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Instructions to Respondents

Nunavut Arctic College and the Government of Nunavut will be accepting questions regarding the request for an expression of interest. All questions can be sent to (universityproposals@arcticcollege.ca). All responses will also be made known to other respondents.

1. Proposals must be submitted electronically on or before September 22, 2017 at 17:00hrs Local Time in Iqaluit at (universityproposals@arcticcollege.ca).
2. Proposals received after the exact time and date noted above will be considered late and will be rejected.
3. Proponents may amend their proposals electronically at any time prior to the closing date and time. Amendments or amended proposals should be clearly identified as such. The latest version will be considered the proponent's official submission to the request for an expression of interest.
4. An evaluation committee will review each proposal. The evaluation committee reserves the exclusive right in its sole discretion, to determine the scores of all proposals relative to the evaluation criteria, weights and rating legend provided in this EOI.
5. Proponents will be short listed. Proponents who are short listed will be requested to take part in an interview in Iqaluit, Nunavut. The evaluation committee will consist of representatives from Nunavut Arctic College, the Nunavut Arctic College Board of Governors, the Government of Nunavut, Nunavut Tunngavik Incorporated (NTI), and Inuit Tapiriit Kanatami (ITK). Costs associated with attending these interviews will be paid by the proponent. Details regarding the interview will be provided to proponents who are short listed. The Cabinet of the Government of Nunavut has final approval authority for the partner selection.
6. This document can be made available, upon request, in any of the 4 official languages of Nunavut (Inuktitut, Inuinnaqtun, English, and French).

Project Purpose

Nunavut Arctic College (NAC) and the Department of Education of the Government of Nunavut are seeking to engage with a qualified Canadian university or university college to establish a partnership in order to continue improving the quality of and access to higher education in the territory of Nunavut. The specific elements of the partnership will be developed jointly with the successful organization; in its broadest form, this partner would work with NAC and the Government of Nunavut to provide expertise and support in areas such as governance, student success, faculty development, leadership, accessibility, and curriculum and program areas, with an emphasis on Indigenous language and culture. The intent of the request for an expression of interest is for a potential partner to provide an overview and specific examples of how they can contribute to the establishment of a strong foundation for the development of a successful partnership. A briefing of the territory of Nunavut, NAC, and the Government of Nunavut are attached herewith and will provide the context for this request for an expression of interest.

Project Background

The territory of Nunavut was established in 1999 through the Nunavut Land Claims Agreement. The population of the territory in 2016 was 35,944, a 12.7% increase since 2011, and it is spread over a geographical area of 1,877,778.53 km² with a population density of 0.019 persons per square kilometre. Nunavut is accessible only by air from Montréal, Ottawa, Winnipeg, Churchill, Calgary, Edmonton, and Yellowknife with flights into Iqaluit, Rankin Inlet, Cambridge Bay or Arviat. There are no roads connecting any of the twenty-five communities of Nunavut, so travel between communities is limited by flight schedules.

Approximately 85% of the population of Nunavut is Inuit and Inuit languages (Inuktitut and Inuinnaqtun, which are collectively known as Inuktitut) are the first language spoken by 68% of the population. The official languages of the territory are the Inuit languages, English, and French. Nunavut continues to experience high school and post-secondary graduation levels and literacy levels that are below all other jurisdictions in Canada. In 2015 there were 9,990 students enrolled in public school and there were 208 secondary school graduates, 94% of whom were Inuit (see Appendix A). NAC, the only post-secondary institution in the territory, has main campuses in the capital city of Iqaluit, as well as Rankin Inlet, Clyde River, and Cambridge Bay. There are also Community Learning Centres in each community which offer NAC programs. NAC offers three university degrees: a Bachelor of Education in partnership with the University of Regina, a Juris Doctor in partnership with the College of Law at the University of Saskatchewan, and a Bachelor of Nursing with Dalhousie University. Currently, students who want to attend other university programs must leave the territory to do so.

In 2016, a feasibility study was conducted to determine if a stand-alone, brick and mortar university would be feasible in Nunavut. It was determined that enrollment numbers would not be high enough, and that a partnership between NAC and an established Canadian university would be the best approach to improve post-secondary options in the territory. This study is found in the Appendix (See Appendix B).

Key Stakeholders

There are a number of organizations that will serve as key stakeholders:

Inuit Tapiriit Kanatami (ITK) – an organization that represents over 60,000 Inuit across Canada. They seek to preserve Inuit culture and language and have a significant interest in its role in post-secondary education in Nunavut.

Nunavut Tunngavik Incorporated (NTI) – one of the four regional members of ITK, it is the legal representative of the Inuit of Nunavut. NTI ensures that the Nunavut Land Claims Agreement (NLCA) is implemented fully by the Government of Canada and the Government of Nunavut.

Department of Executive and Intergovernmental Affairs (EIA) – a department within the Government of Nunavut that supports the work and relationships with the Government of Canada as well as with other provinces and territories. Their role includes providing leadership, coordination, and management across various strategies, policies, and initiatives, including the Nunavut Land Claims Agreement.

Department of Family Services – a department within the Government of Nunavut that includes the Financial Assistance for Nunavut Students (FANS) program. This program provides benefits to help offset the costs of post-secondary education for students in Nunavut.

Canadian High Arctic Research Station (CHARS) – a research facility being constructed in Cambridge Bay, Nunavut that will be part of Polar Knowledge Canada's (POLAR) headquarters. Construction is scheduled to be complete in 2017.

Nunavut Land Claims Agreement (NCLA)

The Nunavut Land Claims Agreement (NCLA) was signed in May 1993 by the Inuit, the Government of Canada, and the Government of the Northwest Territories and led to the establishment of Nunavut as a territory (See Appendix C). The Agreement ensures the preservation of Inuit culture and tradition and has a role in all aspects of life in Nunavut, including education and employment. The following two articles are of exceptional importance to this partnership:

Article 32 – sets out the right of Inuit to have a say in developing the Government's social and cultural policies and programs and how they are delivered. It is therefore a requirement to consult with NTI regarding social programs within the territory.

Article 23 – details the requirement that the Government of Nunavut must employ a representative number of Inuit and sets up training to achieve that representation. Each department of the Government must make an Inuit Employment Plan which lays out how it will hire and train more Inuit. There is also emphasis on pre-employment training to obtain the basic skills required to gain government employment.

Nunavut Arctic College Briefing

NAC was created on January 1, 1995 and is a public agency that was created through the Nunavut Arctic College Act. NAC is listed under Schedule B of the Financial Administration Act as a territorial corporation, which is considered to be at arms-length from the Government of Nunavut. NAC delivers adult and post-secondary education, including the delivery of university-level programs and the granting of university and applied bachelor degrees through existing post-secondary partnerships. The College has four regional campuses: Nunatta Campus, in Iqaluit, which also includes the Nunavut Research Institute (NRI); Kivalliq Campus and the Nunavut Trades Training Centre in Rankin Inlet; Piqqusilirivvik in Clyde River; and the Kitikmeot Campus, located in Cambridge Bay. Piqqusilirivvik is an Inuit Cultural Learning Facility created as a joint initiative of the Government of Nunavut and NTI. Piqqusilirivvik is now managed completely by NAC. For details regarding NAC programs, policies and procedures as well as its mission, principles, and priorities, see Appendix D.

As previously mentioned, NAC currently has two continual university level programs that are delivered in partnership with other universities. The Arctic Nursing Program is a bachelor's degree in nursing in collaboration with Dalhousie University, and the Nunavut Teacher Education Program (NTEP) is a bachelor's degree in education in collaboration with the University of Regina. Additionally, a one-time law degree in collaboration with the College of Law at the University of Saskatchewan is set to begin in 2017.

Students

NAC has been consistently increasing the number of full time equivalent (FTE) students over the past few years, with approximately 1,400 FTE students in 2016, up from 1,238 in 2012. These students are in a range of program levels, including adult basic education, high school completion, degree, and diploma programs. The increase in students can be attributed to the increase in the number of programs being delivered on campuses and in the Community Learning Centres.

Each campus has student services which include academic and personal counselling, food, and recreation services. All campuses have agreements with local daycare societies to ensure that there is space available for students' children. NAC also works with daycares to provide training for both the applied Early Childhood Education certificate and diploma programs. These services are meant to support students through their journey at the college. NAC continues to enhance and develop their student services to meet the needs of students, especially with significant change in the demography of the students attending the college. The students are becoming younger and are requiring additional support, especially in learning Inuktitut. Student services need to be tailored to meet these changing needs.

Housing and Infrastructure

NAC provides student housing at all four of its regional campuses. Iqaluit is the largest campus and provides the most student accommodations, with approximately 160 units available in 2017-2018. 40 of these rooms are for single students, and the rest are family units. The Rankin Inlet campus provides approximately 100 units for both family and student housing. Cambridge Bay provides 20 family units and a single student apartment-style residence which houses 20 beds. At Piquusilirivvik there are 26 beds for single students and visiting instructors. All of these accommodations provide affordable options for students and ensure that they have a place to stay while pursuing their respective programs.

NAC is diligently working to renew and enhance their infrastructure. There have been investments in the renewal of many of the Community Learning Centres and the new Trades Training facility in Rankin Inlet has been completed. A new campus will be built in Iqaluit, increasing the capacity to deliver new programs and the space available for current programs. The new campus will officially open its doors in September 2019. The College is also working on the development of a new campus in Cambridge Bay and a second phase of the Trades Training facility in Rankin Inlet which will focus on heavy equipment and mining careers.

The Nunavut Housing Corporation (NHC) is responsible for the Public Housing and the Government of Nunavut Staff Housing Programs in all 25 Nunavut communities. There is currently a significant housing shortage across Nunavut for both of these programs, with 39% of Nunavummiut in need of housing. Of those who have housing, 52% live in public housing with 38% of those individuals living in overcrowded conditions. The housing shortage will be an important consideration within the partnership when discussing housing for faculty and students as well as locations for programming. While NHC has developed a strategy for addressing these housing needs, the shortage will not be alleviated quickly. Further information regarding housing in Nunavut can be found in Appendix E.

Communication and Data Management

NAC and the Government of Nunavut are committed to improving data collection and implementing data-driven policies. The Government of Nunavut Bureau of Statistics currently works in conjunction with Statistics Canada to track specific trends in the territory. Furthermore, the Departments of Executive and Intergovernmental Affairs, Family Services and Education each track department-specific data to improve trends around education, employment and labour market needs. NAC has been working on transitioning from their Student Record System to PeopleSoft Campus Solutions in the coming academic year. The new student information management system will provide the college with additional capacity for management and will allow for instructors and students to have accurate, accessible, and relevant data

regarding their academic records. A fully integrated student portal will be available by January 2018, with the initial phase of the project implemented by September 2017.

NAC campuses and Community Learning Centres

NAC operates and delivers programs across four campuses and in 25 Community Learning Centres, allowing the delivery of programs to meet the needs of Nunavummiut. Each of the four regional campuses has an area of specialization. The Iqaluit campus is the base for the Language and Culture Centre of Excellence as well as the Fine Arts, Education, Nursing, Environmental Technology, and Computer Technician programs. In Rankin Inlet, there are programs in trades, management studies, and administration, along with the Teacher Education Program. The Cambridge Bay campus focuses on health and wellness programs and administration programs. Piquusilirivvik provides the unique Inuit Cultural Program. This provides an opportunity for students to join a dynamic and experiential learning program focused on the traditional learning of Inuit language and culture. It provides an opportunity for Elders, instructors, and students to engage in a variety of activities, practices, and discussions which empowers, inspires, and ensures that the traditional knowledge of Inuit is transferred between generations. The programming at the Community Learning Centres is third-party funded and is determined mostly on an annual basis via community needs assessments. The programs in these Centres are typically not at the diploma or degree level.

For further information on NAC, please consult the Annual Report, Business Plan, and NAC website which provide a broad overview of programs offered, the annual budget, achievements in recent years, and the strategic direction of the college (See Appendix F). These documents also provide insight into student demographics as well as the outcomes of the student survey completed for the 2015-2016 academic year.

Project Objectives

The following are objectives that NAC and the Government of Nunavut are aiming to achieve through this partnership:

- Work collaboratively to enhance and embed Inuit language and culture in the curriculum of all post-secondary programs delivered in Nunavut;
- Continue to improve the quality of and enhance access to higher education programs and services in Nunavut for Nunavummiut;
- Collaborate with key stakeholder groups such as NTI, EIA, and ITK in alignment with the Nunavut Land Claims Agreement (Article 32) and the Inuit Employment Plan (Article 23);
- Increase the selection of post-secondary options for Nunavummiut, primarily focusing on the main campuses of NAC;
- Be able to provide relevant post-secondary education to meet employment needs and the aspirations of Nunavummiut;
- Recognize and commit to the historic and cultural needs of the territory and the implications of Truth and Reconciliation;
- Increase participation rates and student success, primarily considering Nunavut students, but also with consideration to those recruited from elsewhere in Canada, and from other countries; and
- Be affordable for the Government of Nunavut and sustainable over time.

Strategy and Vision for Partnership

The strategy and vision of NAC and the Government of Nunavut for a partnership with a qualified post-secondary institution has eight components, with **students** at the centre of the overall vision:

Student support	Language and culture	Partnership
Scholarship	Students	Accessibility
Governance	Quality	Relevant programming

The following section details each component and describes the ideal manner in which the partnership will function.

Students

Students are at the centre of the vision; all decision-making and planning should be focused on their needs and academic success now and in the future.

- The partner must focus on developing students in a holistic way that considers their cultural, mental, and physical needs
- The partner must work collaboratively with NAC and stakeholders to provide the necessary support services to increase the success and opportunities of students in their respective programs
- The partner must support students outside of academics and effort should be put into making sure that all students, at both regional campuses and Community Learning Centres, feel as if they are citizens of the institution and a part of something greater
- The support system should focus on developing and helping students prepare for life and employment after school
- Growth in student population over time will be an important consideration

Student Support

- Student support services must be culturally appropriate and should include traditional and contemporary cultural elements – for example, the involvement of Elders
- The needs of each student are different; student support programs need to be developed to reflect a wide variety of student needs and concerns
- An investment in student support is important as it is more cost effective to support and retain existing students than to recruit new ones; retaining students helps develop a sense of community that is key to building a positive culture
- An investment in student support is important in order to retain existing students and build a sense of community
- From both academic and personal viewpoints, recognizing students at risk and intervening before it is critical is important for student success and retention
- Student success must be important to all stakeholders involved in the educational process and should be a priority for all involved in the development and delivery of student support services in academic, social, and professional environments
- Giving students the tools to succeed and supporting them in taking responsibility for their learning is important for the overall satisfaction of students

Language and Culture

- Inuktitut, the term used to refer to the Inuit languages of Inuktitut and Inuinnaqtun, and Inuit culture are a great contribution to any partnership; it is important that the partner institution respect and value Inuit language and culture and the contributions Nunavut brings to the partnership
- Inuit Languages and culture must be central to any programs run or developed
- Inuktitut and Inuit cultural and context courses will form a key piece of programming and consideration should be given to having courses on these items mandatory for all students
- Building programming that reflects the language and culture of all four Inuit regions is important for the success of the institution
- Inuit Societal Values (see Appendix G) will be at the core of the strategic vision and be the foundation for the organizational culture of the partnership

Partnership

The vision is one where all relationships with partners are Nunavut-led and the vision and leadership of the partnership is driven by Nunavummiut.

- Faculty at partner institutions with Inuit language skills and/or cultural experience should be identified and involved at an early stage; this will help the partner institution integrate with greater ease and gain a better understanding while contributing to shaping the relationship with NAC
- Including a wide range of stakeholders as part of the partnership process is important; industry players, especially those in: oil, gas, and mineral exploration; hunting and fishing; and tourism and transportation, will help to identify and develop the skills that are desired in the labour market
- High schools are a key piece in the success of NAC in terms of providing future students meaningful and relevant choices of degree programs; it is therefore important to have a strong relationship with the high schools in order to support student growth and development
- Building relationships with partners from the ground up and at every organizational level is key to the success of partnerships in Nunavut; strong leadership at every level and integrating the partner institution into Inuit culture is important
- Greater consideration will be given to institutions that embody Indigenous culture and worldviews. Potential partners should be engaged with Indigenous communities and committed to the success of Indigenous students through various services available to students

Scholarship

- Existing projects and resources should be leveraged where possible; for example, NRI and CHARS are resources that could be used in the future to support research projects
- Research should be focused on the needs of and have a direct benefit to Nunavummiut and Nunavut
- The ambition should not be to become a research intensive university, and there is a need to be mindful that the partnership does not allow the partner access which circumvents research approval processes in Nunavut
- The partner will collaborate to develop and provide support to the various faculties and divisions interested in pursuing academic and applied research initiatives
- The partner will participate in various initiatives initiated by NAC Media, with publishing activities done in collaboration or partnership with NAC Media

Accessibility

- As NAC grows, the feasibility of university admissions based on an open access model will be considered if adequate student support and mechanisms are in place

- The demographics of the Nunavut student base is an important dimension that needs to be considered; there are a large number of mature students that will need to be supported by all stakeholders invested in their post-secondary experience
- Although part time students are not supported due to lack of program flexibility, funding, and housing, research and consideration needs to be given to them as they will be an important future addition to the student population
- Building bridging and laddering programs that will allow students who need to scale up their education to the degree level is critical; these programs will increase the accessibility and entry points to the institution and allow increased growth of the student population
- There needs to be a focus on progression points from NAC courses as well as clear policy and procedures on Recognition of Prior Learning

Governance

- This project represents a long-term generational investment and commitment in Nunavut; the focus of the partnership should always be on the students and ensuring their success
- The partnership should be led by NAC, and while a partner will have a say in how the institution should be operated, it is important that they defer and respect the management approach utilized in Nunavut

Quality

- It is important to note that NAC currently does not have systems in place to accredit degrees
- Quality assurance is a complex system and the existing quality assurance framework of the partner institution should be leveraged as much as possible
- The quality assurance framework and process needs to be addressed early, as developing a standalone quality assurance framework can be a time-consuming and difficult process
- The partner will support NAC in developing and implementing internal quality assurance policies and procedures and provide support in developing capacity to undergo external reviews
- It is essential that degree qualifications of graduates are recognized everywhere in Canada and lead to achievement and employment
- Principles of continuous improvement should be adopted
- Quality assurance systems need to recognize the unique context in Nunavut and incorporate various approaches to assess and determine how quality is assessed and ensured

Relevant Programming

- Programming should build a good base of technical skills and theoretical knowledge that will allow students to be successful in finding employment after graduation
- Experiential learning (e.g. co-op programs) should be integrated where possible into degree programs to help students build a base of practical skills
- Programming currently existing at NAC should be developed and grown where possible; existing NAC programs should both “ladder” into degree programs granted by the partner institution and increase options for students to study in Nunavut
- Innovative approaches to curriculum and delivery models should be established as early as possible
- Potential degree programs considered a priority include: public administration; media and communications; business administration/commerce with a focus on entrepreneurship; general science and environmental science; technology; social work; public and mental health; and other health technology programs

Benefits of Partnership

Benefits of this partnership, for both NAC and partner university, include the following:

- Greater opportunity for student and staff exchange
- Expansion of student learning and professional development opportunities, including shared curriculum development
- Increased education surrounding Indigenous culture and values
- Support of the overall development of the territory
- Increased potential for innovative ideas and practices
- Access to each institution's knowledge and experience as well as existing marketing and recruitment channels

Process and Timeline

This process will be governed by the following critical milestones:

- September 22, 2017 – EOI response period closes
- October 2017 – November 2017 - Responses are evaluated; potential partners are identified and invited to Iqaluit for the interview process
- Week of January 8, 2018 – Potential partner interviews take place
- January/February 2018 – A partner is identified and the selection is submitted to Cabinet for approval; upon approval, development of working protocols and agreements begins

Technical Requirements

Proponents are to meet the following requirements:

- Must be able to demonstrate a commitment to Indigenous education, culture, values, and language
- Must be a public university
- Must be a member of Universities Canada

Evaluation Criteria

The evaluation team will utilize the following criteria to evaluate each expression of interest. Points awarded will be consistent with the Points Rating Legend on the Proposal Rating Schedule. Points awarded will be confidential and no details will be released to any of the other proponents.

Each expression of interest will be evaluated using the following criteria:

Item	Rating Criteria	Unit points awarded (A)	Assigned weight (B)	Total points (A) x (B) = (C)
1	Language and culture		25	
2	Student success and accessibility		30	
3	Leadership and management		30	
4	Curriculum and program support		15	
PROPONENT:			TOTAL:	

LEGEND:	RATING POINTS:
A – Evaluation Points Awarded	Poor 0 - 3 points
B – Weighting Factor	Fair 4 - 6 points
C – Sub-Total Weighted Score (A times B)	Good 7 - 8 points
	Excellent 9 - 10 points

Information Required

To allow for a thorough yet timely evaluation, expressions of interest should be presented in a clear and concise manner. Failure to present information in the manner requested may be to the proponent's disadvantage. It is suggested that the following format and sequence be followed in order to provide consistency in response and to ensure each receives full consideration:

1. Expression of Interest Cover Letter or Executive Summary
2. University Profile
3. Experience with Indigenous language and culture
4. Student success and accessibility
5. Leadership and management
6. Curriculum and program support

The document should be no longer than twenty (20) pages in length, not including the executive summary which has a maximum length of two (2) pages.

Cover Letter or Executive Summary

The cover letter or executive summary should provide a summary of your institution's interest and suitability for this partnership. It should be no more than two (2) pages in a standard business format and should be identified and signed by the people who prepared the proposal, and include a contact person and a backup contact in case of the former's absence to answer questions regarding the contents of the expression of interest.

University Profile

The profile should include: the university's legal name, address, and telephone number; date established and structure; ownership details; leadership; and number of employees and students.

Experience with Indigenous Language and Culture

Demonstrate your knowledge, skill, and related experience in working with Indigenous language and culture and working with Indigenous peoples, especially Inuit.

Student Success and Accessibility

Demonstrate your knowledge, skill, and related experience in student recruitment and retention, with an emphasis on Indigenous student support. Describe your approach to accessibility; for example, student mobility, entrance requirements, points of entry, and recognition of prior learning. Include any experience with open access.

Leadership and Management

Demonstrate your knowledge, skill, and related experience in management support. This includes a description of approach and expertise in governance, quality assurance, internal quality, and any other

forms of management. Also include a description of any experience with technology and data tracking as a post-secondary institution.

Describe your leadership approach, including alignment with the goals and values of NAC and willingness to work with partnerships established at NAC.

Demonstrate your knowledge, skill, and related experience in employer, community, and partner engagement, especially in relation to Indigenous communities. Include your approach to responding to labour market needs and any asset contribution that could be brought to this potential partnership.

Demonstrate knowledge, skill, and related experience in faculty support, with an emphasis on faculty in Indigenous communities. Include areas such as professional development, post-graduate opportunities, scholarly work, faculty mobility, and teaching excellence.

Curriculum and Program Support

Describe your program areas and mode of delivery, including any innovative practices. Demonstrate your knowledge, skill, and related experience in non-traditional learning programs, indigenization of curriculum, and laddering.

Appendix Appendix A –

Student Demographic Data:

Nunavut Public School Enrolment as of September 30, 2009 to 2015							
	2009	2010	2011	2012	2013*	2014	2015
Total, Nunavut	9,038	8,855	8,902	9,074	9,728	9,889	9,990
Kitikmeot	1,582	1,527	1,546	1,581	1,763	1,820	1,872
Kivalliq	3,030	3,024	3,106	3,150	3,153	3,120	3,127
Qikiqtani	4,426	4,304	4,250	4,343	4,812	4,949	4,991

Source: Department of Education, Government of Nunavut. Prepared by Nunavut Bureau of Statistics, June 11, 2015.

Nunavut Secondary School Graduates, 2008 to 2015							
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Number of Graduates by Region							
Total, Nunavut	244	237	229	240	218	206	208
Kitikmeot	23	30	24	21	21	34	31
Kivalliq	83	81	86	94	77	86	82
Qikiqtani	138	126	119	125	120	86	95
Percentage of Graduates by Sex							
Total, Males and Females	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Females	57.8	45.2	50.2	52.1	55.5	55.3	56.7
Males	42.2	54.9	49.8	47.9	44.5	44.7	43.3
Percentage of Graduates by Age Group							
Total, All Age Groups	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 17	1.4	1.1	0.7	1.4	0.9	1.0	0.0
17 to 18	44.4	53.1	44.8	55.1	42.7	60.7	51.4
19 and Over	54.2	45.9	54.5	43.5	56.4	38.3	48.6
Percentage of Graduates by Ethnicity							
Total, Inuit and Non-Inuit	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Inuit	92.6	91.6	90.0	95.0	95.0	92.7	93.8
Non-Inuit	7.4	8.4	10.0	5.0	5.0	7.3	6.3

Source: Department of Education, Government of Nunavut. Prepared by Nunavut Bureau of Statistics, June 11, 2015.

Appendix B –

University Feasibility study reports <http://gov.nu.ca/information/university-feasibility-study>

Appendix C –

Nunavut Land Claims Agreement: <http://nlca.tunngavik.com/?lang=en>

Nunavut Land Claims Agreement (Plain Language Version):
<http://www.tunngavik.com/documents/publications/2004-00-00-A-Plain-Language-Guide-to-the-Nunavut-Land-Claims-Agreement-English.pdf>

Appendix D –

NAC policies and procedures: <http://www.arcticcollege.ca/en/policies-and-procedures>.

Appendix E –

2015-2016 NHC Annual Report: https://s3.amazonaws.com/nhcweb/publications/annualreport_2015-16_0.pdf

NHC Blueprint for Action on Housing Strategy:
https://s3.amazonaws.com/nhcweb/publications/blueprint_0.pdf

Appendix F –

NAC website: <http://www.arcticcollege.ca/>

Reports and corporate documents: <http://www.arcticcollege.ca/en/college-reports>

NAC Business Plan 2017-2020 (p. 359 – 392):
http://www.gov.nu.ca/sites/default/files/files/Finance/Budgets/business_plan_2017-2020_english.pdf

Appendix G –

Inuit Societal Values: <http://www.gov.nu.ca/information/inuit-societal-values>