

Standing Committee on
Social Development



Report on Bill 30: *An Act to Amend the
Aurora College Act*

19th Northwest Territories Legislative Assembly

Chair: Ms. Caitlin Cleveland

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November 30, 2021

SPEAKER OF THE LEGISLATIVE ASSEMBLY

Mr. Speaker:

Your Standing Committee on Social Development is pleased to provide its *Report on Bill 30: An Act to Amend the Aurora College Act* and commends it to the House.

A handwritten signature in black ink, appearing to read "Caitlin Cleveland". The signature is written in a cursive, flowing style.

Ms. Caitlin Cleveland
Chair, Standing Committee on
Social Development

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

REPORT ON BILL 30: AN ACT TO AMEND THE AURORA COLLEGE ACT

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STANDING COMMITTEE ON SOCIAL DEVELOPMENT

REPORT ON BILL 30: *AN ACT TO AMEND THE AURORA COLLEGE ACT*

INTRODUCTION

Bill 30: *An Act to Amend the Aurora College Act* (Bill 30) was first introduced by the Department of Education, Culture and Employment on June 2, 2021, and then referred to the Standing Committee on Social Development (Committee) for review.

Bill 30 proposes changes to the *Aurora College Act* (the *Act*) to:

- Create a new public governance system for Aurora College;
- Move the college to an arm's length relationship with the Government of the Northwest Territories (GNWT);
- Meet the requirements of a quality assurance review; and
- Support the gradual transition to a changed way of working between Aurora College, the government and other partners and stakeholders.

The proposed amendments are part of the broader GNWT initiative to transform Aurora College into a polytechnic university. The process for changing the college into a university began in the 18th Legislative Assembly and is scheduled to continue through three governments into the 20th Assembly.

The 19th Legislative Assembly prioritizes the creation of a polytechnic university.¹ In the Mandate, the GNWT commits to change Aurora College into an accredited and independent polytechnic university within six years.² The GNWT's lead department maintains a website publicly tracking the progress of 106 activities related to the transformation.³

The main changes made in Committee include:

1. Increasing the size of the Board of Governors to ten members;
2. Requiring that at least half of the Board members are Indigenous NWT residents;
3. Allowing Cabinet to designate the Chairperson of the Board of Governors, and requiring the Board of Governors to designate the Vice-Chair;

¹ Northwest Territories Legislative Assembly, Tabled Document 1-19(1): [Priorities of the 19th Legislative Assembly](#), Tabled on October 25, 2019.

² Northwest Territories Legislative Assembly, Tabled Document 12-19(2): [Mandate of the Government of the Northwest Territories, 2019-2023](#), Tabled on February 7, 2020.

³ Department of Education, Culture and Employment, Aurora College Transformation, [Transformation Progress Tracker](#). (URL <https://www.ece.gov.nt.ca/aurora-transformation/en/transformation-progress-tracker>)

4. Requiring the Board of Governors to seek input from Indigenous governments on the makeup of the Indigenous Knowledge Holders Council; and
5. Adding the term 'diverse' to sections that refer to the uniqueness of the NWT.

Committee wishes to thank all those who participated.

WHAT WE HEARD

Committee held a public engagement period from July 20 to August 20, 2021, and a virtual public hearing on September 9, 2021.

Committee received written submissions and public presentations from Aurora College, the City of Yellowknife, the Northwest Territories Métis Nation, and the Tłı̨chǫ Government.

The themes brought forward reflect the composition and appointment of the Board of Governors and the two Councils, regional representation, implementation of the United Nations Declaration of the Rights of Indigenous Peoples⁴ (UNDRIP), academic independence, and requests for direct co-drafting of legislation with Indigenous governments.

Board of Governors

Committee heard disappointment about Bill 30 proposing to reinstate the previously abolished Board of Governors without regional representation and two advisory councils instead. Witnesses requested to change the governance model to allow for regional representation in the composition of the Board of Governors by working together with the NWT's Indigenous governments. The Tłı̨chǫ Government stated that not guaranteeing continued regional representation in the governance of the college would be in a mindset of colonialism and not align with UNDRIP Article 19⁵.

Committee heard concerns that the proposed composition of the Board of Governors could result in an under-representation of Indigenous people. The NWT Métis Nation asked to be directly represented on the Board of Governors to be involved in all decisions and requested that each recognized Indigenous government have a seat on the Board; otherwise, this model would not be consistent with UNDRIP Article 14.⁶

⁴ [United Nations Declaration on the Rights of Indigenous Peoples](#). United Nations. Resolution adopted by the General Assembly on 13 September 2007.

⁵ "States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them." UNDRIP Article 19.

⁶ "Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning." UNDRIP Article 14.1.

The City of Yellowknife encouraged the development of criteria that would ensure the Board of Governors is representative of the ethnicities, genders, geographic regions and perspectives of the NWT. Aurora College welcomed the move away from a regional representation model to a competency-based Board and the established minimum requirement for three Indigenous Board members.

Residency Requirement for Board Members

The concern was raised that the college may miss out on contributions from the broader Canadian and international academic world if a strict residency requirement exists. The potential negative impact on a future university could include reducing the marketability of the university and creating a possible barrier to appointing suited candidates.

Academic Council

Committee heard the concern that the Academic Council may hold no weight in the decision-making because no qualification requirements are determined in Bill 30. Any community member may fill roles on the Council. The City of Yellowknife made the recommendation to require that Council members have post-secondary organizational experience in addition to academic expertise.

Indigenous Knowledge Holders Council

Several witnesses indicated that the selection process of Indigenous Knowledge Holders Council members should have support from the Indigenous community. Committee heard concerns that a mechanism for representative Indigenous institutions to be involved in selecting members to the Indigenous Knowledge Holders Council is lacking.

The Tłı̨ch̨ Government notes that such mechanism is necessary to make the *Act* consistent with UNDRIP Article 19; and states further that "it is critical to Tłı̨ch̨ Government that any persons designated as holding Indigenous Knowledge, be recognized as such by their communities, and who have support and recognition behind them from their communities as they take up such an important responsibility."

Chair and Vice-Chair

Witnesses voiced concerns that changing the power from the Board to the Minister to designate a chair and a vice-chair would not reflect the intention to make the college more arm's length but possibly reverses it.

Mandate

Committee heard the concern that the Minister's power to approve the Board's mandate might diminish the proposed rule that forbids the Minister to interfere with Aurora College policies. It was recommended that the legal framework reinforce academic independence.

Timeline for Consultation and Comments

Committee heard the concern that timelines for consultation and comments may not always be respectful and sufficient for stakeholders to support meaningful consultation. As has been previously raised to GNWT Departments, Ministers and Standing Committees, the witness notes that the timeline for consultation and comments must be respectful and sufficient to support meaningful consultation. As a stakeholder, the witness identified that a longer timeline to prepare comments is appreciated on an important and complex topic, such as Bill 30.

Process Used to Develop Bill 30

The Tłı̨ch̨ Government brought forward the concern that the department's process missed the opportunity to involve Indigenous partners in bringing forward Bill 30. Referring to the experience of past collaboration in lands and resource-related legislative drafting processes, the Tłı̨ch̨ Government stresses the need for such cooperation as the GNWT creates legislation that reflects the needs of all residents of the NWT and Indigenous perspectives, world views and with respect to the authorities of Indigenous Governments.

COMMITTEE CONSIDERATIONS

Committee considered that the following motions would improve Bill 30.

The Board of Governors

Committee discussed the issue of representation on the Board of Governors and the requests for reinstating regional representation. Committee finds that the purpose of Bill 30 is to restore public governance to Aurora College and, at the same time, ensure that the college fulfills the requirements of the quality assurance process for Canadian post-secondary institutions. The regional representation of the Board may need to be considered for the polytechnic university, and in the future replacement of the *Aurora College Act* with the *Polytechnic University Act*.

Committee was concerned that the governance model may not reflect that most students are Indigenous students from the NWT. Keeping the minimum number of Indigenous Board members at three out of eight would not provide equal Indigenous representation.

Accordingly, Committee proposes a motion requiring a minimum of fifty percent Indigenous representation on the Board-recommended membership to the Board of Governors. When considering how to amend the *Act* best, Committee sought information from the Minister. The response included a proposal from the Minister of Education, Culture and Employment to increase the number of board-recommended

members from eight to ten, and require a minimum of five Indigenous members. This increase would bring Aurora College's Board membership to 14; in comparison, the Yukon University Board of Governors has 17 members.

Committee agrees with this approach. Motion 1 requires the Minister to appoint 10 members recommended by the Board, of which at least five must be Indigenous residents of the Northwest Territories.

Academic Council

Committee recognizes that membership of Academic Councils in Canada is almost entirely constituted by academic faculty and senior administrators employed by the institution, with some student representation. The quality assurance review process requires institutions that offer degree programs to have their academic staff, students, and administrators participate in academic decision-making.⁷ By convention in nearly all Canadian institutions, this is done by establishing an Academic Council in colleges and a Senate in universities.

Indigenous Knowledge Holders Council

Committee welcomes the approach of balancing the Indigenous knowledge and the western academic knowledge system in the college and future university governance. Committee feels that to give equal weight to the Indigenous knowledge system, it needs to be identified who holds the power of determining a knowledge holder.

The current model does not speak to the composition of the Council and leaves it to the decision by the Board of Governors. Committee holds the view that it does not make sense for a Board of Governors, without a mandate from Indigenous organizations, to be responsible for making rules on who would qualify as a knowledge holder.

Committee shares the concern that the power to decide who is an Indigenous knowledge holder should lie with Indigenous organizations. The legislation should allow for Indigenous involvement in selecting Indigenous knowledge holders.

Committee agrees with the concern of risking non-compliance with UNDRIP and takes note of the recommendation to add a mechanism or criteria for Indigenous knowledge holders to be identified by their Indigenous organization or an Indigenous community. Committee proposes two motions requiring Aurora College to follow a three-step process to establish membership to the Indigenous Knowledge Holders Council. The amendments require the college to begin the process by seeking input from Indigenous Governments to develop criteria for identifying Indigenous knowledge holders. The nomination process requires consideration of those criteria in selecting members to the Indigenous Knowledge Holders Council. Both requirements are part of Motion 5.

⁷ The conditions of the quality assurance review are documented in the Campus Alberta Quality Council [Handbook: Quality Assessment and Quality Assurance](#). Edmonton 2021.

Motion 7 requires the Board to seek input from Indigenous governments on potential members to the Indigenous Knowledge Holders Council before selecting members to the Council and consider any input provided. Further, the motion requires the Board to ensure that the composition of the Indigenous Knowledge Holders Council reflects the unique and diverse values, histories and people of the Northwest Territories.

Residency Requirements for Board Members

Committee shared concerns that residency requirements for board members might limit the college in attracting highly educated individuals, particularly Indigenous individuals with ties to the NWT but residing in other jurisdictions. Committee sees this concern addressed with the proposed amendments that set criteria for identifying Indigenous knowledge holders.

Committee sees the suggestion to consider options for ex-officio members to enrich the Board by allowing non-residents to inform the work of the Board included in the current legislation, which allows the Minister to appoint additional members to the Board.

Board of Governors Chair and Vice-Chair

Committee agrees with the concern that moving the powers from the Board to the Minister to select the Board of Governors chair and vice-chair does not contribute to making the institution more arms' length. Committee sought additional information from the Minister on why this change was made, as it seems inconsistent with the principle of Bill 30.

The exchange recognized the significant importance of the role of both Chairpersons under an arm's length and renewed collaborative relationship. The department proposes to use the approach taken in Alberta where polytechnics, once created, are board-governed institutions where the Board of Governors acts as an intermediary between the institution and the public⁸. With the evolving role of the Chair, the department describes the relationship between the Minister and Chair as the critical link to create stability during the transformation years and a vital relationship between government and the polytechnic university.

Committee takes the view that accountability during transition is just as important as independence. The need for public accountability can be achieved by having the Board of Governors select the Chair.

Committee took a strong position that the Board needs to select the Chair, and the Chair not be designated by the Minister. After further consideration, the Committee accepted the Yukon University model as an acceptable compromise.

⁸ Alberta [Post-secondary Learning Act](#), 2003. Section 44.1.

Accordingly, Committee proposes the model used in the Yukon where the default is for Cabinet (rather than the Minister) to appoint a Chair, and where the Board selects the Vice-Chair.⁹

Adding 'diverse'

Committee recommends adding the word 'diverse' to reflect the regional diversity in the NWT. Accordingly, Motions 2 and 7 add the term 'diverse' to language that speaks to the unique values of the NWT so that the sections in the *Act* refer to the unique and diverse values of the people of the NWT.

Role of President

Currently, the Administrator appointed by the Minister in the 18th Assembly replaces the Board and thereby holds the President of the college accountable. Bill 30 proposes that the Board of Governors select and direct the President, thereby making the institution more independent and moving it into a more arm's length relationship from government.

Concerns were raised that the President is a public service employee and that this potentially conflicts with the intent to increase the academic independence of the institution. The City of Yellowknife suggested contracting the President as an independent individual instead.

When considering a possible amendment, the Committee sought and received additional information from the Minister of Education, Culture and Employment. Committee recognizes that the President is a non-voting member on the Board of Governors and reports only to the Board. The Board hires the President and determines the type and duration of the contract. Being exclusively accountable to the Board solidifies a CEO-type position that allows the President to provide operational oversight independent of the GNWT. To enable the hiring and supervision of all Aurora College employees, the President must be granted the powers of a Deputy Head under the *Public Service Act* and *Financial Administration Act*.

Committee accepts the rationale of the President being a member of the public service.

Mandate

In its deliberations, Committee gave weight to the fact that the system of the Board's mandate is modelled after other jurisdictions. The Board determines the mandate and submits it to the Minister for approval. The Minister is not allowed to change the content or do anything else concerning the mandate, which is part of the arms-length nature of the relationship between the government and the institution. The mandate will be described in the regulations which require Cabinet approval.

⁹ [Yukon University Act](#), 2019. Section 17.

In developing the Aurora College Mandate, Committee notes that the Department of Education, Culture and Employment and Aurora College consider elements from several jurisdictions. As a starting point, both are looking at the 'strategic mandate agreement' approach used in Ontario, where each university and college has its own strategic mandate agreement.¹⁰

Committee recognizes that the requirement for the Board's mandate comes from the *Post-Secondary Education Act*, and that Bill 30 aims to ensure that the mandate is appropriate for Aurora College, both with a focus on preparing the necessary elements for the institution to pass a quality assurance review.

Editorial Changes

Committee proposes two motions to correct spelling. Motions 4 and 6 propose editorial and non-substantive changes.

RECOMMENDATIONS

Committee heard from witnesses concerns about the development of legislation and the engagement process in the review of Bill 30. While these issues do not fall within the scope of the review of Bill 30, Committee feels strongly that they deserve recommended action.

Process Used to Develop Bill 30

Committee took note of the comment that not involving Indigenous partners in bringing forward Bill 30 is a missed opportunity and may be inconsistent with UNDRIP Article 19.

Committee recognizes the *Northwest Territories Intergovernmental Agreement on Lands and Resources Management*¹¹ which focuses on collaborative legislative development in lands and resources.

Accordingly, the Committee makes the following recommendation.

Recommendation 1: The Standing Committee on Social Development recommends that the Government of the Northwest Territories speak to questions on co-drafting legislation and co-management beyond resource management based legislation, and discuss this concept with the NWT Council of Leaders.

¹⁰ An example under consideration is the 2014-2017 [Strategic Mandate Agreement for Algonquin College](#), Ontario.

¹¹ Northwest Territories Intergovernmental Council. [Northwest Territories Intergovernmental Agreement on Lands and Resources Management: Legislative Development Protocol](#). Yellowknife 2020.

Timeline for Consultation and Comments

Committee takes note of the request to allow for sufficient time for meaningful consultation and engagement. Committee will review its public engagement processes to ensure timelines are respectful and sufficient for stakeholders to support meaningful consultation.

Further, Committee makes the following recommendation.

Recommendation 2: The Standing Committee on Social Development recommends that the Department of Education, Culture, and Employment and Aurora College take note of this request that engagement timelines are respectful and sufficient for stakeholders to support meaningful consultation, and ensure that the timeframes for engagement and consultation concerning the polytechnic university are adequate.

Terminology

During Committee's careful considerations to improve Bill 30, definitions and use of the term Indigenous were discussed.

Committee felt strongly about not excluding Indigenous academic experts or knowledge holders with ties to the NWT but residing outside of the jurisdiction from eligibility for Board or Council membership. Committee noted that the wording used establishes a requirement for NWT residency rather than recognizing a connection to the NWT, such as birth in the NWT, beneficiary under a land rights or self-government agreement, an Indigenous person who has resided a significant portion of their life in the NWT, or an Indigenous person who has notable achievements in the NWT but may no longer be an NWT resident.

Committee recognizes that the discussion of definition is not meant to be understood as standardization which would have a limiting effect. From a statutory interpretation perspective, one would not wish to straightjacket the definition of Indigenous.

Rather, Committee perceives that the GNWT needs to provide a definition of the term of Indigenous as used in the *Affirmative Action Policy* to avoid confusion with the different uses of the term internationally, nationally and in respect to the approach of realizing the recommendations of the Truth and Reconciliation Commission and implementation of UNDRIP articles.

Recommendation 3: The Standing Committee on Social Development recommends that the Government of the Northwest Territories provide a response to the recommendations contained in this report within 120 days.

CLAUSE BY CLAUSE REVIEW

The clause-by-clause review of Bill 30 was held on September 27, 2021. At this review, Committee moved seven motions. The Minister concurred with all seven motions.

CONCLUSION

The Standing Committee on Social Development's review of Bill 30 results from a collaborative process. Committee wishes to thank the Minister for his concurrence with the motions made by the Committee to amend Bill 30. The Committee thanks the public for their participation in the review process, and everyone involved in the review of this Bill for their assistance and input.

Following the clause-by-clause review, a motion was carried to report Bill 30: *An Act to Amend the Aurora College Act*, as amended and reprinted, as ready for consideration in Committee of the Whole. This concludes the Standing Committee's review.

APPENDIX 1: WRITTEN SUBMISSIONS

1. Aurora College
2. City of Yellowknife
3. Northwest Territories Métis Nation
4. Tłı̨chǫ Government

September 2, 2021

Chair and Members
Standing Committee on Social Development
Northwest Territories Legislative Assembly
PO Box 1320
4570-48th Street
Yellowknife, NT X1A 2L9

Dear Chair and Members,

Re: Bill 30: An Act to Amend the Aurora College Act

Thank you for the opportunity to provide comments to the Standing Committee on Social Development (Committee) on *Bill 30: An Act to Amend the Aurora College Act* (Bill 30). Aurora College fully supports the changes proposed in Bill 30. These changes are necessary to meet the Government of the Northwest Territories (GNWT) commitment and timeline for the transformation of Aurora College into a polytechnic university. Furthermore, the changes will be integral to successfully achieving institutional growth and development as outlined in *Strengthening the Foundation and Planning for Change: Aurora College 3-Year Strategic Plan* (Strategic Plan).

As Aurora College is the post-secondary institution in the NWT, we recognize the importance of our role in making quality education programs, training and research supports available to residents across the NWT. As the College transforms into a polytechnic university, these opportunities will continue to grow, driving economic and social development. In particular, being better positioned to ensure employers are able to meet labour demands and Northerners are first in line for Northern jobs. The Act to Amend the Aurora College Act will significantly advance the transformation process and allow the implementation of a wide range of internal changes at Aurora College over the next two years.

As outlined in the Strategic Plan, the vision for Aurora College is to transform into a polytechnic university in the North and for the North that creates equitable opportunities for residents across the Northwest Territories (NWT) to reach their full potential. Aurora College's values are ones of respect, inclusiveness and diversity, innovation, and academic integrity. The College's vision and values were developed through extensive engagement with partners, stakeholders, and communities. They help to ensure the course toward an effective, efficient, and sustainable polytechnic university is maintained.

The perspectives below are predicated on the vision and values, as well as an understanding of changes required to meet national standards and best practices in post-secondary education. At a later stage in the transformation process, Aurora College will be required to undergo an external quality assurance review and the proposed legislative change will be a critical step in meeting the requirements of that review. However, they also represent a deeper and long-lasting importance –that will support and guide a new relationship between Aurora College and the GNWT.

First and foremost, Bill 30 is a means of enabling a truly arm’s length relationship necessary for the transformation journey to move forward as Aurora College comes closer to meeting its full potential. Bill 30 recognizes that governance in academic institutions is different than governance elsewhere and that success begins with strong leadership. Colleges and universities are not like government departments or private enterprises. We are encouraged by Bill 30 and how it promotes many of the core elements of a modern Canadian university.

Aurora College Act will change into the *Polytechnic University Act*

Aurora College recognizes the importance of the process outlined in your letter, with iterative legislative processes. We agree that “Spreading changes across two legislative processes will allow time for Aurora College and the GNWT to adapt to a new way of working together as Aurora College becomes more arm’s length from government” (See *Plain Language Summary for Bill 30: An Act to Amend the Aurora College Act*, Pg. 1).

We are hopeful that the Committee supports the new approach to governance established by Bill 30, and that this support will lay the foundation for additional changes under the *Polytechnic University Act* later in the transformation process.

Changes conditions residents must meet to become a member of the Board of Governors

Bill 30 proposes that Board of Governors (Board) appointments will be competency-based, while also excluding GNWT employees and elected officials. A minimum of five public members will be from the NWT and of those, three will be Indigenous residents.

This approach will bring strong leadership and valuable perspectives at a critical time for Aurora College. As an institution, the College supports an approach to governance that will increase the ability of Aurora College to operate arms-length from the GNWT by ensuring these skills, abilities and experience of Board members meet the College’s needs and will keep the institution on a path of continuous quality improvement.

Moving from the previous model of regional representation to a competency-based Board may cause concern in some quarters. However, the College is confident that the past, current, and future practices regarding community and Indigenous relations means the College will thrive under the new model and provide increasing benefit to the people of the NWT.

Exclusion of GNWT Employees and Elected Officials

The exclusionary criteria proposed in Bill 30 is in alignment with national standards and best practice for post-secondary education institutions in Canada. Such exclusions will ensure perceived and real conflicts of interest do not undermine efforts to establish Aurora College as a unified institution with a consistent standard of service and support across all communities, for all residents. Aurora College will continue to be a learning-centred institution that is driven to provide all NWT residents with equitable access to quality post-secondary education opportunities.

Minimum of three Northern Indigenous Residents

Aurora College welcomes the establishment of a minimum representation on the Board of three Indigenous residents who possess one or more of the required competencies. We would highlight that this is only one of many dimensions of Indigenous involvement in the governance and operations of Aurora College. The College's perspective is that the specific composition of the Board should not be viewed in isolation from other changes being proposed, or those already underway. Aurora College has a very long and productive history of working with Indigenous governments, organizations and communities. The College knows from experience the imperative for Indigenous voices across our institution.

The Board will be one part of a tricameral governance model – including an Indigenous Knowledge Holders Council. The Indigenous Knowledge Holders Council is expected to have dedicated support at the executive leadership level. They will develop and monitor a framework that will guide work across all of Aurora College to support the success of Indigenous students, staff and the overall institution.

Aurora College has a long history of working directly in partnership with Indigenous communities and governments across the NWT. The College is currently in the process of planning organizational design changes that will build on this experience and foster increased collaboration with Indigenous communities and regional governments in the continuous planning and implementation of teaching and research programs.

Changes give the Board of Governors more authority

As noted above, the College believes that to reach its full potential Aurora College must be able to operate at arms-length from the GNWT. This means changes to the roles and accountabilities of College's governing bodies and the Minister. The changes proposed in Bill 30 will help to build a strong working partnership between the GNWT and the College.

Changes allow for the Board of Governors to select and direct the President

An arm's length relationship with the GNWT can be achieved through a more collaborative governance model, but also requires operational independence. The President must be hired and supervised by the Board for operational independence to be maintained.

Creates new Advisory Councils who make Academic Programming and Indigenous Knowledge recommendations

The College's assessment of Bill 30 is that it goes beyond creating advisory bodies and we are supportive of the proposed approach. A tricameral governance model with pre-established areas of focus/priorities for each governing body, combined with the ability of the Board to delegate powers to each council, will put Aurora College at the cutting edge of post-secondary education governance.

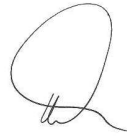
The proposed establishment of an Academic Council addresses a key requirement of the external quality assurance review and provides a strong foundation for academic decision making moving forward. It is a common feature of modern colleges and will allow the gradual building of capacity in preparation for the establishment of an Academic Senate under the polytechnic university. However, Aurora College is not aware of another jurisdiction in Canada that has a governing body akin to the Indigenous Knowledge Holders Council. The proposed establishment of an Indigenous Knowledge Holders Council would be a momentous advancement in the transformation process and a reflection of the importance of Indigenous knowledge to organizational effectiveness.

Presently, corresponding organizational changes are being planned to ensure the Indigenous Knowledge Holders Council is properly supported. In the spirit of reconciliation, we look forward to learning and understanding how the Indigenous Knowledge Holders Council will make continuous change across the institution.

We know that understanding and accepting change can sometimes be difficult. However, we are confident that Bill 30 builds on the work already underway at Aurora College to strengthen the foundation and plan for change. Bill 30 keeps us on course to successfully complete the external quality assurance review and, in combination with a great number of transformation projects underway at Aurora College, will help to increase access to quality post-secondary education opportunities in NWT.

Respectfully submitted,

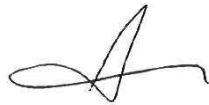
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Joel McAlister
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Jeff O'Keefe
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Glenda Vardy Dell
Vice President, Education & Training



Celestine Starling
Director of Finance/CFO



c. Jennifer Franki-Smith, Committee Clerk, Social Development, NWT Legislative Assembly



CITY OF YELLOWKNIFE

PRESENTATION TO STANDING COMMITTEE ON SOCIAL DEVELOPMENT RE: BILL 30-AN ACT TO AMEND THE AURORA COLLEGE ACT

Submitted to:

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

By:

CITY OF YELLOWKNIFE

SEPTEMBER 9, 2021

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1 Introduction

The City of Yellowknife (the “City”) strongly believes in expanding the *Aurora College Act* (the “Act”) to enable the development of a polytechnic university in the Northwest Territories (NWT).

The City applauds the work to amend the *Aurora College Act* to make way for a polytechnic university in the North and is respectfully submitting feedback on the proposed amendments that are in alignment with previous input offered and positions taken.

2 The City’s Position to Date

The City believes strongly that universities are economic drivers. Having a university in the Northwest Territories will enhance opportunities for students, academics and all northerners, as well as increase investment in research, retain northern students, attract students from outside the NWT and create many spinoff opportunities for the NWT including housing, student services, etc. The City clearly does not have a mandate to establish a university but endorses the establishment of a polytechnic model in the NWT, as outlined in our University Feasibility Study, because of these overall benefits. We foresee a clear role for the City in supporting the student experience at a Yellowknife campus, including affordable student residences and diverse amenities. There are many unique opportunities for academic engagement and research by a resident university in the NWT including the remediation economy; Indigenous governance; and, climate change mitigation/adaptation.

The City looks forward to collaborating with the GNWT, as well as community and Indigenous governments across the NWT, to ensure a win-win approach to the polytechnic university that can benefit as many Northerners as possible, strengthen partnerships and maximize shared gains.

3 Bill 30-An Act to Amend the Aurora College Act

The GNWT is proposing amendments to the *Aurora College Act* that focus on key areas regarding the Board of Governors and creation of Advisory Councils. The GNWT anticipates that the proposed changes will support future replacement of the *Aurora College Act* with the *Polytechnic University Act*.

Given this legislative framework supports an academic institution in transition, from a college fully under the oversight of the GNWT to an autonomous, accredited polytechnic university, we recommend that a commitment be made to review the terms of the *Act* within a five to seven-year window to ensure that the complete realization of the independent polytechnic university can be realized.

As currently proposed, the *Act* does not go far enough to establish the polytechnic university as an arms-length institution, a major component of the GNWT's approach to this work, nor do the Board of Governors selection criteria result in a representative Board with the knowledge, perspective and experience to advise on the direction of the polytechnic university. A commitment to review the legislative framework within a defined timeframe will reaffirm that post-secondary education in the NWT is on a continuum towards greater academic autonomy.

1.1 Definitions

The City is in support of the proposed amendments and definitions in the *Act*.

1.2 Board of Governors

The *Act* describes that the Board of Governors will be appointed by the Minister and the Board will then appoint the President of the polytechnic university. The City seeks to understand how this will be implemented to pave the way for an 'arms-length' academic institution which the GNWT has repeatedly affirmed. The Minister effectively decides the mandate and direction of the institution by appointing members and defining the competencies required to be a member of the Board.

We reaffirm our suggestion made to the Minister of Education, Culture and Employment (ECE) that the membership of the Board and Senate not be limited to residents of the NWT. A narrow view of local membership would limit the success of the polytechnic as we see significant contributions can come from the broader Canadian and international academic world. This diverse expertise can also make the polytechnic more marketable outside the North.

The provision that ensures at least five NWT members will be on the Board as per clause 9(1)(d) is an appropriate change, however, we encourage the establishment of operational criteria through bylaws or other formal means that ensure the Board is truly representative of the ethnicities, genders, geographic regions and perspectives of the NWT.

Continuing on the theme of diversity, we are pleased to note the overall change from an earlier proposed governance model which included a Board and Senate, to the current proposed model which includes the Board along with an Academic Council and an Indigenous Knowledge Holders Council. This is a positive and innovative approach to ensuring a balance of western academic and traditional knowledge will inform the work of the Board.

Recognising the polytechnic model requires a high degree of coordination with partner organizations in the governance structure, we would like to see the Board have flexibility to include other perspectives that can enrich and inform the work of the Board. For this reason, we suggest considering the option for the Board to recommend ex-officio (non-voting) members on a short term basis. Other groups may be able to advise and assist in the successful deployment

of programs or offer student supports and services and the opportunity to provide input to the Board could be valuable.

The mandate of the Board itself is still subject to the Minister's approval and the 'No interference' clause 7.1 could potentially be diminished given the Minister has final approval of the Board's mandate (6.1) including policy directions and activities. While we respect the need for checks and balances, we recommend a legal framework that reinforces academic independence. To this end, we are curious as to why clause 12 of the Bill provides that the Minister will elect a chairperson and a vice-chairperson from among the Board. In the *Aurora College Act*, this was originally left to the Board and has now been unnecessarily amended and we are unclear on the rationale for this change.

1.3 Academic Council

We would like to suggest a careful consideration of the future roles, responsibility and authority of the Academic Council. As experts, the Academic Council should be able to make strong recommendations to the Board that should be actioned unless there are considerable grounds for not so doing. The Board in the proposed *Act* is able to supersede any recommendations and advice of the Council; however, we recommend that academic expertise should hold substantial weight in the decision making process.

In addition to academic expertise, there needs to be a strong emphasis on post-secondary organizational experience. Oversight and management (i.e., the Board) requires academic experience and as the expertise requirements stand in the document, any member of the community can fill these roles.

It is appropriate that government employees are excluded in order to ensure the interests of government are not driving the interests of the Polytechnic.

1.4 Indigenous Knowledge Holders Council

The selection process of Indigenous Knowledge Holders Council members by the Board of Governors, as it is left 'in accordance with the bylaws'. We strongly recommend that this selection process include support from the Indigenous community and have specific requirements to be truly comprised of Indigenous Knowledge Holders – this includes specifying that Elders be included in this selection process.

1.5 Officers and Employees

We are curious as to why the President of the polytechnic university is proposed to be an employee in the public service, as described in the *Public Service Act*, comparable to a deputy head. If there is appetite to work towards ultimate academic independence and an arms length relationship with the GNWT, the President could be a contracted position with terms built in to ensure clear roles and responsibilities, accountabilities and protection from potential interference.

1.6 Student Associations

The City has no comment on the amendments as they pertain to student associations.

1.7 Commissioner in Executive Council

The proposed amendments to the Commissioner in Executive Council's powers appear to shift some authority from the Minister to the Executive Council in making regulations regarding the content of the mandate and reports; and, the method of appointment of the members to a Research Advisory Council. We look forward to more clarity on the purpose and intent of this change, but assume it is intended to reaffirm that the polytechnic university is more arms length from the GNWT and not an educational institution under the control of the Minister of ECE.

1.8 Process for seeking feedback

The City of Yellowknife has submitted feedback at each consultation opportunity and we see much of this feedback has been incorporated to the extent that it contributes to the commitments made by the GNWT during this process.

The City has been hard pressed to review and provide comments on Bill 30 during the midst of the summer, and particularly given the advancement of the Committee hearing from September 20th to September 9th. While we appreciate factors beyond the Committee's control necessitated this, we have seen a pattern during the 17th and 18th Legislative Assemblies where consultation with stakeholders on a number of key legislation has been undertaken concurrently and compacted into tight timelines. As we have previously raised to GNWT Departments, Ministers and Standing Committees, the timeline for consultation and comments must be respectful and sufficient to support meaningful consultation; as stakeholders, we would appreciate a longer timeline to prepare comments on such an important and complex topic going forward.

2 Conclusion

We recognize the evolutionary journey that Aurora College is embarking upon and would encourage legislators to include a specific mandate for review whereby the *Polytechnic University Act* is assessed at a point in time in the near future to ensure the goal of a robust, arms length post secondary institution can be achieved.



NORTHWEST TERRITORY MÉTIS NATION

August 3, 2021

By email: Jennifer.Franki-Smith@ntassembly.ca

Attention: Caitlin Cleveland, Chair

Northwest Territories Legislative Assembly
PO Box 1320
4570-48th Street
Yellowknife, NT X1A 2L9

Dear Ms. Cleveland:

Re: Changes to Bill 30: *An Act to Amend the Aurora College Act*

We confirm receipt of the letter from the Standing Committee on Social Development dated July 20, 2021 regarding *an Act to Amend the Aurora College Act*. This letter will set out proposed amendments to an *Act to Amend the Aurora College Act* that are consistent with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *Indigenous Education Protocol for Colleges and Institutes* to which Aurora College is a signatory.

Composition of the Board

As noted in your letter, Bill 30 removes representation of Board Members from each region and instead sets out certain conditions residents must meet to become Board Members. *An Act to Amend the Aurora College Act* includes a requirement that three (3) of the board members be Indigenous:

Composition of the Board

9.(1) The Board shall be comprised of the following members appointed by the Minister in accordance with this section:

...

- (d) eight member recommended by the Board, at least five of which must be residents of the Northwest Territories, and of those five members, **at least three must Indigenous; ...**

Although *An Act to Amend the Aurora College Act* provides for Indigenous representation on the board, the way the Board is structured can result in under-

representation of Indigenous people. As many Indigenous Métis students attend Aurora College, the NWTMN should have a higher standing and should be involved on a government to government basis. This is consistent with the *United Nations Declaration on the Rights of Indigenous Peoples*. The UN Declaration provides the following commitment:

Article 14

1. Indigenous peoples have the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

The reference to “control” means that Indigenous governments such as the NWTMN should be represented on the Board and involved in all decisions. Accordingly, the NWTMN requests the Standing Committee provide for each recognized Indigenous government to have a seat on the Board.

Indigenous Knowledge Holders Council

The draft Act to Amend the *Aurora College Act* establishes an *Indigenous Knowledge Holders Council* that will develop a strategic framework to guide operational decision-making:

21(3) The Indigenous Knowledge Holders Council shall be composed of members selected by the Board in accordance with the bylaws.

The draft *Aurora College Act* does not provide details regarding the composition of the proposed *Indigenous Knowledge Holders Council*. The NWTMN seek a commitment for a NWTMN representative on the Council.

Indigenous Education Protocol for Colleges and Institutes

Aurora College is a signatory to the *Indigenous Education Protocol for Colleges and Institutes* which includes the following seven principles:

1. Commit to making Indigenous education a priority.
2. **Ensure governance structures recognize and respect Indigenous peoples.**
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Our request for representation is consistent with the *Indigenous Education Protocol for Colleges and Institutes*.

In-Person Presentation

The NWTMN would like to speak directly to the committee at the public hearing in Yellowknife on September 20, 2021. Please contact Ursula Vogt, Executive Director by phone at 867-621-0577 for scheduling.

Sincerely,

NORTHWEST TERRITORY MÉTIS NATION



Garry Bailey
President

- c.c. Jake Heron, Chief Negotiator
Arthur Beck, Acting President, Fort Resolution Métis Government
Allan Heron, President, Fort Smith Métis Council
Trevor Beck, President, Hay River Métis Government Council



Bill 30 – An Act to Amend the *Aurora College Act*

Presentation by Garry Bailey, President
September 8, 2021





Opening Remarks

- Written submission provided to the Standing Committee on Social Development dated July 20, 2021 and August 3, 2021
- The proposed amendments to *Act to Amend the Aurora College Act* that are consistent with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *Indigenous Education Protocol for Colleges and Institutes* to which Aurora College is a signatory



Composition of the Board

- Bill 30 removes representation of board members from each region and instead sets out certain conditions residents must meet to become board members.
- An Act to Amend the *Aurora College Act* includes a requirement that three (3) of the board members be Indigenous.
- The *Act* provides for Indigenous representation on the board, the way the Board is structured can result in under-representation of Indigenous people.
- Many Indigenous Métis students attend Aurora College, the NWTMN should have a higher standing and should be involved on a government to government basis.



Composition of the Board Con't

- The UN Declaration provides the following commitment:

Article 14

Indigenous peoples have the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

- The reference to “control” means the Indigenous governments such as the NWTMN should be represented on the board and involved in all decisions.
- The NWTMN requests the Standing Committee provide for each recognized Indigenous government to have a seat on the Board.



Indigenous Knowledge Holders Council

- Section 21(3) of the draft Act to Amend the *Aurora College Act* establishes an *Indigenous Knowledge Holders Council* that will develop a strategic framework to guide operational decision-making:

21(3) The Indigenous Knowledge Holders Council shall be composed of members selected by the Board in accordance with the bylaws.

- Need additional details regarding the composition of the proposed *Indigenous Knowledge Holders Council*.
- The NWTMN seek a commitment for a NWTMN representative on the Council.



Indigenous Education Protocol for Colleges and Institutes

- Aurora College is a signatory to the *Indigenous Education Protocol for Colleges and Institutes* which includes seven principles including the following as the second principle:
 2. Ensure governance structures recognize and respect Indigenous peoples.



Conclusion

- Our comments regarding the composition of the Board and the composition of the Indigenous Knowledge Holders Council is consistent with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *Indigenous Education Protocol for Colleges and Institutions*.

Aurora College Act Bill 30, and Act to Amend the Aurora College Act

Speaking Messages

- Thank you for the opportunity to talk to you tonight.
- My name is Bertha Rabesca-Zoe and I am Legal Counsel for the Tłıchǫ Government. Joining me is Zabey Nevitt, Director of Planning and Partnerships.
- This evening we want to spend some time to talk to you about the new bill that you are reviewing to amend the Aurora College Act
- This has been a long process but it is important that it is done right so that our students can succeed and flourish.
- Our comments today will focus on two issues:
 1. The content of the proposed bill, and
 2. The process that the GNWT has used to develop new legislation that impacts our lives, our children and their futures.

Content of the Bill

- Currently, Aurora College enrolment is made up of a majority of Indigenous students from the NWT. The polytechnic is likely to continue to maintain an enrolment of a majority of Indigenous students.

- Education is a major part of providing NWT residents with opportunities to realize their full intellectual and personal potential, and to improve their life circumstances and material conditions, and those of their families and communities.
- Education is one of the most impactful long-term economic inputs over which the GNWT has stewardship.
- Indigenous governments in particular have an interest in ensuring a strong, legitimate, and relevant post-secondary institution which will produce future workers and leaders.
- This Bill is an opportunity for the GNWT to begin to make good on its commitment to implement UNDRIP in the NWT.
- The department of ECE provided Tłıchq Government with a discussion paper in 2020 with proposed governance models. Tłıchq Government provided a written response to that paper in September 2021.
- The Tłıchq Government letter calls for continued regional Indigenous representation in the board of governance of the college.
- Instead GNWT – ECE developed a bill with no guaranteed regional representation and no guarantee of Indigenous participation from

each region...but instead created councils to support the work of the governing body.

- The current model proposes 8 “members at large” of which 5 must be residents in the NWT and of the 5, 3 must be Indigenous members....this does not guarantee representation on the Board.
- One only has to look at the failed “superboard” attempt under the MVRMA proposed amendments to understand how important representation is to all regions of the NWT.
- The department has argued that a competency based board is needed - do they not believe we can find those skills in the region? We strongly feel that regional representation on the board cannot be thrown away - we have the competencies needed across the North - the regional representation must be upheld in the act as it is now - this is the mindset of colonialism
- Indigenous peoples in the NWT have evolved enough and become sophisticated that regional reps can be the Board....
- UNDRIP Article 19 supports establishing a mechanism within the governance of the college and future polytechnic to ensure that Indigenous Governments can provide input to shape the direction of the college to better serve their members.
- UNDRIP recognizes that the basic human rights of Indigenous peoples includes affording Indigenous individuals the support and protection of their own representative institutions in legislation and administrative decision-making that affects Indigenous people.

- Further, according to the bill, a proposed Indigenous Knowledge Holders council will be established under section 21.4), and the composition of that council will be controlled by the Board of Directors through by-laws they will make under section 16.m)ii.
- This is not consistent with UNDRIP Article 19.
- Section 21.4) of the bill does not provide a mechanism for representative Indigenous institutions to be involved in the selection of Indigenous Knowledge Holders council members.
- It is critical to Tłıchq Government that any persons designated as holding Indigenous Knowledge, be ones who are recognized as such by their own communities, and who have support and recognition behind them from their communities as they take up such an important responsibility.
- It does not make sense for a Board of Governors, without a mandate from Indigenous communities or representative institutions, to be given the task to be involved in such a selection, or to be responsible for making rules or by-laws around who might qualify or be elected as a Knowledge Holder.

Recommendation

- Tłıchq Government asks the committee to review the bill and make changes to the governance model that actually allow for the input of regions into the direct appointment of members of the Board of directors that represents all regions of the NWT. Further the bill must allow for the level of community involvement in the selection of the Indigenous Knowledge holders that UNDRIP requires.

Process to Develop the Bill

- As MLAs you will have heard much of the successes that have been achieved through the collaborative legislative processes under the Intergovernmental Agreement.
- I am the Chair of the IGCS and have observed first hand how these processes have created, through collaborative drafting processes, legislation that reflects the needs of all residents of the NWT and has been built with Indigenous perspectives, world views and respects the authorities of Indigenous Governments.
- Unfortunately, other aspects of GNWT legislative development is lacking in this collaborative development.
- GNWT may argue that this process is only for land and natural resource legislation. But, to truly implement UNDRIP and recognize the authorities and inherent rights of the NWTs Indigenous Governments that type of collaboration is critical for many pieces of GNWT legislation.
- Today we present to you our comments on this piece of legislation having never been advised by the department of its contents prior to introduction, and are therefore put in a position of having to ask you to address our concerns.
- We ask you to address the issues we have raised with the department through amendments to the bill, or ask ECE to go back and work with the NWTs Indigenous groups to develop a bill

collaboratively that will then be presented to you, and you can have faith that it represents the interests of all of the NWT.

- You as MLAs have the power and ability to provide that direction to your government. It is time for that collaboration to be fully realized.
- Without your direction we fear that the status quo on how our governments work together will continue. This is the opportunity to do things differently – in a way that provides successful outcomes for all our students, respects UNDRIP and our treaty agreements and builds a mechanism for collaboration moving forward.
- Thank you for your time.

Background: UNDRIP Articles

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 19

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

APPENDIX 2: MOTIONS

- Motion 1 - Clause 3 - Composition of Board
- Motion 2 - Clause 3 - Unique and Diverse
- Motion 3 - Clause 5 - Chair and Vice-Chair
- Motion 4 - Clause 6 - select
- Motion 5 - Clause 7 - IKHC Criteria
- Motion 6 - Clause 7 - selection
- Motion 7 - Clause 10 - IKHC Nominations

MOTION

AN ACT TO AMEND THE
AURORA COLLEGE ACT

That clause 3 of Bill 30 be amended by deleting proposed paragraph 9(1)(d) and substituting the following:

- (d) ten members recommended by the Board, at least five of which must be Indigenous residents of the Northwest Territories;

MOTION

LOI MODIFIANT LA LOI
SUR LE COLLÈGE AURORA

Il est proposé que l'article 3 du projet de loi 30 soit modifié par suppression de l'alinéa 9(1)d proposé et par substitution de ce qui suit :

- d) dix conseillers recommandés par le Conseil, parmi lesquels au moins cinq sont des résidents autochtones des Territoires du Nord-Ouest;

MOTION

AN ACT TO AMEND THE
AURORA COLLEGE ACT

That clause 3 of Bill 30 be amended in proposed paragraph 9(4)(c) by striking out "reflects the unique values" and substituting "reflects the unique and diverse values".

MOTION

LOI MODIFIANT LA LOI
SUR LE COLLÈGE AURORA

Il est proposé que l'article 3 du projet de loi 30 soit modifié par suppression de «reflète les valeurs uniques», dans l'alinéa 9(4)c) proposé, et par substitution de «reflète les valeurs uniques et diverses».

MOTION

AN ACT TO AMEND THE
AURORA COLLEGE ACT

That clause 5 of Bill 30 be amended by deleting proposed clause 12 and substituting the following:

Chairperson 12. (1) The Commissioner in Executive Council shall appoint a chairperson for the Board from among the Board's members.

Vice-chairperson (2) The Board shall select a vice-chairperson from among its members in accordance with its bylaws.

MOTION

LOI MODIFIANT LA LOI
SUR LE COLLÈGE AURORA

Il est proposé que l'article 5 du projet de loi 30 soit modifié par suppression de l'article 12 proposé et par substitution de ce qui suit :

12. (1) Le commissaire en Conseil exécutif désigne un président parmi les conseillers du Conseil. Président

(2) Le Conseil désigne un vice-président parmi les conseillers, conformément à ses règlements administratifs. Vice-président

MOTION

AN ACT TO AMEND THE
AURORA COLLEGE ACT

That Bill 30 be amended by deleting subclause 6(1) and substituting the following:

6. (1) Subsection 13(1) is amended by striking out "two other members elected" and substituting "not less than two other members selected".

MOTION

LOI MODIFIANT LA LOI
SUR LE COLLÈGE AURORA

Il est proposé que le projet de loi 30 soit modifié par suppression du paragraphe 6(1) et par substitution de ce qui suit :

6. (1) Le paragraphe 13(1) est modifié par suppression de «de deux autres conseillers élus» et par substitution de «d'au moins deux autres conseillers désignés».

MOTION

AN ACT TO AMEND THE
AURORA COLLEGE ACT

That clause 7 of Bill 30 be amended by renumbering proposed clause 16 as proposed subclause 16(1) and adding the following after that renumbered subclause:

Indigenous
Knowledge
Holders

- (2) Bylaws made under subparagraph 16(1)(m)(ii) shall
- (a) include criteria for the identification of Indigenous Knowledge Holders that have been developed with input from Indigenous governments; and
 - (b) require consideration of those criteria in the selection of members of the Indigenous Knowledge Holders Council.

MOTION

LOI MODIFIANT LA LOI
SUR LE COLLÈGE AURORA

Il est proposé que l'article 7 du projet de loi 30 soit modifié par renumérotation de l'article 16 proposé, qui devient le paragraphe 16(1), et par insertion, après le paragraphe 16(1) renuméroté, de ce qui suit :

- (2) Les règlements administratifs pris en vertu du sous-alinéa 16(1)m(ii) :
- a) comprennent les critères d'identification des détenteurs du savoir traditionnel élaborés avec les gouvernements autochtones;
 - b) exigent la prise en compte de ces critères lors de la sélection des conseillers du Conseil des détenteurs du savoir traditionnel.

Détenteurs
du savoir
traditionnel

MOTION

AN ACT TO AMEND THE
AURORA COLLEGE ACT

That clause 7 of Bill 30 be amended in proposed subparagraph 16(m)(ii) by striking out "the election of members to the executive committee" and substituting "the selection of members of the executive committee".

MOTION

LOI MODIFIANT LA LOI
SUR LE COLLÈGE AURORA

Il est proposé que l'article 7 du projet de loi 30 soit modifié par suppression de «l'élection des conseillers au bureau», dans le sous-alinéa 16m)(ii) proposé, et par substitution de «la sélection des conseillers au bureau».

MOTION

AN ACT TO AMEND THE
AURORA COLLEGE ACT

That clause 10 of Bill 30 be amended by adding the following after proposed subclause 21(3):

Input from
Indigenous
governments

(3.1) Prior to selecting members of the Indigenous Knowledge Holders Council, the Board shall seek input from Indigenous governments respecting potential members.

Board
considerations

(3.2) The Board shall, when selecting members under subsection (3),
(a) consider any input provided under subsection (3.1); and
(b) make reasonable efforts to ensure that the composition of the Indigenous Knowledge Holders Council reflects the unique and diverse values, histories and people of the Northwest Territories.

MOTION

LOI MODIFIANT LA LOI
SUR LE COLLÈGE AURORA

Il est proposé que l'article 10 du projet de loi 30 soit modifié par insertion, après le paragraphe 21(3) proposé, de ce qui suit :

(3.1) Avant de sélectionner des conseillers du Conseil des détenteurs du savoir traditionnel, le Conseil consulte les gouvernements autochtones pour connaître les conseillers potentiels. Consultation des gouvernements autochtones

(3.2) Lors de la sélection des conseillers au titre du paragraphe (3), le Conseil :
a) prend en compte les observations fournies en application du paragraphe (3.1);
b) déploie les efforts raisonnables afin d'assurer que la composition du Conseil des détenteurs du savoir traditionnel reflète l'histoire des Territoires du Nord-Ouest, les nations qui y vivent, et les valeurs uniques et diverses que partage sa population. Considérations du Conseil