuring rural First Nations are prepared for the economic and job opportunities that are on the way.

ENVIRONMENTAL

CNC is committed to reducing CNC's carbon footprint and integrating energy-saving and sustainable practices into future building and renovation projects. CNC took great strides in 2021 to implement and execute a framework to approach a net-zero emissions future. Initiatives included equipment upgrades and operational and administrative changes resulting in a reduction of overall GHG emissions by 10.8 per cent from 2020 levels. GHG emissions for 2021 were 2009 tCO₂e. CNC is targeting another five per cent reduction in GHG emission levels. This goal is lower than previous years due to increased building demand as the pandemic is becoming less impactful on operations, this would result in a 22.3 per cent reduction in emissions from pre-pandemic levels.

2. What is your institution doing to promote Reconciliation with Indigenous People and First Nations?

Indigenous students account for 23 per cent of domestic student headcount across all CNC campuses. This percentage ranges by campus and is highest at the Fort St James campus where 53 per cent of domestic students in 2021-22 self-identified as Indigenous. CNC continues to grow initiatives and partnerships with First Nations and Indigenous partners in support of reconciliation and the TRC Calls to Action related to post-secondary education.

CNC officially opened its first Indigenous specific student housing at its Prince George campus in September 2021. Named by Lheidli T'enneh First Nation Elder Josie Paul, the 12-bed building is called Nahoonai-a, which means "to find" or "to rediscover." In addition to the rooms, two of which are accessible, there is a shared kitchen, living area, washrooms and laundry facilities. CNC worked with the Lheidli T'enneh, and other Indigenous partners, to ensure the design of the housing created a safe and welcoming space for students. The building includes a designated cultural area incorporating natural light and wood elements for students to build community and

³ BC Labour Market Outlook: 2021 Edition: https://www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC_Labour_Market_Outlook_2021_9MB.pdf.aspx

⁴ <https://www150.statcan.gc.ca/n1/daily-quotidien/211006/dq211006a-eng.htm>

gather. There is also a two-bedroom suite for an Elder, who is a student mentor and advisor. The first cohort of students were welcomed to Nahoonai-a during the fall 2021 semester.

CNC hosts an annual Aboriginal History Week which involves a series of events that take place across all campuses. Aboriginal Liaisons coordinate events year-round to engage people to learn more about the Indigenous communities they serve, including cultural events. There are also Elders at every campus to support students and provide cultural and spiritual guidance.

Decolonizing the Healthcare System through Cultural Connections is a pilot program with Emily Carr University of Art & Design that just completed its third and final year. Through this program, health science students engaged with local Indigenous participants to discuss their experiences with the healthcare system. This model has been presented at several conferences and is positively evaluated by both Indigenous and non-Indigenous participants.

CNC's LaKles Way-hut program provided entrepreneurship training for Indigenous youth from January to March 2022. Students from four campuses took online courses and met as a full cohort throughout the program. Twenty-three out of twenty-four students completed the program with positive feedback. Upon completion, they had developed business concepts and were aware of further education or skills needed to be successful.

The Health Sciences department is developing an indigenous cultural competency course. The Northern Collaborative Nursing Program includes Introduction to First Nations Health as a program requirement. Indigenous courses are included in the Social Service Worker Certificate, Social Service Worker Applied Diploma, and Social Service Worker (UT) Diploma programs. Select programs in the School of Health Sciences reserve up to 20 per cent of seats for qualified Aboriginal students.

CNC continues to engage First Nations and Indigenous partners through the Advisory Committees and Yinka Dene Council. These partners were particularly critical to identifying appropriate supports for students who were studying online due to pandemic restrictions. Now, dialogue is underway to renew the 2018 Aboriginal Education Strategy.

CNC has delivered the Professional Cook program incorporating Indigenous Content, and will be offering more cohorts in rural communities. CNC has also offered advanced Southern Carrier language courses at the Quesnel campus.

The eagle of the ?Esdilagh First Nation now stands alongside the logos of the Nazko First Nation, Lhoosk'uz Dene Nation, and Lhtako Dene Nation at the Quesnel campus. An unveiling event held in September 2021 was the result of collaborative work in the spirit of reconciliation and was a step forward in providing an inclusive, culturally safe atmosphere for all Indigenous students.

The College continues to grow the targeted, on campus supports available to Indigenous students. CNC recently added an Indigenous Recruitment Officer, Student Navigator, and an Elder position to the team that supports indigenous students.

3. What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

The College supports vulnerable and underrepresented groups through initiatives and programs at all campuses. CNC participates in the Former Youth in Care tuition waiver program, and has created Campus Navigator positions to connect students with campus and community supports specific to student needs.

The College recognizes and values the role of diversity, equity, and inclusion (DE&I) in creating and maintaining a successful workplace supportive of all members of the college community. An ad hoc committee was established this year and CNC has plans to formalize this work and build on the successes of the committee. CNC will define an overarching DE&I strategy which will include an evaluation of CNC's current state, areas for growth, and targeted actions CNC can take to advance DE&I amongst the workforce.

CNC's forthcoming Academic Plan highlights the need to provide access to disadvantaged learners, focusing on new ways to provide post-secondary education and training to students unable to succeed in full time face to face studies. CNC has successfully piloted "hyflex" classrooms over the past two academic years, and is currently expanding its capacity, allowing for more courses and programs to be delivered to students in rural and remote communities, including the 22 First Nations communities within CNC's catchment area.

The Dean of Health Sciences was recently recognized for her work in DE&I. In April 2022, Dean of Health Sciences, Dr. Tamara Chambers-Richards, was named the Bronze recipient of the CICA's Leadership Excellence Award for managerial staff. The DE&I and decolonization initiative she fostered involved provincial ministries, Northern Health, and CNC partners. The initiative made CNC an early adopter of the provincial Health Care Access Pathway Program (HCA-PP), a multi-partner program that reaches out to students across the entire CNC region who would not otherwise be able to access post-secondary education.

4. What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?

CNC has the second lowest average domestic tuition amongst the colleges, and third lowest amongst all Post-Secondary Institutions. With the tuition cap, the gap widens every year between CNC and the others. Health programs and Trades programs are the highest cost programs, and the most important to employers and communities in the CNC region. Health and Trades jobs are projected to be among those with the largest number of openings in the next ten years. Offering these essential programs across a large region with sparse populations has cost implications that the current funding model does not reflect.

For international tuition, CNC aims to be approximately in the middle of the group amongst the colleges. A reliance on international student tuition has led to instability in budgets over the last several years as the pandemic affected international student enrolment. CNC does not have a significant reliance on fundraising given that we are in small, resource-based communities. Student expectations are changing, and the COVID-19 pandemic accelerated CNC's adoption of technological solutions. The transition to remote learning strained CNC's Teaching & Learning and IT departments and those pressures remain as hybrid and online delivery modes have been maintained and are likely to grow.

The current base grant does not recognize the inherent challenges and additional costs in maintaining six campuses in rural, northern region. All except the Prince George Campus are in very small communities where they are very important to the local residents. However, FTE targets are difficult to achieve due to the size of several communities. Indigenous targets appear somewhat arbitrary and are often set without discussion or consultation. CNC serves a large demographic of Indigenous students - both current and potential, but often Indigenous students need greater learning supports which require additional costs. One-time targeted funding does not allow CNC to implement real, long-term changes to our service delivery model to address those needs.

5. What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?

CNC engages regularly and at many levels different levels with other institutions and other partners and stakeholders in the PSE system. Some examples include:

- Northern Post-Secondary Council (NPSC) with UNBC, NLC, and CMTN;
- BC Colleges (association of BC's public, post-secondary colleges);
- BCNet (shared services for higher education and research);
- Colleague Service Committee (consortium of BC colleges using the same enterprise system);
- BC Council on Admissions & Transfer (BCCAT);
 - BCCAT Rural and Remote Project;
 - BCCAT Pathways Project;
- Sharing information with other PSI's, employees taking part in committees, working groups, accreditation groups, etc.;
- Joint proposal with UNBC to deliver a dual credit technology explorations program for secondary school students;
- Joint sponsorship by CMTN, CNC, NLC, and UNBC in a technology employers' forum across the north.

6. What stands in the way of you collaborating more with the rest of BC's PSE system?

While CNC takes great pride in the many collaborations and partnerships enjoyed throughout the BC PSE system, there are some barriers which can make these activities more challenging. For example:

- Geographic distance from most other PSI's – higher travel costs, experiencing different issues (small rural communities versus urban centres, etc.);
- Internal resourcing as a small institution because the same person can become engaged in multiple collaborations and initiatives which results in some employees being spread too thin;
- High turnover in the sector (peers/colleagues changing frequently making it harder to forge relationships and to keep initiatives going);
- Challenge of calculating FTEs when delivery is shared amongst institutions;
- Each provincial institution is independent and has had many influences over time;
- Independent ownership model for programs, services and curriculum with little incentive to share or collaborate;
- Different organizational structures and collective agreements.

7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

The following are some of the key trends that are likely to impact the PSE system over the next few decades:

- Declining domestic workforce numbers;
- Climate change;
- Increasing automation, particularly in the resource sector;
- Requirement of technological literacy for all employees;
- Immigration to fulfill projected job vacancies;
- Indigenous self-determination, partnerships – the role PSI's must play in reconciliation.

8. How do you think the PSE system needs to evolve in response to those trends?

The PSE system is already beginning the evolution, in spite of the pandemic and in some cases as a result of it. The following includes several examples of responses to those trends:

- Flexibility – delivery options, technological options, etc.;
- Understanding and meeting the diverse needs of all learners;
 - Improving access and flexibility of programming;
- Ensuring cross-cultural understanding and communication skills across all programs;
- Emphasis on development of human skills to prepare learners for rapid change.

9. How does your institution need to evolve in response to those trends?

CNC will need to continue to evolve in the following ways in response to the above-noted trends:

- Flexibility – delivery options, technological options;
 - Improving access and flexibility of programming;
- Ensuring cross-cultural understanding and communication skills across all programs;
- Emphasis on development of human skills to prepare learners for rapid change;
- Development and delivery of new technology programs (short and extended programs).

10. Considering the above, what modifications to the funding formula would you recommend?

The following list includes a number of recommendations for modifications to the current funding formula:

- Colleges should be funded for the additional needs of diverse learners, many of whom require much higher levels of support – both academically and with various student services;
- Funding for colleges with campuses in small, rural communities who also serve remote First Nation communities should reflect the realities of being unable to capitalize on economies of scale – classes will not be full; thus, tuition does not cover the difference in costs of delivery;
- ITA funding should better reflect the true costs of delivering Trades programming,

particularly with ever-increasing supplies and materials costs, and be regularly reviewed and increased to remain aligned with program costs;

- Restricted funding should be mostly phased out in favour of stable, ongoing funding;
 - Soft-funding means not being able to offer secure employment which makes recruitment more challenging;
 - Students and communities have no guarantee/confidence that certain initiatives will be ongoing;
 - Students and communities do not know what programming is forthcoming, making it difficult to upgrade or prepare;
 - Targeted funding does not typically capture the full indirect costs of planning, delivering and supporting the program or initiative, forcing institutions to rely on base funding which has typically already been allocated to other purposes.
- Funding should reflect inflationary pressures which significantly impact PSI's and have consistently eroded budgets for many years;
- The funding formula should recognize that some institutions have significant opportunities for revenue from other sources, and that some do not and are therefore more reliant on government funding;
- Tuition should be reviewed and balanced across the system;
- The role of international tuition revenue should be recognized within the funding model.
- Multi-year funding model would provide consistency and enable more effective planning and budgeting.